

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2019 NSC CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA FIRST ADDITIONAL LANGUAGE
PAPER:	3
DURATION OF PAPER:	2 ½
DATES OF MARKING:	1-14 DECEMBER 2019

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

The learners performed very well in the question paper as a whole. They have responded to all the questions as there is a choice in each section of the 3 sections. There is no question that was not chosen. The short summary of the learner's performance is as follows:

- 57% of learners obtained level 7s and 6'
- Level 5 34.2%
- level 4 8.7%
- level 3 1.1%
- level 2 0.2%

Those who are in level 2, they did not do so because of the difficult questions in the question paper, but due to language acquisition.

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><u>Section A</u></p> <p><u>Question 1</u></p> <p>Question 1 had a choice of 8 topics, amongst those 8 topics there are two pictures whereby the learners have to interpret the picture and provide a suitable topic for the picture of their choice. All the questions in Section A were answered. The candidates performed very well in all the topics. The topics were covering the current affairs, that made it easy for the learners to relate to. That has assisted a lot with the understanding of the questions and enabled the candidates to show their creative writing skills.</p> <p>1.1 <u>Nda-ahleka, ndahleka loo mini.</u> (narrative) This was the most the popular topic. The observation was that learners who chose this question had fully comprehended what was required and they expressed themselves in an appropriate manner.</p> <p>1.2 <u>Indima edlalwa zingoma.</u> (descriptive) This topic was also amongst the popular topics and those who chose it, answered very well. They understood the topic and their responses were impressive.</p> <p>1.3 <u>Ifashoni.</u> (descriptive/discursive) This was the learner's favourite topic. The learners responded well, demonstrating full understanding of the topic. They were able to develop this topic, expressing themselves in a very creative way.</p> <p>1.4 <u>Ukuba ndandingangxamanga....</u> (reflective/narrative) This topic was also selected by most learners and performed well. They understood that the question was expecting them to apply their narrative skills and they did that exceptionally well.</p> <p>1.5 <u>Utshintsho alusoloko lulungile.</u> (discursive/argumentative) Not a favourite question but the few that chose it performed fairly well.</p> <p>1.6 <u>Itekhnoloji likhaya lethu.</u> (discursive/descriptive) This was the favourite topic. The learners showed a deeper understanding of the question and they enjoyed it because it was about technology therefore talking directly to them.</p> <p>1.7: Questions 1.7.1. and 1.7.2 which were about interpretation of pictures, majority of learners did well in these questions they really showed a high level of creativity. They were able to provide different interpretations of the pictures with a relevant content.</p> <p><u>Section B</u></p> <p><u>Question 2</u></p> <p>The learners performed very well in this question. There is a fair improvement as far as the formats are concerned but more effort is still needed.</p> <p>2.1 <u>ILETA YOBUHLOBO.</u> The learners understood this type of a letter, but there are still minor mistakes in the format. They performed well.</p>

2.2 **IOBHITSHUWARI.** This was also one of their favourite questions and the majority of them performed well.

2.3 **IAJENDA NEMIZUZU.** Very few learners chose to do this question and the performance was not impressive but they passed.

2.4 **INGXOXO YABABINI.** This question was chosen by few learners and there were problems with format.

Section C

Question 3

This question was well answered. The learners obtained good marks in some of the questions they had chosen. The major problem with this question is the misunderstanding of the format.

3.1 **IPOWUSTA.** Few candidates are still struggling with the format of a poster but they performed fairly well because they did not miss the content.

3.2 **IPOSIKHADI.** They also performed very well in this question. Very few learners who did not present the question in a correct format.

3.3 **IZALATHISI.** This was also chosen by a lot of candidates and they had understood the question. The challenge that was noted, was the lack of the use of 'Isiyaleli' (imperative verb) which is the required type of verb to use for this transactional piece of writing.

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

The whole paper was not poorly answered except for the few challenges that are highlighted above.

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

It is strongly advisable that the teachers must teach all kinds of essays and pieces prescribed for Paper 3. This is a paper where learners can improve their marks as it is about the creativity and logical thinking of learners. Language skills such as sentence construction, vocabulary, figurative language and any other work related to the creative writing must be prioritised. There are words that seem to be confusing the learners across the province, e.g. ukunxulumana instead of ukunxibelelana; kaphinde instead of kwakhona; umna instead of mna; ukuziqhina ngeqhina lomtshato instead of ukuzibopha /ukuzimanya etc. Such words should be corrected in class. The joining word 'kwaye' should also be explained its meaning and correct use.

The learners must be taught how to unpack a topic of an essay. The teachers should pay attention to the formats of different pieces.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The teachers should make it a point that they teach creative writing skills thoroughly.

The learners should be given all kinds of essays to do as practise work. Subject advisors should conduct workshops and advise the teachers about the various ways of approaching creative writing.