



ASSESSMENT & EXAMINATIONS

Bundy Park, Schornville, KWT * Private Bag X 4571, KWT, 5600
REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL		
PAPER	3		
DATE OF EXAMINATION:	29 NOVEMBA 2011	DURATION:	2.5 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

This was a very good exam paper. The questions were relevant to day-to-day life situations and the topics were interesting. The choice of essay topics was wide. The longer and shorter pieces were also interesting and the learners understood the questions. Generally, the learners performed very well.

Their language has been improved and is much better than the past two years.

Their results ranged from level 3 – 7. There are only 5 learners who obtained level 3 as they left out some questions.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1 is composed of 8 different essays. All these essays were chosen by the learners and they performed very well.
They range between 50% and 90%. In question 1.1 the learners showed critical thinking and creativity when they interpreted the picture. They showed that they are aware of the dangers of air pollution, global warming etc. They are also aware of the conference presently taking place(COP 17) that is dealing with these issues.

1.2 This was a favourite question . they know that it very important to budget and not to spend money on useless things. They mostly thought about their future(like paying for school fees, buying homes and cars).
1.3 This question was well answered by those learners who have a rural background. It was a bit difficult for those who live in urban areas, they mostly wrote about township development. Few of them wrote about the strengths and weaknesses of the ANC.
1.4 Learners were able to point out different cultures and tolerance in our differences. Even those who chose only their culture were able to draw a full picture about it.
1.5 This was another popular topic as it was about cellular phone convenience. The learners performed very well. They pointed out the advantages and disadvantages brought out by the convenience of cell phones.
1.6 This topic is what is very common amongst them as their friends, relatives and neighbours are victims of being the heads of their families at a young age. The learners performed very well because they have experience of this situation.
1.7 In this topic the learners were able to convey a picture of the hustling and bustling of people during this time of the year (Christmas time). They also wrote about meeting family members and friends.
1.8 This topic was not as popular as the others but those who selected it showed amazing creativity. They had different interpretations. Most of them described nature. One wrote about his father's death and pictured himself being the head of his family as he is the older son and related that to the peak of the mountain(heading the family).
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should emphasize planning for all sections because learners tend to plan only for section A.
They must teach all kinds of essays thoroughly so that the learners may not face the problems of building up their chosen topics. For example, they should be thought tenses that are used for different kinds of essays, like past tense for narrative essays.
(d) Describe any other specific observations relating to responses of learners
Planning was done by all candidates for this section, but some forgot to cross it out.
The essay structure is still a problem. They spread their introduction into two paragraphs. They wrote too many concepts or ideas in one paragraph. Sometimes they do not conclude their essays.
Essay topics were not written.
Spelling, sentence construction, and punctuation is still a challenge to some learners.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
The DBE had compiled a good study guide of creative writing. Teachers who do not have that study guide should get one as it is very helpful.
The subject advisors should conduct the workshops and advise teachers about the various ways of approaching creative writing and how to teach it to the learners. The subject advisors should make it a point that the learners do practise all kinds of essays, For example, those that had not been chosen as CASS task should be done as classwork exercises.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This section was well answered by the learners. All the longer pieces were chosen by the learners although there were few who selected the memorandum.
2.1 Most of them were able to write the official letter and able to stick to the content.
2.2 They were very good at speech writing, I think most of them are public speakers.
2.3 The dialogue was about an interesting topic which they tackled with great creativity.
2.4 The memorandum was not popular, very few of the candidates who answered this question and their performance was good.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should emphasize planning as well as editing. Some learners only plan for section A. Formats should be taught. The learners should know the difference between a formal and an informal letter (emphasis must be put on addresses, salutation and ending).
(d) Describe any other specific observations relating to responses of learners.
They do not plan for this section. Formats were not properly done. For example, they wrote one address for the formal letter. They did not put inverted commas at the beginning and at the end of the speech. Language, punctuation, spelling were still a challenge.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors should convene workshops for creative writing. At cluster meetings teachers should discuss the approach of creative writing and help each other.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The learners performed well in this question. 3.1 Advertisement was well presented 3.2 The diary entry was written well. 3.3. Instructions were well presented.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
This section has the same problem as section B. Teachers must treat it as the same as section as B.
(d) Describe any other specific observations relating to responses of learners
The advertisement was written like an invitation by some learners. For example, they include the dress code. Some did not write the days, dates and time for the diary entry.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors should convene workshops for creative writing. At cluster meetings teachers should discuss the approach of creative writing and help each other.

SIGNATURE OF CHIEF MARKER: _____

SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING

Quest for Excellence through high powered performance