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**QUALITATIVE ANALYSIS OF LEARNER RESPONSES AND EVALUATION OF QUESTION PAPERS: NSC 2021**

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| **REPORT 1: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE** |

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| **SUBJECT** | **AFRIKAANS HOME LANGUAGE** |
| **PAPER** | **1** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

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| The question paper was fairly received by the 4 573 candidates of the Eastern Cape. The reading texts were interesting and within the scope of a Grade 12 learner.  The comprehension questions did not cause major upsets, but they did struggle with the way in which questions were formulated. The learners however performed a little worse than those of 2020. The comprehension question was answered moderately.  The summary question was also answered worse than that of 2020.  Language in context (i.e. grammar):  Question 3 was answered more or less the same than 2020, Question 4 was answered slightly better while Question 5 was answered poorer.  All in all we are concerned about the candidates’ performance in Q3 to Q5.  The random sample of 100 scripts presented the following averages:  Question 1: 57,03%  Question 2: 68,40%  Question 3: 51,10%  Question 4: 39,90%  Question 5: 28,60%  The average percentage for these scripts were 51% |

**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).**

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| **QUESTION 1** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The Comprehension questions adhered to Barrett’s Taxonomy: 40% Literal and Re-organisation, 40% Inference and 20% Evaluation and Appreciation. It also had a fair spread of challenge levels: 12 Easy, 12 Medium and 6 Difficult questions.  The higher order questions, as well as some of the medium order questions, were not answered well. The learners seemed not to struggle with the stacking questions anymore – it might be because the stacking question were divided into smaller sections. This resulted that even a weak candidate could pass this question. We however did see less candidates reach level 7. |

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| More learners are definitely non-readers and their ability to comprehend what they read, is very poor even more their ability to understand figurative language. This was evident in fairly easy questions (1.1, 1.2.1, 1.7, 1.12). Candidates also struggled to blend information from different paragraphs to conclusions, especially when the paragraphs are long and only one mark is allocated to the question (1.4, 1.6, 1.8, 1.11). It was evident that many learners never practiced comprehension testing. Their poor vocabulary knowledge also caused them not to understand the question (1.2.3 toenemende erns, 1.3 beoordeel die geloofwaardigheid, 1.9 werksverrigting, 1.11.2 gesaghebbend, 1.15 onderskeidelik geregverdig). The difficult (complex) formulation of questions was also a challenge to many (1.3, 1.17). Candidates could not use as many direct quotations as previous years. |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| Do not neglect teaching of comprehension skills. Show them how to answer questions where they must collate information and come to conclusions. Give them at least 1 comprehension per term. Make use of previous DBE papers as examples and talk learners through the paper. Teach them to look at mark allocations (e.g., 1.7 = 4 marks). This means a candidate must supply four facts.  Teach them to answer to the point and what has been asked.  Teach them how to answer the stacking questions (1.1, 1.2, 1.11, 1.12, 1.15).  Make them aware of the difference between a full sentence and a phrase. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| The mark obtained in the 100 sample scripts was slightly lower than that of last year’s mark. Candidates had to read, think, assimilate and comprehend which seemed to take much longer than previous years.  Visual literacy still is not taught properly in many schools. They struggled to link picture to text. Make the candidates used to reading texts of 800 words. Always set comprehension questions using 2 texts: a factual text and a visual text that support each other. If that is not possible, bombard them with visual texts only.  Use difficult words from previous papers on a regular in your classrooms. Papers set for the June examinations (when they will be written) must be of a high standard. |

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| **QUESTION 2** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The summary question dealt with practical hints in how to handle stress. The Grade 12’s could relate tot the text and the way that that the text was presented made it possible for the candidate to summarise the text in a satisfactory manner. |

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| (b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Candidates that performed badly did not adhere to the instructions. This had an effect on their final mark for this question. They did not give hints/advice, neither in full sentences. They often left out the verbs. |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| Instructions should be drilled in. do teach the difference between a statement and hints/advice. The format is a paragraph. Use past papers as teaching aids to help learners master these skills. Let them do at least 3 summaries per team excluding exams. Tell that if they answer in more than one paragraph, only the first one will be marked, and the rest will get a line through it. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Beware of not reading what must be summarised. Some learners did not understand what they were supposed to do but fortunately they were in the minority. It will benefit candidates if they could be taught how to mark a summary. This will make them aware of what is expected of them. They must use the facts that is provided in the text and not give their own opinions. |

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| **QUESTION 3** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| This question focuses on language in context, advertising techniques and visual literacy. On the whole this question was answered much the same as in 2020. (51%.) |

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| (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| KTB – “Kritiese Taalbewustheid” is still very difficult for the majority of the candidates. The new Examination Guidelines that was introduced in Febr./May 2021 might have caught many schools off guard. Learners needed more time to read the written text, collate information, come to conclusions and write their answers which also took longer than previous years. Some KTB questions (3.2.2) expects from candidates to think in an abstract way and to not only give a quote. Often KTB questions are as such that a candidate cannot find the answer directly in the text. The multiple-choice question in 3.6 was also new and difficult for candidates. The majority of candidates only gave one example of “vooroordeel” in 3.7. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Make sure that learners can master what is expected on p.24 of the CAPS document: “Interpretasie van visuele tekste”. Candidates must also look at the mark allocation (3.1, 3.7). |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Give learners a variety of visual texts and set meaningful questions according to the new Exam Guidelines of 2021. Expose learners to language in context type questions. Work through the KTB list with the learners of what is expected (in other words, teach them things). |

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| **QUESTION 4** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The focus of this question changed due to the new Exam Guidelines and more KTB questions. Please refer to **QUESTION 3.** On the whole this question was answered a little better than 2020 (39,9%), but still of a great concern. |

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| (b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Again visual literacy is a major concern as well as the learners ability to distinguish between connotation and denotation. Knowledge of basic grammatical content lacked (4.1, 4.4, 4.6). More learners are definitely non-readers and their ability to comprehend what they read, is very poor even more their ability to understand figurative language. This was evident in fairly easy questions (4.4, 4.5). Candidates also struggled to understand the question in 4.7.1. Candidates could not draw a conclusion and inferences between RAAMPIE 2 and RAAMPIE 5 (4.7.1, 4.7.2). |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| Give learners a variety of visual texts and set meaningful questions according to the new Examination Guidelines of 2021. Make sure they answer specifically to avoid generalizations. Do not neglect the grammar component. Teach them to look at mark allocations (e.g., 4.4, 4.5). |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| Give learners a variety of visual texts and set meaningful questions according to the new Examination Guidelines of 2021. Make sure they answer specifically to avoid generalisations. Do not neglect the grammar component. Teach them to look at mark allocations (e.g., 4.4, 4.5). |

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| **QUESTION 5** |
| (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| The question focuses on language in context. On the whole this question was answered poorly when compared to that of 2020. A worrying (28,6%). |

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| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Knowledge of basic grammatical content lacked. Learners have very little parts of speech (“woordsoort”) knowledge (5.1, 5.3). Their punctuation knowledge also lacks. Perhaps the non-reading generation? Candidates struggled with the identification of the pleonasme (bl yen verheug). The word in 5.5 was long. |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| Use the CPAS document p.103 to p.106. Teach basic grammar. |

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| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| The lack of basic grammar knowledge, the non-reading generation, lack of vocabulary are unfortunately the main issues. |