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EDUCATION

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NSC 2016 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE		
PAPER	3		
DATE OF EXAMINATION:	17 NOVEMBER 2016	DURATION:	2½

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

There is a general observation that learners have performed beyond average, as most learners achieved level 6 and 7 in all the sections of this paper. However the challenges I observed were mostly identified in Section B and Section C. The perception therefore is that they either misunderstood or misinterpreted some questions and formats. The language used throughout the question paper created a general understanding to the learners as there was a clear application of what was required to be done. Therefore the question paper was fair as there is a reflection of progression in the learner's results.

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
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>This section is made up of 8 questions (Essays). A candidate chooses ONE topic out of 8 questions. All the learners attempted to answer all the provided topics and mostly performed well in their chosen topics. Although there were some topics that were not that much popular compared to other topics.</p> <p>1.1 This was amongst one of the popular topics that were chosen by most learners, I observed that learners who chose this question seemed to enjoy it as they had full comprehension of what was required by this topic and they expressed themselves in an appropriate manner. This means that the question was clearly asked.</p> <p>1.2 The topic in 1.2 was the learner's favourite topic. The learners responded well demonstrating full understanding of the topic. They were able to develop this topic by presenting both positive and negative sides of the topic.</p> <p>1.3 This was not a popular question and the few learners who chose it did not answer the question properly. They tend to dwell too much on the successes of our political</p>

icons forgetting that the question was about them, but they did give us a glimpse of their love of the country and they are still hopeful about its future.

1.4: Learners also performed well in this question. They were able to relate to the question as we all know that Television is one of their favourite hobbies. They are able to distinguish between an educational programme and one that is not.

1.5: Very few learners answered this topic. We think the reason might be due to the lack of understanding the meaning of the word “indumasi” which translates to celebrity in English. We think if it was phrased as “usaziwayo” which is the most popular jargon that young learners would use for the phrase celebrity. Then certainly most of them would have chosen it.

1.6 A great number of learners responded well to this question. There was clear evidence of understanding of what good leadership qualities are and therefore the learners were able to differentiate between exemplary and mediocre leaders.

1.7 Questions 1.7.1 and 1.7.2 are one of the most problematic questions that the learners faced. There was a clear challenge in answering what was expected from the learners, and what the question required from the learners. As instructed by the question which stipulated to provide their own topic for a picture, however very few followed that instruction. The number of problems that the learners seemed to encounter were:

- not following the topic consistently,
- lack of adequate development of the topic,
- unable to provide their own topic (heading) where necessary,
- and also tending to divert from the topic or adding irrelevant arguments.

Average mark from the sample of 100 :		37
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Essays	74%

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

Question 1 was not poorly answered, according to the 100 sampled scripts the average mark is 37 out of 50 which is 74%. That is the reflection of the good performance of the candidates.

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

The learners should be taught how to approach all types of the prescribed essays; for an example, Narrative essays, the learner must be able to write it using all techniques that are used to develop a narrative essay.

The learners should also be taught how to structure an essay i.e Introduction, body and conclusion. Language skills such as sentence construction, vocabulary, figurative language and so on should be taught thoroughly as they play a meaningful role in creative writing.

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

Some learners write long sentences with a lot of conjunctions. Some are unable to develop the body of an essay they write one paragraph. Sentence construction is still a problem to some learners. All the above observations do negatively affect the learner's marks.

Some did not adhere to instruction number 6 where they are expected to draw a line across their rough work/planning.

There is no evidence of editing in their work. It remains full of careless mistakes like punctuation and minor spelling mistakes

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

The learners should be given more pictures for the essays so that they may get used to give their own topics. They should also be taught sentence construction. They should also be advised not to write first draft when they write examinations, they must only plan by using a mind map, flow chart, diagram etc.

SECTION B : QUESTION 2

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

SECTION B : QUESTION 2

This section is composed of FOUR different questions from different categories of longer transactional Texts. This section was answered well by most candidates although some were still challenged by formats of some pieces.

2.1 FORMAL LETTER

Generally this question was well answered, however quite a number of learners did not perform as expected. After analysing the cause of this I identified that the problem was due to incorrect formats. The learners seemed to face a difficulty in the writing of a formal letter. They were not able to address the letter to the relevant person instead of, "Mhlekezi obekekileyo", they say, "Mnumzana ohloniphekileyo" and there is a difference between the two, salutation confused ending. The other main challenge was the inability of understanding what was expected by the question. Therefore it led to misinterpreting the content.

