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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** | **SESOTHO HL** |
| **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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| **Overall performance is not satisfactory. It seems as if large percentage of candidates do not make use of past years’ examination papers in their preparation for final examinations.**   * **Greater percentage scored low marks especially in section C.** * **Struggling candidates score 0 in this section.** * **The paper was quite difficult to some candidates.** * **Language was not easily accessible to some candidates e.g ‘sehla, lediboho, moedi wa naha’since they are not commonly used.** * **Mark allocation in some of the questions seemed not to be appropriate/disadvantaged learners. For example most candidates scored no marks in questions that were allocated 3 marks each that is in 3.2, 3.4, 4.2, 4.4 and 5.4.** * **Even though they performed poorly, consistent work is demanded and this must start from lower grades.** |

**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 was fairly answered by most candidates. Their responses showed that they understood both extract A and B. The comprehension was relevant as it a popular topic – 1976 riots and Covid 19 which both caused disturbances at schools. Most candidates scored marks ranging between 15 and 26. Few candidates scored marks ranging between 4 and 14.** |

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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. |
| * **It is evident that candidates who performed poorly, they lack reading and comprehension skills. Limited vocabulary also contributed to their poor performance. They could not give figurative meaning of ‘Ho jela kgwebeleng’ in 1.8 and meaning of words like ‘kganare’ in 1.7 ‘tshetshefo’, in 1.10 and ‘sehla’ in 1.13.** * **They also confused 1.6 and 1.10 because they provided same answers in both questions.** * **In 1.16 they were unable to make a comparison between Extract A and Extract B.** * **Candidates failed to break down some questions and give full answers. They focused on one aspect of the question and ignoring the other parts eg. 1.10, 1.11 and 1.16.** |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| **As it is evident that candidates lack reading comprehension skills, they must be given**  **Class works regularly in order to enhance their performance. They must also be encouraged to read books, magazines and newspapers because they will help them to express themselves well when answering questions of this nature.**  **They must also be encouraged to read wisely so as to improve their general knowledge.** |

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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. |
| **Previous years’ question papers, must be used in order to familiarise learners to answer comprehension correctly.**  **Workshops must be organised quarterly.** |
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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? |
| **This question was fairly answered because the most candidates performed well. Its paraphrasing enabled them to pick up main points easily. Most of them scored marks ranging between 5 and 8. Candidates who scored low marks struggled to distinguish between main and supporting ideas. Some candidates disregarded the given text and came up with irrelevant opinions. This means that they lack basic summary writing skills.** |

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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. |
| * **Some struggling learners disregarded the given text and came up with their own irrelevant opinions.** * **They used quotes instead of using their own words.** * **They failed to express themselves well because they lack Sesotho vocabulary.** |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * **Candidates must be encouraged to read and understand the instructions on summary writing.** * **Previous question papers must be used continuously.** * **Regular exercises accessing summary must be given to learners.** * **Feedback must be given regularly to learners.** |

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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. |
| * **Regular activities could help learners to improve in answering this question.** * **Educators must guide and assist learners to understand the expectations of a summary.** * **Educators must also be developed through workshops.** |
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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 was poorly answered with struggling candidates scoring 0 – 3 marks only. They were unable to relate the picture to the message of the advertisement. Those who performed better scored 4 – 7 marks.** |

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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. |
| * **They struggled to answer question 3.2, 3.3 and 3.4.**   **They seemed to have a difficulty of understanding concepts like ‘tshohla & thepahadi’ in 3.2 and ‘tshekamelo’ in 3.4.**   * **They experienced a problem of using an idiom in order to bring up its meaning eg.‘ka ho panya ha leihlo’in 3.3.** |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * **More exposure to advertisement can help learners to improve in answering this question.** * **Basic advertising terms like, link pictures & words and icons must be taught thoroughly.** * **Educators must allow learners to come with their own advertisements so as to analyse and interpret them in class.** |

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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. |
| **Some candidates seemed not to understand advertising techniques.** |
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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? |
| **This question showed the worst performance when compared to other questions. Most candidates scored low marks ranging from O – 3. Those who scored better marks could only answer 4.1 and 4.2 correctly. Very few candidates managed to score 8 marks.** |

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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. |
| * **Most candidates misinterpreted the cartoon.** * **They struggled to understand it.** * **They confused the rules and regulations of the boarder gates.** * **Most of them discussed about road accidents.** |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * **Regular activities on cartoons can assist learners to improve in answering this question.** * **Educators must allow learners to bring their own cartoons so as to analyse and interpret them in a classroom situation.** * **Regular exercises which assess literal and figurative meaning should be prioritised in the classrooms.** * **Subject advisors must also assist by organising workshops.** |

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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. |
| * **Limited vocabulary contributed a lot towards candidates’ poor performance.** * **It was difficult for them to relate the message of the cartoon.** * **They also had a difficulty of bringing out the literal meaning of words and phrases.** |

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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? |
| **Most candidates did not perform well in this question because the majority of them scored marks ranging between 0 – 4. Only few candidates managed to score marks ranging between 5 – 7.** |

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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. |
| **Mark allocation should be taken into consideration. Just imagine when one question, which** |
| **is out of 10 marks bears 2 questions with 3-mark allocation. If the learner loses 3x2=6, the** |
| **learner is only left with 2x2=4. This should be considered in future.** |
| **Workshops should be conducted in relation with every aspect of language teaching not** |
| **Specifically concerning literature only as it is usually the case.** |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * **They must be encouraged to read wisely so as to improve their general knowledge.** * **Teachers must give learners regular exercises that will expose them to idiomatic phrases.** * **Learners should be taught to look for key words from the passage and explain them by giving three facts in obtain full marks.** |

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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. |
| * **Educators must ensure that content is understood from the lower grades as this will enhance their performance when they reach the highest grades.** * **Workshops should be conducted in relation with every aspects of language teaching not specifically concerning literature only as it is usually the case.** |