

ASSESSMENT AND EXAMINATIONS DIRECTORATE

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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE
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PAPER	1
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DATE OF EXAMINATION:	28 OCTOBER 2015	DURATION:	2 HOURS
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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)

In general the candidates did not perform very well because majority of them
obtained marks between level 4 and 6, very few were able to obtain level 7.
There are those candidates that obtained between level 1 and 2. This shows
that this paper was not an easy paper comparing it to the performance of
previous years. As a result we commend those candidates that were able to
obtain level 6 and 7.

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?
The candidates performed well in this question but not as well as expected because
there are those that obtained marks below 20, however, there are few candidates that
obtained full marks for this question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The candidates did not interpret the questions correctly. For example in question:
1.2- The candidates were expected to compare the behavior of a gorilla to the person
called Gorilla but instead they compared the appearance.
1.5- In this question most of the candidates did not understand the meaning word



“omela” they interpreted it in the literal sense of making African beer.
1.7- They seemed to confuse the visit to the principal by the SGB and the parents with the closing of the tarven. The question expected them to talk about the school visit.
1.13- The candidates were expected to talk about the physical damage that is caused drugs and alcohol abuse but instead they focused only on the damaged caused by a gun.
1.16- The candidates were expected to give similarities between the text A and B but instead compared the differences.
The candidates did not know how to interpret the picture well they responded without understanding. The aforementioned examples are the reasons why they did not perform well in this question.

(c) Provide suggestions for improvement in relation to Teaching and Learning
The candidates must be familiarized with comprehension during informal assessments before the formal assessments. They must also be taught how to analyze a visual Image, the use of magazines and newspapers is advisable. Reading magazines and newspapers will also improve their reading skills.

(d) Describe any other specific observations relating to responses of learners
The candidates showed lack of understanding of the questions and portrayed poor spelling and reading skills.
When asked to compare it was observed that the candidates are unable to compare, they only focused on one side.



(e) Any other comments useful to teachers, subject advisors, teacher development etc.
The candidates must be taught how to read with understanding, analyze the picture and to differentiate/compare. It is advisable that this be done continuously in the classrooms so that they are familiarized with these skills.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was not difficult at all but surprisingly the candidates did not perform very well. Most of them obtained marks between 0-5. Only a few obtained between 6-10 marks.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Firstly, according to the CAPS requirements they were supposed to write in paragraph form but they wrote in point form.
Secondly, it was noted that instead of summarizing and using their own words they just created their own stories totally different from the one in the passage.
Thirdly, they are using the same quote for several points.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The candidates should practice how to summarize as the inability to summarize is noted across the whole province.

The candidates should also be taught how to summarize using their own words whilst retaining the meaning.

(d) Describe any other specific observations relating to responses of learners

They veer off topic.

They create their own story.

They are unable to use indirect speech in a summary instead they use direct and personal pronouns.

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

The subject advisors must take it upon themselves to hold workshops for teachers across the province to reduce the problem.

QUESTION 3

**(a) General comment on the performance of learners in the specific question.
Was the question well answered or poorly answered?**

The performance of the candidates was average showing marks between 3-7. Only a few obtained marks between 8-10.



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

In questions :

3.4- The candidates focused on the word “MPHO” instead of the exclamation mark which the question was based on.

3.6- They answered the question based on their personal experience instead of answering the question based on the advertisement.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The candidates should be taught well how to answer questions based on advertisements in the classroom. Using magazines, newspapers and past question papers is advisable so that they are familiar with the language and gestures used in advertisements.

(d) Describe any other specific observations relating to responses of learners

Their poor performance shows that there is a lack of understanding of how to analyze an advert. However, there are candidates that performed well in this question.

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

It is advisable that educators meet for workshops quarterly so as to assist one another.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The performance of the candidates was also average in this question. There are very few candidates who managed to obtain 6- 10 marks.

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

Most of the candidates are unable to analyze the cartoon.

They are unable to relate the questions with the pictures.

For example in Question 4.1, most of the candidates used vulgar and inappropriate language.

They also seemed not to understand what was really asked of them in question 4.2.1.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Candidates should be taught how to analyze the cartoons in their informal tasks before they write the formal examination so as to familiarize them to the cartoons. That will enable them to answer the questions based on the cartoons with understanding of what is required.

(d) Describe any other specific observations relating to responses of learners

The activities involving cartoons should be done continuously in the classrooms using the magazines and newspapers.

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

The workshops are also needed in this case.

QUESTION 5



(a) General comment on the performance of learners in the specific question.

Was the question well answered or poorly answered?

Candidates performed poorly in this question. Their level of understanding of the language is very low and it is evident in their inability to apply to apply it.

Most candidates obtained 0 – 5 marks. There are very few candidates who managed to obtain 6 – 8 marks.

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

They don't know the tenses, conjunctions, idioms etc.

They cannot construct a sentence using idioms.

Most of them cannot understand the meaning of the idioms given in the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

It is advisable that the candidates should be taught language usage and grammar.

(d) Describe any other specific observations relating to responses of learners

The sentences that are constructed by candidates are incomplete.

They write the wrong spelling which completely changes the meaning of the word.



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

Subject advisors should assist educators during quarterly held workshops.

Educators should be reminded about how to use and apply the Sesotho CAPS policy document.

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE

