

Assessment and Examination Directorate
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REPUBLIC OF SOUTH AFRICA, Website: www.ecdoe.gov.za

CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA ULWIMI LWASEKHAYA
PAPER	01
DURATION OF PAPER :	2 HOURS
PROVINCE	EASTERN CAPE
NAME OF THE INTERNAL MODERATOR	NEL E. K.
NAME OF THE CHIEF MARKER	NJOLOZA V. R.
DATES OF MARKING	29/11/16 - 12/12/16
HEAD OF EXAMINATION:	NC LEHLAKANE

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

About 80% of learners performed very well in sections A, B and Question 4 in Section C. In Section C about 40% learners did not do well in Question 3, and about 70% in question 5. About 215 candidates fall in level 7, 5 107 in level 6, 25 1100 in level 5, 30 251 in level 4, 13 065 in level 3, 2 0512 in level 2 and 652 in level 1.

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 total mark of the question is 30 marks. Most learners did very well in this Question. About 70% of candidates obtained above 80% in this Question and 10% of them were from 90% to 100%.

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

Question 1.1 (Comprehension passage)

- Question 1.5 was not answered as expected. Candidates provided the literal synonym of the verb “*ukuqhwalala*” without considering the context of the text
- They were expected to give the synonym of *ukuqhwalala* as in *ulwimi lwesiXhosa luyaqhwalala kuba lufuthelwa sisiNgesi*. They should have said that: *abafundi bayasilela ekubhaleni izincoko ngokukuko kuba bayonqena ukwenza uphando*.
- Some of the candidates' responses were:
Utata uyajingxela kuba wenzakaliswe lihashe. Others used synonymns like: *ukuvingxela, ukushixiza*, instead of **ukulambatha** or **ukusilela**.
- They lost 2 marks because the sentences they constructed were out of context.
- Some got 1 mark because they just wrote the correct synonym but did construct a sentence that would reflect the meaning of the synonym.
- In 1.7 some candidates did not follow the guidance provided of obtaining their answers from line 33-37 and they lost 2 marks because their responses were from lines 38 -40.
- In 1.8 most candidates obtained 1 mark instead of 2 marks since they did not answer the question fully. Some wrote *Umbhali usebenzise isifanekoszwi u-swii ukunika ukuphuhlisa indlela abathabatheke ngayo zezinye iilwimi*.
- The candidate got 1 mark because he/she did not mention time (*mandulo nangoku* as specified in the marking guideline)
- In 1.9 most candidates failed to provide the semantic of the word “*izinxiba-mxhaka*”, they focused on the syntax only.
- Their sentences could not reveal the meaning of *izinxiba-mxhaka* which refers to highly educated people like advocates, judges, doctors, lecturers, etc.
- Some of their responses were: *bahamba baya kufika kuloo lali sele benxibe izinxiba-mxhaka zabo. Izinxiba-mxhaka zakhele abo bazidingayo izindlu; izinxiba-mxhaka zithembise ukukhusela amalungelo abantu abamnyama kodwa akhange zisifezekise eso sithembiso*. That does not display the actual meaning of the word at all.
- Question 1.16 was poorly answered by most candidates since they couldn't compare the two texts, most of them mentioned one out of 3 languages mentioned in text A and they lost 2 marks.
- Some responded this way: *Isicatshulwa A sithetha ngolwimi lwesiXhosa ukanti isicatshulwa B sithetha ngolwimi lwemiqondiso*. They did not bear in mind that *isicatshulwa A sithetha ngesiXhosa, isiNgesi nesiFrentshi*.

<ul style="list-style-type: none"> Those who responded that way lost 2 marks. Some answered the question very well.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Candidates should read the passage with understanding. Others did not consider the guidance that was provided (that of lines where the answer may be found). The written prose and the visual text should be taught together and informal assessment tasks should always include questions that expect the learners to compare the two texts. Educators should always teach language in context to familiarize the learners with the difference of the literal and connotative meaning.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> In question 1.10 candidates were expected to infer the answer and use their inferential skill and reasoning but they ended up taking answers directly from the text. Some of their responses were: <i>Ityala ebekumele lithabathe imizuzu emine kodwa lithathe unyaka onesiqhuma; utyhila ukuba le nto yenziwa ngaba bantu ayikabi yiyo;</i> In question 1.12 about 60% of candidates failed to come up with their opinion as expected, they came up with advices instead of reasons. This means the question was wrongly interpreted by the candidates. Some of their responses were: <i>Lufuna ukulondolozwa ulwimi kuba luyaphela.</i>
e) Any other comments useful to teachers, subject advisors, teacher development etc. More comprehension exercises should be given to learners and the leading verbs should be used when asking questions. Teachers should include all cognitive demands especially in middle and higher order when assessing learners in both informal and formal tasks as expected in the CAPS document. Subject Advisors, Subject Committee should develop a pool of Section A tasks which should be used by IsiXhosa teachers to develop their learners. During on-site support visits Subject Advisors should monitor that enough good quality comprehension tests as well as visual texts are used in informal assessment tasks.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Summary writing. The question was well answered by most candidates. The marks obtained range from 6 to 10 (ie 60% to 100%). About 10% of learners obtained less than 40% in 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.

<p>Very few candidates lose marks due to coming with their opinion and advices instead of summarizing the given text. <i>“Kubalulekile ukusebenzisa imfono-mfono ukunxibelelana nabantu bakho abakude”.</i> <i>“Kungcono ukusebenzisa oo-Whatsapp kuneenqwelo-mafutha ukonga”</i></p> <p>Some learners quoted word for word from the text and they were awarded marks for their points and obtained few for language.</p> <p>Most learners did not follow the instruction of writing the summary of the text in paragraph form but were credited as indicated in the marking guideline.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>More informal exercises on summary writing to be given to learners. They must be taught summary writing skills starting from observing the topic sentence in each paragraph.</p> <p>Learners should be trained to write the summary in paragraph form (as stated in the 2014 Examination Guidelines).</p>
<p>(d) Describe any other specific observations relating to responses of learners.</p>
<p>Few candidates mentioned the modern forms of communications comparing them with the old form mentioned in the text, the reason being they misinterpreted the instruction provided in this question, for example <i>“Kudala kwakusetyenziswa amahashe ngoku kusetyenziswa iimoto”</i></p> <p><i>“Kudala zazingekho iimfono-mfono kwakunzima ukuxhumana nabantu bakho”</i></p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Learners to be given more informal assessment tasks on summary writing. The educators must emphasize the importance of writing the summary in paragraph form rather in point form. The paragraph format assists the learners in writing in their own words instead of quoting verbatim. Educators should teach the learners sentence construction, use of conjunctions and paragraphs that will assist the learners in writing a summary as expected by the CAPS document.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The Advertisement.</p> <p>About 90% of candidates perform very well in this question, with the percentage ranging from 60% to 100%. There are questions that the candidates did not perform well like 3.3 and 3.6 due to the expected responses.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Question 3.6 is an open ended question but answers that were negative were not catered for. This question is poorly phrased since it doesn't comply with the exam guidelines, it didn't request the candidates to substantiate. Candidates without a substantiation were marked wrongly. <i>Ayiphumelelanga kuba intengiso ayicacanga; Hayi kuba akukho mfanekiso obonisa le nto kuthethwa ngayo.</i></p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>IsiXhosa educators should use the Provincial adverts banks provided to familiarize the learners with all the expected questions based on adverts.</p>

Learners should be given developmental tasks based on advertisements to train them on vocabulary, sentence structures and critical language awareness. The advert like any other texts should be edited to ensure that it caters for all learners from different backgrounds. The illustration should be clear as expected in the exam guideline and CAPS document.
(d) Describe any other specific observations relating to responses of learners
The poor quality of the advert led to wrong responses of learners in question 3.3 and 3.6.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject Advisors to give more support to teachers to give more attention to teaching and assessment of adverts especially Critical Language Awareness questions.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>The Cartoon: About 95% of learners performed very well in this question. Their marks range between 80% and 100%. That was good and there is still room for improvement in those schools that are still struggling. Question 4.5 and 4.8 were poorly answered by 70% of candidates</p>
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>. In 4.5 the borrowed word <i>ishori</i> normally used in western region of the Eastern Cape was not catered for in the memorandum umzekelo: <i>Ibonisa ukuba uneshori</i> Learners lost 2 marks in question 4.8 since their responses did not specify the change of behaviour of learners and parents in the education system. Umz: <i>Kubalulekile ukuba xa ungumfundi qinisekisa ukuba ufunda iincwadi zakho ukuze ungaphoxi abazali bakho</i> <i>Abazali bayakwazi ukuma ecaleni kwabantwana babo nokuba imeko ithini</i> <i>Xa ungutitshala qinisekisa ukuba uyabafundisa abantwana ukuze baphumelele</i></p>
(a) Provide suggestions for improvement in relation to Teaching and Learning
IsiXhosa educators should use the Provincial adverts banks provided to familiarize the learners with all the expected questions based on adverts.
(d) Describe any other specific observations relating to responses of learners
There is no consistency in the acceptance of learner's responses since in 4.2 the response based on the headlines of the cartoon is not catered for but the same headline is used to justify the answer in 4.8. " <i>Kungenxa yegama ezikolweni elibhalwe kwisihloko sekhathuni.</i> "
e) Any other comments useful to teachers, subject advisors, teacher development etc.
More developmental tasks should be used to familiarize the learners with all different types of cartoons and questions. The Subject Advisors should monitor the volume of these exercises on fortnightly bases.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Language structures and conventions Learners performed better in this Question than in previous years. About 70% of learners scored from 30% to 70% in 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.
Candidates show lack of insight in grammar since they do not want to study grammar. It is clear that some teachers do not teach grammar in context as expected and stated in the CAPS document.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Educators should ensure that all grammatical aspects are taught and assessed in context. Learners should be given more exercises since they do not want to study grammar. Regular informal assessment tasks should always include grammar. Even if is the task aims at developing the learners in summary writing it should be accompanied by a grammar question assessing five or ten grammar aspects.
(d) Describe any other specific observations relating to responses of learners
Question 5.3 was poorly answered, only 5% answered this question correctly. Their responses show that they do not understand the mood of verbs. <i>Uhlobo lokwenza ,Kubonisa intetho lwebinzana Yinjongosenzi, Sisimntwiso.</i> In Question 5.7 candidates lost 2 marks since they answered in a morphological form(causative verb) instead of semantic. <i>Isixando sokwenzisa ; Sibonisa ubunjani bokwambatha; Sibonisa ukuba sandulela isibizo.</i>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators are encouraged to have a collection of old IsiXhosa textbooks (Igrama noncwadi lwesiXhosa, Uphengululo lwesiXhosa, IsiXhosa textbook by Pahl and others). Informal tasks to be done and monitored on weekly basis by both HODs/Subject Heads and Subject Advisors).