

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE
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PAPER	3
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DATE OF EXAMINATION:	19 NOVEMBER 2015	DURATION:	2hrs:30 minutes
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2016.

Your responses will be based on two parts:

Section 1: General overview of Learner performance in the question paper as a whole

Section 2: Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

Generally the Sesotho Paper 3 was very fairly answered by all candidates with the exception of very few candidates, most candidates displayed a pleasing performance. This is proved by the levels that candidates gained, only 1 is at level 1 and 1 at level 2. It is also evident that some of our candidates benefited from phase promotions not from their results. There is no coherence in their development of essays or transactional texts.

The examiners are congratulated for the work well done. The standard of the paper was at the level of Grade 12 learners. Candidates finished within the allocated time, all three questions were answered.

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?

Section A: Essays has seven questions, all prescribed essay types were asked i.e. narrative, descriptive, argumentative, discursive, reflective and picture essays. Candidates were expected to choose only one essay of their choice. This instruction was well honoured, however few candidates chose question 1.7.1 did very well and also few chosen 1.7.2. The popular choice was 1.1, a narrative essay.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1.1 Hoja ka tseba, nka be ke sa dumela ho etsa hoo! – Narrative essay



Most candidates chose this question, it is clear that it is easier to narrate. The meaning of the topic also has everything to do with the youth activities, their mistakes and regrets. Candidates who took this topic as a reflective type, also reflect very well on the same experiences of the youth.

1.2 Batswadi ba lokela ho kgethela bana ba bona makala a thuto ao ba lokelang ho a latela. Dumellana kapa o hanane le sehlooho sena - Argumantative essay

This was the third popular choice. A large number of candidates who wrote on this topic were on The negative side. They did not support the view of parents choosing the careers for their children.

They expressed well thought of statements and maintained the fact that parents should support them but should not choose or force them to follow the career of parents` choice. However about two percent of those who took this topic turned into a discursive one, whereby they supported both views instead of choosing one view.

1.3 Mabaka a sitisang baithuti ba bangata ba Kereiti ya 12 ho fihlella sephetho sa boleng bo hodimo - Descriptive essay

This descriptive essay was the second popular choice. The topic itself talks to the very mistakes made by Grade 12 learners in the process of their learning which hinder them obtaining Bachelors or highest levels. Learners who chose this topic successfully described all live hindrances, i.e. the true reflection : love affairs, drug addiction, laziness and family problems.

1.4 Mohla ntlo ya moahisane e neng e tjha – Narraive essay

This topic together with 1.5 are the fourth choice. About 98% of this topic narrated the horrible experience of having to help when the neighbour's house caught fire. 2% of our Candidates described instead of narrating.

1.5 Tjhelete eo baithuti ba e fuwang malapeng ho ithekela dijo sekolong, e ka ba susumeletsa ho etsa tse ntle kapa tse mpe – Discursive essay

This topic is the fourth choice. It also talks to the students and learners who do not stay with their parents. They gave the reality of using their pocket money wisely and badly. Few candidates answered this topic like an argumentative one instead of showing good



and bad experiences of having money, they chose one side.

1.6 Ya tla ya mpholosa ntjanyana ya ka mohlang oo. – Narrative essay

This topic is the fifth choice. Candidates narrated fairly well how they were saved by their dogs.

1.7 Ditshwantsho – Pictures

They can be any type of an essay.

Most candidates do not choose to write on pictures. Those who chose pictures picked on 1.7.1 and they wrote fairly well. Very few who chose 1.7.2. This picture is not clear, especially for candidates who live in rural areas.

Section B: Ditema tsa kgokahano - Transactional Texts

The texts were chosen from prescribed categories. The popular texts were **2.1** and **2.6**

Both are letters.

2.1 Lengolo la setlwaedi/ setswalle – Friendly letter

Was chosen by a large number of candidates. Plus/ minus 97% of our candidates

Chose this text. However there are still evident challenges as far as the addresses are

concerned. eg 1. **Qwaqwa** 2. **P O Box 24**

Street 40

78 Mohale street

726

Matlakeng

4730

The friendly ending is also wrong, they write the name, surname and signature.

Correct punctuation – Candidates do not write a full stop after **P and O** of the **Box no.**

Learners do not read instructions with understanding. The instructions was write a letter

To your cousin (**motswala**) not to your friend (**motswalle**).

2.2 Atikele e yang koranteng – Newspaper article

Was chosen about 2% of our candidates. Only 1% knew the correct format of an article

The other 1% confused it with a formal letter to the editor. (lengolo le yang ho mohlophisi)

2.3 Raporoto/ Tlaleho (a Formal Report)

About 2% of candidates answered this text, but 1,98% of them do not the correct format

Only 0,02% knew the format of the formal report. Instead they confused the article

the article with the speech.
2.4 Puo - Speech
Speech was chosen by many of our candidates only few who still do not introduce themselves and their speech well. Another shortfall is that of the tone, register and Mood of the gathering and audience.
2.5 Inthaviu - Interview
This is a formal dialogue which was chosen by 50% of candidates. The format was correct, but the instruction on the question paper was not clear. So candidates interviewed their age group which was evident through the informal talk between the interviewer and the interviewee. e.g O ithutetse kae ho sesa wa mphato/ Ke mametse Mshana/ ntjamme le tse ding.
2.6 Lengolo laSemmuso la tletlebo - Formal letter of complaint
Was of popular choice, however few challenges are still evident. The second address without the receiver e.g Mookamedi (The Manager)
Wrong addresses just like in question 2.1. Headings also do not show creativity
Candidates simply copy the topic from the question paper e.g Tletlebo ho rakgwebo Wa thepa

(b) Provide suggestions for improvement in relation to Teaching and Learning
It is recommended that teachers should teach learners how to analyse the topic Before writing about it. The analysis will help the to understand the expectations of the Examiner. Learners should be thought different types of essays including the viewing (picture) essays. Pictures have an advantage of accommodating any type of an essay. Learners should be thought the language, they show grammatical errors such as Concords . Learners also writes their own proverbs and idioms e.g Bohlale monna o bohlale ka nnete Sesotho se re bitso lebe ke seromo instead of saying, Lebitso Letle ke thoriso ,ha ho thusi ho fata phiri e se e jele tuu, katleho e tswala mamello.
Teachers should also train learners to edit their work. They have careless mistakes



.e.g Ha titjhere a rota instead of a ruta, Nkong eo instead of Nakong eo.
In same cases dictation lessons could help to improve the spelling. The nature of
Sesotho language requires more attention on spelling e.g hodimo – huidim,
Sekolong – zekolong.
Tema tsa kgokahano –Transactional Texts.
Teachers are urged to teach learners all types of transactional texts. It is evident that
Teachers are take it for granted that learners should know the basics such as addresses,
Greetings, topics or headings and endings.

(d) Describe any other specific observations relating to responses of learners
Learners have the challenge in the writing of Sesotho. Sesotho is one of disjunctive languages.
Learners have the influence of IsiXhosa language, therefore writing should be taught, e.g Ntlo ya moahisani enee tjha harampa ya motshiyari.
(Ntlo ya moahisane e ne e tjha hara mpa ya motsheare)
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The suggestion is that Sesotho teachers should meet for developmental workshops at least every term per district and twice a year all regions. At the beginning of the year when markers report on their findings, it would be appreciated if all regions
Could come together for feedback. It also recommended that experienced teachers
Should be used by Subject Advisors to visit other circuits or Districts for min
Serminars. These serminars will help teachers n guiding learners on technicalities
Such as planning (Moralo) , editing (ho hlaola diphoso) , marking of paper 3
(ho tshwaya) etc

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

