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

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

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| **SUBJECT** | **SESOTHO HL** |
| **PAPER** | **3** |
| **DURATION OF PAPER:** | **3 HOURS** |

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

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| **ESSAYS:**   * 1. Ke ile ka iphumana ke le pakeng tsa lefu le bophelo!   About 40% of our candidates wrote on this topic, most of them do understand the topic very well, but there is still a 2% of them who tend to generalise. Their levels are between 5 to 7.   * 1. Ho thefuleha ha moruo wa naha ka selemo sa 2020 ka baka la sewa sa Covid- 19.   30% of our cadidates wrote on this topic. Out of this percentage only about 10% show understanding of the whole topic. 15% of them wrote only about Covid-19, they ignored / did not understand the word (thefuleha) which means to be affected. They managed to achieve level 3 to 5.   * 1. Polasitiki e na le molemo setjhabeng empa ka lehlakoreng le leng e kotsi tikolohong.   15 % of our candidates took this topic, this is a discursive essay. They managed the skill of writing a discursive essay, whereby they must unpack two both sides of the topic. They achieved between 5 to 7.   * 1. Mathata a tliswang ke ho kgaoha ha phepelo ya motlakase naheng ya rona.   10% of our candidates wrote on this topic. They managed to write this topic. They achieved between 5 to 7.  **1**.5 Mehleng ya kgale batho ba ne ba e na le mahlale a ho nesa pula nakong ya komello. Na see se ka sebetsa mehleng ya kajeno?  1% of our candidates wrote on this topic. They managed the skill of an argumentative essay. They chose the side argued well. They achieved level 5 to 6.  1.6 Ditshwantsho.  Out of 3 pictures, 4% chose 1.6.1 and 1.6.2, candidates wrote well about their own topics with no expected guide. Picture 1.6.3. was taken by only 1% and they also did well. Candidates who chose pictures managed to achieve level 7 in their essays.  TRANSACTIONAL TEXTS  2.1 Lengolo la kgothatso (a friendly letter)  About 60% of our candidates wrote this letter, the instruction was clear to motivate your brother or sister who is about to start writing Grade 12 final Examination. A considerable. Percentage managed to achieve level 5 to 7.  2.2 Raporoto (report)  About 2% of candidates opted for this text. Besides the challenge of the structure, candidates managed to achieve between level 4 to 7.  2.3 Article e yang makasining (magazine article) About 4% of our candidates took this text. Besides the challenge of structure, candidates managed to score between level 4 to 5.  2.4 Tsa bophelo ba mofu (obituary)  About 15% of our candidates answered this text and they performed fairly well, they achieved between level 5 to 7.  2.5 Lengolo la semmuso (formal letter)  This text was taken by 15% of our candidates. They performed fairly well. candidates achieved between level 5 to 7.  2.6 Inthaviu e ngolwang (written interview)  About 4% of our candidates wrote the interview and they managed to write the correct structure. Candidates managed to score between level 5 to 7. |

# 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? |
| **Question 1 which are essays, show a fair a performance of presentation, even though there are hiccups of not understanding some of the key words (terminology), but candidates have tried and managed to score level 7.** |
| b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| SECTION A: ESSAYS  1.1 Ke ile ka iphumana ke le pakeng tsa lefu le bophelo!  This topic is the popular choice, maybe its because they narrate their own stories which deals with their daily life experiences. They perfom well in this topic and manage to narrate their stories.  1.2 Ho thefuleha ha moruo wa naha ka selemo sa 2020 ka baka la sewa sa Covid – 19.  This topic is the second most chosen. Candidates did not perform very well although there are those who understood the requirements of the topic and managed to score high.  1.3 Polasetiki e na le molemo setjhabeng empa ka lehlakoreng le leng e kotsi tikolohong.  Candidates managed to score high marks. They were able to support both sides of the topic since it is a discursive essay.  1.4 Mathata a tliswang ke ho kgaoha ha phepelo ya motlakase naheng ya rona.  Candidates who chose this topic they understood the requirements of it that, they must explain the consequences of load shedding in the country. They score high marks in this topic.  1.5 Mehleng ya kgale batho ba ne ba e na le mahlale a ho nesa pula nakong ya komello. Na see se ka sebetsa mehleng ya kajeno?  This is an argumentative essay. Candidates who wrote this topic, turned it to be a discursive essay where they supported both sides. Some candidates did not understand the topic, they wrote about the scarcity of water.  1.6 Those who wrote about pictures did fairly well. Picture 1.6.1 and 1.6.2 were the popular ones. |
| SECTION B: TRANSACTIONAL TEXTS.  Generally, the texts were well answered, especially because most candidates answered the letters and obituary, and they scored up to level 7 in both texts. In general candidates who managed to attain level 7 in the whole paper are the ones who mastered the texts.  2.1 Lengolo la Setlwaedi (Friendly letter)  Candidates who could not score high marks are the ones that fill up the page without motivating their brothers or sisters before writing their Grade 12 final examination. There are candidates who wrote letters to their friends (motswalle) instead of brother or sister (kgaitsedi).  2.2 Raporoto (Report)  Candidates still are unable to write a report. They write it in a form of a speech. Structure of a report is a problem. Most candidates who chose this text did not score fair marks.  2.3 Atikele e yang makasineng (Magazine article)  The structure is still challenging. Candidates do not write attractive headings, no authers, no place where the writer is, no division in columns and no pyramid structure of the presentation.  2.4 Tsa bophelo ba mofu (orbituary)  Above presentations were marked, it is a small percentage of candidates who still confuse the order of paragraphs. In the first paragraph they write cause of death or forget to write it at all.  2.5 Lengolo la Semmuso (Official letter)  Candidates write incorrect addresses; they start with a town and P.O.Box after, others write physical and post box in one address, forget to write subject heat before the salutation and ending has no signature. Some of incorrect addresses follow:  Maseru  P.O. BOX 10  2000  2467 Mountain view  P O BOX  Mthatha  4000  2.6 Inthaviu e ngolwang  Candidates who chose this text score fair marks because they know the structure of a written interview. |

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| **(c)** | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | ESSAYS:  Learners should be exposed to the different types of essays.  Orthography and correct spell spelling should be drilled.  The difference between argumentative and discursive essays should be emphasised.  Learners should be taught how to unpack the topics, analyse the key words.  Learners should be encouraged to read books, magazines, listen and watch new.  Oral activities should also be continuously done to enhance the self- esteem of home language speakers.  TRANSECTIONAL TEXTS:  Different types of transactional texts should be taught.  Attention should be paid to the structures of the texts.  Articles and reports should be taught and practised.  Language structures should be taught and practised as class activities.  Learners should be encouraged to use the correct register, and avoid the use of vulgar language. |

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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.** |
|  | Creative writing should not be taken for granted, out of three language papers it carries more marks (100 marks). Even though grammar is not tested, it should be taught for the sake of correct orthography and spelling. Our learners stay in environments that have other languages and cultures, more debates and speeches are encouraged. Subject Advisors are requested to conduct more workshops and training on all three papers, there are signs of content gaps. The celebrations of cultural days like Moshoeshoe Day could motivate and renew the love of Sesotho and Basotho. Subject Advisors can also assist to organise this cultural days in our districts for motivation. |