2.2 CV AND ACCOMPANYING LETTER

This question was one of the less popular questions and in correspondence with that learner's performance was not quite impressive. Firstly they could not correctly interpret the question. Secondly they were confused by the phrase "egameni lika Naomi White" meaning that they must pretend to compile a CV in the name of Naomi White, instead they wrote their own CV's and wrote their covering letters to her. Lastly I identified a problem that they were unable to distinguish between an application letter and covering letter.

2.3 BOOK REVIEW

This was also not a popular question and those who chose it, did not do well. They simply lacked the ability of applying the question. There was clear evidence that they do

not know the intricacies of this type of a text. As they only gave the summaries of their prescribed books and that was all.

2.4 INTERVIEW

This question was amongst the popular questions. They presented it very well. It was simple and understandable as it did not require complex skills to develop a formal dialogue, it required interview skills. This assisted them not to lose the content while showing great creative skills in developing the interview. There were very few learners who misinterpreted the question. The question was about the radio presenter congratulating someone who has already won the bursary but for those few they presented it as a live competition therefore slightly missing the content but not affecting the structure and language.

Average mark from the sample of 100 :		21
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Longer transactional texts	70%

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

Question 2 was not poorly answered, according to the 100 sampled scripts the average mark is 21 out of 30 which is 70%. That is the reflection of the good performance of the candidates.

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

The teachers must familiarise the learners with all the longer transactional writing formats. They must set some for class works.

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

The candidates do not thoroughly read and understand the question and they miss the content of the question. They struggle with the formats.

Some did not adhere to instruction number 6 where they are expected to draw a line across their rough work/planning.

There is no evidence of editing in their work. It remains full of careless mistakes like punctuation and minor spelling mistakes

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

Learners must be given exercises to practise the longer transactional texts from all categories.

QUESTION 3

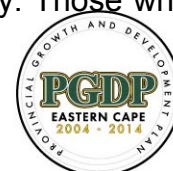
(a) General comment on the performance of learners in the specific question.
Was the question well answered or poorly answered?

SECTION C : QUESTION 3

This section is composed of THREE different types of questions from different categories of shorter transactional writing.

3.1 ADVERTISEMENT

In this section, most learners selected this piece and performed excellently. Those who



Ikamva eliqaqambileyo!

missed some marks made a few mistakes with the format and language. They understood the question perfectly.

3.2 POSTCARD

Learners also performed well in this question but the format was a challenge. Few of them misinterpreted the question. They wrote to their friend who is already overseas and that was not the question. The question was about wishing well your friend who is still going to go abroad.

3.3 INSTRUCTIONS

This was also a more popular question. The learners understood what was required by the question and the use of the word “Strictly come dancing” was a catch word. The main problem was not understanding the format and not using the language of instruction, instead presenting it as a conversation.

Average mark from the sample of 100 : 14		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % FROM SAMPLE
	Shorter transactional texts	70%

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

There were no poorly answered questions except for those few mistakes that are mentioned above like not understanding the formats or misinterpreting the question. According to the 100 sampled scripts the average mark is 14 out of 20 which is 70%. That is the reflection of the good performance of the candidates.

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

We strongly advise the teachers to teach all types of shorter pieces prescribed for FAL. It is surprising and worrying when learners lose marks in simple questions, for an example where learners struggle to write an Advertisement. The teachers should pay attention to the formats of different pieces. Learners should be taught to understand creative writing questions.

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

Some learners did the planning only for Section A.
Some did not adhere to instruction number 6 where they are expected to draw a line across their rough work/planning.
There is no evidence of editing in their work. It remains full of careless mistakes like punctuation and minor spelling mistakes.
Sentence construction is still a major problem.

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

The teachers must give learners the rubrics of each piece of creative writing so that the learners might be aware of what is expected from them.
For Section C, it must be made clear to the learners that the number of prescribed words should not confuse them, 80 words is the maximum. They do not have to write up to that number for pieces like invitations and others, because they end up missing the content and add more grammar and spelling mistakes. That affects their marks.