



NSC 2015 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE
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PAPER	1
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DATE OF EXAMINATION:	28 OCTOBER 2015	DURATION:	2HOURS
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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)

The 100 Random sampling of scripts shows that most candidates performed very well in this section. Their performance speaks volume and it ranges from level 4 – 7 and we therefore congratulate them for such progress.
Candidates struggled to give the correct answers for the following questions:
Question 1.1.2 “ Bhala isivakalisi esichanekileyo usebenzise isibizo esithi, ‘Inzondelelo’ njengentloko yesivakalisi. The expected answer had to be constructed by using the Word ‘Inzondelelo’ as the subject of the sentence. Most candidates were unable to give the correct answer and they lost two marks.
Recommendation – Educators are urged to set aside enough time for comprehension exercise and also put an emphasis on how to construct a sentence.
Question 1.1.7 Bhala ngokutsha eli binzana lilandelayo usebenzise amazwi wakho. ‘siqwalasele usana oluncinane olusamuncayo’ Candidates overlooked and ignored the instruction word . They struggled to use simple vocabulary and re-write the sentence using their own words. Learners should be taught the best way to respond to such instructions so as to be in a good position to secure full marks in the examination.
Question 1.2.1 ‘Xela amagama amaphondo AMABINI asebenzisa itreyini kakhulu ngokulandelelana kwawo’.The expected response had to be constructed along lines of saying ‘YiNtshona-koloni kulandele iMpuma-koloni, they could not get the full 2 marks because they responded by saying ‘Yimpuma-koloni neNtshona-koloni’.
Recommendation. Learners should be discouraged from using their general knowledge and understanding of the comprehension instead of demonstrating their comprehension skills. The recorded top mark obtained was 73 out of 80, and that is equivalent to 91% whilst the lowest mark was 18, that is 22%

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= 30
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a very fair question and it was well answered by the majority of the candidates in almost all the centres, however there was a bit of a challenge even to the most able learners in question 1.2.1 'Xela amagama amaphondo Amabini asebenzisa . itreyini kakhulu ngokulandelana kwawo. It was evident in most learners response that they did not understand the chronological order , as the result they were not awarded the 2marks, the response was wrong.
1.2.4. Thelekisa ngokweepesenti... Most of the candidates did well in this question but few revealed lack of interpretation of the question in comparing technique.
Generally, the question was well answered.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
From the above mentioned poorly performed questions, it was clear that candidates did not comprehend with the comprehension and they mostly generalized and use their own understanding of terms to answer the question.

SECTION B Summary=10
Most candidates performed very well as the results most candidates obtained full marks in this section. Very few candidates obtained lower marks and they were highlighting points that are not in the extract, some simply didn't bother to attend this section and they left blank space.
Recommendation. Educators are urged to support and teach the learners the skill on how to write and choose the main points from the summary.
SECTION C. Language = 40
Most errors were committed in this section
Question 3 Advertisement.
Question 3.2 Sijoliswe koobani esi sibhengezo? Xhasa impendulo yakho.



In the past this used to be an open question that accommodates a variety of responses
but the 2015 learners were directed to respond “ Kuba sithi senzela bona lula.
Question 3.3 Yintoni injongo.....? as much as this was not a difficult question
The overwhelming majority responded like – itsala umdla wabathengi whereas the memorandum demanded a response that would produce an imotive feeling
ukuchukumisa intliziyo zabathengi , to which most of candidates could not comprehend.
Question 4 Catoon =10
Question 4.4 Zisebenze msebenzi mni iimpawo zocaphulo kwigama ‘ nangothando?
Most of the responses shows lack of understanding the function of the word, as the candidates were
Candidates were expected to look to respond as ‘ zibonisa ukuba le nto ayithethayo.
inenye intsingiselo, instead of moving away from the literal meaning.
Question 5
5.1.1. Candidates did not understand that they needed to focus only to the underlined
Word ‘ izindidi’ – iziindidi . The expectation was to correct the concord in a compound
sentence.
5.1.3 Most of the candidate responses were -isimnini not isalathandawo or isihlomelo
sendawo, however they got a mark for the noun –umtyholi
5.1.7 This question expected the candidates to focus on word division which was
something new as they are used to correcting the spelling error. Sadly this ignorance
on their part reveals that this is a common error that they have committed in paper 3
(creative writing). We appreciate that this was brought up in the 2015 paper because it
is evidence of integration.
5.1.8 Most of the candidates did not apply their minds on this question, they broke down
The question to accommodate one response meanwhile the question demanded two
responses, they forfeited one mark which could have made a difference.
5.2.3 The question itself was in the form of a direct speech yet the candidates were
expected to change it to direct speech again, which was rather confusing, consequently
most of the learners left the question untouched. Reasons for this could be that there
was an error in the question itself. All that the candidates had to do was to insert
the punctuation marks. This ambiguity led to markers penalizing the candidates for



punctuation.

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

Educators are urged to have mop- up discussion for 2015 paper paying special attention to new ways of assessments e.g (the integration of all paper) e.g the editing

Type of the question that is in 5.1.7 and also the ways on how to tackle the compound complex sentences and many more. Working together hand in hand will enable

candidates to cope and be able to earn marks but not fearing to attend challenging.

Rigorous training on the format of the question paper from Grade 8- 12 taking each section seriously and adhere to the specification highlighted in the Caps document will serve the best for the benefit of the learners.

There has to be time allocated for each part of the section for example:

Section A Comprehension

Learners are to be equipped with detailed necessary skills – eg. Reading with understanding, paying attention to the theme of the passage and that will allow them to respond positively even to the open related questions based on facts or based on their point of view.

Section B Summary

Proper planning on the ways or format on how to summarize will enable learners to be keen and to answer this section, let them come up with their stories and instruct them to summarize ---will prevent this poor performance

Section C

Educators need to stress the specific Language of Advertising as this is the most important aspect which some of the learners failed to comprehend.

Learners should be encouraged to design their own advertisements as part of the practice and must also formulate questions based on the theme of advertising.

Question 4 Cartoon

Candidates have done well in this section except a few who misunderstood. Educators must carry on putting an emphasis based on the skills on how to analyse a cartoon.

Question 5 Language

Most candidates did exceptional well, while few committed careless mistakes such as



forgetting the negative form, and the verb.
Revision programmes must be in place in order to keep the flow of ideas.
Learners should also be encouraged to keep referring to their GET band work.

(d) Describe any other specific observations relating to responses of learners
There were specific centres that performed extremely well, the standard of their work was quite pleasing. This was a result of thorough training after the Trial Examinations.
some candidates did not show any sign of commitment to their work eg untidy work, unattended questions haphazardly and arranged in were all attributed
unpreparedness. Generally, most of the candidates had prepared for their exam and had given their best in it, hence the high scores they have achieved.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators are urged to comply with the CAPS document.
Quarterly workshops need to be organized and all teachers must have a sense of ownership and attend as this will enhance teacher – development both and outside the classroom.
Subject Advisors and cluster managers: It would be appreciate if the both agents could do more visible on the site (On-site visitation) to assist teachers to deal with the problematic areas.

MINI N.M.

13-12-2015

NAME OF THE CHIEF MARKER:

SIGNATURE

DATE