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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** | **2** |
| **DURATION OF PAPER:** | **2½ HOURS** |

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

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| The overview learner performance in the question paper as a whole is not pleasing at all because in our province learners who obtained level 7 are only 3 against 994 candidates obtained level 1 |
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**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?** |
|  | This question is an essay type question (Poem) whereby candidates were to choose from four prescribed poems. This question was not popular hence very few chose it. There was no candidate who managed to score 10 marks as maximum mark. This proves that the performance was very poor. |
| (b) | **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
|  | The question was poorly answered because candidates did not understand what the expectations were. This question required candidates to analyze the poem looking on how the poet used types of repetition in order to convey the message. (Phetapheto). Their responses were commonly based on theme which was out of content as they say people should not look down upon others, and further mention any poetic devices that were not asked but are in the poem. Those who managed to identify repetition, were unable to convey message and this made them not to get full marks. |
| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | In order to improve teaching and learning, learners are to be taught on how to identify key words on the question, like in case of this question (learners should know what is the expectation when they are to analyse (sekaseka), and able to see how types of repetition (phetapheto) convey the message and further, they are to be discourage to quote lines as they are when giving messages. |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
|  | Candidates are still unable to write in a form of an essay when answering Question 1 in Section A and yet marks are awarded for the structure. Teachers have to teach learners to introduce essays, the body and as well as conclusion is. The topic sentence should be encouraged in sequence order. |
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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 general overview of learner performance is not pleasing because candidate poorly performed. This question is a contextual one (Poem) whereby candidates were instructed to choose from four prescribed poems. This question was the most popular question hence 80% answered this question. There was no candidate who managed to score 10 marks as maximum mark. |
| (b) | **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
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| 2.1 | This question was poorly answered because candidates did not give the correct answer. Candidates were required to explain the enforcement in stanza 1 caused by the usage of (Tshwantshanyo). ***Most candidates quote line 3 as it is from the poem, that says Africans should fight like Israel’s***. The expectation was to relate usage of (Tshwantshanyo) in whole stanza. (Africans should fight hard with all their energy putting their trust in God. |
| 2.2 | In this question candidates were required to give depth meaning of repetition in line 7. ***They responded by saying, the meaning is the black sea that you cannot be able to see across because of darkness***. The expected response was to give meaning that shows that Africans are in state of not having knowledge. |
| 2.3 | This question requires candidates to give feelings. They are unable to differentiate between the mood/ tone of the writer and their feelings. They responded by saying Faro was oppressive towards Israel’s. Expectation was to expose aggressive feelings as people were regarded as stupid (dihole) with low minds like grass as compared to those who think are better. |
| 2.4 | In this question candidates were asked to give the purpose of Tatolano in line 12. Candidates responded by saying literally no ways grass cannot be a tree. E |

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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | In order to improve teaching and learning, teachers are encourage to drill learners to read questions with understanding before they could answer. |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
|  | Specific observations related to responses of learners were that they likely to quote lines as they are from the poem. |
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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?** |
|  | Learner performance is better as they performed at moderate. |
| (b) | **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 3.3 | Learners were unable to quote words that shows mothipoloho. They extract the whole line instead of words (Dithaba le dithajana). |
| 3.5 | The common errors committed by candidates were in Ques. 3.5 whereby candidates were unable to discuss the usage of kgonyetso at the caption. They made mistake by saying the question is based on molathothokiso not caption. |
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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | Teaching and learning could be improved by teaching the plot |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
|  | All poetic devices must be thought. |
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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 was the most popular to candidates. Candidates poorly performed because no one got above 5 marks. |
| (b) | **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
| 4.1 | Candidates were unable summarise the stanza. Common error committed by candidates is to quote line 4 only |
| 4.3.1 | They do not know the meaning of (mohoula) They say mohoula means bongata. |
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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | For terminology Caps documents must be used |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
|  | Learners are to taught on how to summarise and meaning of words. |

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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?** |
|  | This is a compulsory question. Most candidates performed better as compared to prescribed poems. |
| (b) | **Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.** |
|  | The common error was in question 5.3 that require the readers’ feelings. They were unable to differentiate between tone and feelings hence they say feel hurt as if the stanza refers to them. |
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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | Learners are to be taught that feelings are for the person who read the poem and mood is the tone of the poet. |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
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|  | This is a compulsory question. Candidate performed well most candidates got between (5–10 marks) |
| **QUESTIONS 13 and 21** | |
| (a) | **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
|  | The question was poorly answered, there are no candidates who scored the total mark, they performed at a lower level, because the highest mark scored was 12. |
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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.** |
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| 13.3  &  13.9 | This question required part of plot in the text, which is (rising matter) (Tharahano.) They did not respond well hence they seem not to know the plot. |
| 13.4 | In this question candidates were unable to state the feeling but were able to support and this made them to loose marks hence they support something they don’t know. |
| 13.6 | This question required the candidates to state Seipobis’ character (mophetwa ofe) They don’t differentiate between (Mophetwa ofe and mophetwa ya jwang) This made them not to get marks. |
| 13.11 | Most candidates were unable to respond correctly to this question as it required candidates to explain biasness showed after Manthoto misbehaved at school. They responded by saying Dikgapane stop making awareness to learners. |
| 13.12 | Leaners did not understand the term Thebes’mokgopi, they think mokgopi refers to the community that turned against Thebe |
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| 21.3 | This question required candidates to state type of imagination found text. |
|  | They responded by saying it is (Karaburetso ya maikutlo/kutlo) of which the expectation was ( Karaburetso ya pono) |
| 21.4 | This question required candidates to compare characters for both Thapelo and Pheleu, they fail to respond correctly because they state their relationship towards Tsietsi. |
| 21.7 | Candidates fail to respond to this question correctly because they refer Seipati as mophetwa ya tjhitja or they mention (semelo) characterization |
| 21.8 | The question wanted candidates to support the setting based is in text, not in whole book. This made them get only the setting which is at Naledis’ place but unable to support the fact. |
| 21.9 | Candidates were unable mention type of conflict (Qwaketsano ya maikutlo) their conception was there is a conflict between Pheleu and Naledi. |
| 21.10 | In this question they explain what does the idiom means instead of which feelings are being exposed by the idiom in Naledi. |
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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
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|  | **Describe any other specific observations relating to responses of learners and comments** |
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| **QUESTIONS 12 and 20** | |
| (a) | **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
|  | These are an essay type questions. Performance was poor because candidates performed at lower rate. Question 12 was the most popular question as compared to 13. Both question were poorly answered. |
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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.** |
|  | The common errors committed by candidates were that, they narrated the story from both genres. In question 12 they put emphasis on poor upbringing of Tutudu. They further stated the good practices done by Tutudu at Sedibeng. They fail to respond to the question. In case of question20, they were unable to differentiate between the rights and responsibilities instead they narrate the story. |
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| (c) | **Provide suggestions for improvement in relation to Teaching and Learning** |
|  | In order to improve teaching and learning, learners are to be taught on how to identify key words on the questions. Teachers are encouraged to guide learners on how to respond to questions more than narrating the story. |
| (d) | **Describe any other specific observations relating to responses of learners and comments** |
|  | There is great improvement as far as the structure is concerned although they are still unable to structure essay using topic sentences. |