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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** | **ISIXHOSA FIRST ADDITIONAL LANGUAGE** |
| **PAPER** | **3** |
| **DURATION OF PAPER:** | **2½ HOURS** |

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

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| Learners have generally performed well in all the questions except for few questions that have proved to have some challenges for example Q1.1 and Q1.2. In these two questions learners did not understand that they were expected to write about a one-day event. Instead, they wrote about a series of events and therefore they were out of context. In question 1.4 few learners seem not to understand the meaning of the word, “Ichiza” (medicine) but there is word of “ukunyanga” (to heal) in the question which makes it easier to understand the meaning in context of ‘ichiza’. In question 1.7.1 and 1.7.2 (visual questions) candidates did not give headings but there is a clear instruction in the question that reminds them to provide headings. In Section B, (Q1.2) was the most popular question. Majority were able to answer this question very well but there were still some who did not understand the question and the format. They wrote a letter to congratulate a friend instead of appreciating a friend for being a good leader, some appreciated teachers instead of a fellow student as the question required. Only a handful of candidates chose to do answer 2.2, 2.3 and 2.4 and the problem was not being sure about the structure and the format of these transactional pieces. In Section C Question 3.1, the few candidates who opted to answer it did well although some misinterpreted the word ‘ngeenkonzo’ thinking that it was about church services (‘iicawa’) but it about services rendered at the museum. Question 3.2 was the second choice chosen in this section, most learners did well, few of them missed the format some the content, reason being the misinterpretation of the question. They wrote the postcard to the sick uncle who is in hospital and that was not in the question. The most popular question in this section was Question 3.3, the candidates seem to know how to respond to the directions. They struggled with the language where they do not know the difference between the left and the right directions. They also tend to write a lot of English words when they give directions. which also have its own challenges. In general, the paper was fair as most of the learner’s responses were at least meeting all the expectations. The total pass percentage for this paper is 99.7 % with only 5 candidates not meeting the requirements. |

**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? |
| **SECTION A**  Question 1 is made up of 8 questions. All the questions were chosen and were well answered by most candidates.  Question 1.1. This was a popular question. As I have stated above that some learners did not clearly understand the expectations of the question therefore, they missed the content. generally, the question was well answered.  Question 1.2. This was a well-liked question and many learners responded very well and got good marks except those who were not able understand that the question required a “One day event”.  Question 1.3 there were few candidates who answered this question and were able understand it very well, especially those who take Geography as one of their subjects because this question was about air pollution and they provided lots of references.  Question1.4 This was one of the other popular questions. It was well answered though some candidates did not understand the meaning of the word “Ichiza” (Medicine) and missed the content.  Question 1.5 Few candidates answered this question. This was surprising because this question is about, “Sport uniting the nation”. Maybe because of Covid restrictions in some schools sports is no longer offered. Those who responded to it performed well.  Question1.6. One of the favourite questions but there were also challenges in this question like candidates not fully understanding the meaning of the question. This question was about, “the government introducing compulsory programmes/curriculum for everybody to learn sign language”, they did not say anything about the programmes instead talked about the problems encountered by mute people.  Question 1.7.1 This was also not one of the popular questions but the few who chose to answer it did well. Correct interpretation of the visual text and good application of critical and creative thinking but some forgot to provide the heading as expected.  Question 1.7.2 This question was not a favourite but those who chose it, interpreted the visual text in various but relevant scenarios. |

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| **SECTION B**  This section is composed of four different types of long transactional questions. This section was well answered by learners although there were some questions where learners did not meet the expectations like, the structure and the formats.    Question 2.1(Friendly letter)  It was the most answered question and many learners responded very well and got good marks except those who were not able to apply the correct format and misunderstood the question. Surprising to see some candidates unable to write a friendly letter instead wrote a formal letter. Some wrote a congratulation letter instead of appreciating the friend for being an excellent leader, some appreciated the teachers instead of the student leader as the question required.  Q 2.2 (CV and the covering letter)  There were very few learners who answered this question and very few knew the correct structure and the format of the CV and covering letter. Instead of writing a covering letter they wrote an application letter.  Q 2.3 (Agenda and the minutes of the meeting)  This was not a popular question. There was only one candidate who did well in this question others seem not to understand the correct format for this question.  Q 2.4 (Speech)  This was not a favourite question. Though some learners did understand the question, but few knew the correct format, for example, many did not have the inverted commas at the beginning and at the end of their writing.  **SECTION C**  QUESTION 3  The learners performed very well in this section. All the questions were attempted by the learners.  Question 3.1(Poster)  The question was clear and understandable to some candidates but others used the word “Ngeenkonzo” wrongly as if it was referring to churches whilst it referred to ‘services’ available in the museum. The other challenge was the format. Some used the wrong poster format.  Q 3.2 (Postcard)  Question 3.2 was the second chosen in this section, most learners did well, few of them missed the format some the content reason being the misinterpretation of the question. They wrote the postcard to the sick uncle who is in hospital which is not what is meant in the question.  Q 3.3 (Directions)  The learners demonstrated knowledge of this type of transactional writing. They seemed to know the format and they understood the expectations of the question as well. Their performance was pleasing. They struggled with the language where they do not know the difference between the left and the right direction. They also tend to write a lot of English words when they give directions. |

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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. |
| Referring to only those questions that were poorly answered. Firstly, it was the misinterpretation of the question, lack of creative skills or not applying the kind of structure and format expected for a certain question, no planning or editing. |
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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| The learners must be taught the skill of breaking down the essay topics, interpretation of visual texts. They must also be advised not to change the given topics. For the visual texts they must be reminded to give their own topics related to the picture. They must also be taught the importance of planning and how to do it. Sentence construction and the paragraph development also need attention. The learners must also be taught how to write different kinds of essays, that is they must know the main features of each type of essay.  For the long and short transactional writing, the learners must be taught the formats and be given exercises to practice all the prescribed transactional texts. |

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| (c) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| This is a general observation   * It is evident that the instructions are not read or followed by the candidates. * Some learners do not bother to do planning in all sections, some only plan for section A ignoring Section B and C. * Few answered 2 questions in Section B and none in Section C. * Paragraph development is still a problem (structure of the essays is lacking and in most cases, there is not even an introduction). * They forgot to cancel their planning (they must draw a line across the draft work). * Spelling mistakes. * Punctuation also needs to be revisited * Language skill is also lacking |

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| Learners need to be taught to plan their work accordingly. It must be emphasised that after finishing writing each question, it is very important to read their work for editing purposes. They must be told that before attempting a question it is important to make sure they understand what the question entails because the learner can be good in language or in writing skills but if she/he is out context she/ he is likely to lose a lot of marks. |
| Planning, editing, punctuation, spelling, structure of the essay needs to be always taught.  The learners are advised to read newspapers, magazines or any other non-school material for vocabulary development.  Also, to give learners exercises as classwork. Revision of old examination papers is also advised in order to familiarise them with the kind of questioning they should expect in final examinations. |