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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 FAL** |
| **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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| **1864** scripts marked shows that candidates managed to cope well with the examination although some of them couldn’t get the pass mark. The highest mark obtained was 67 and the lowest mark was 13 out of 80 marks.  It was noted that some candidates did not attend some questions e.g., Question 1.1.8  1.1.13, 1.1.14, Question 2 summary and Question 5 but generally lower order questions were extremely well answered throughout the question paper.  In the light of the our current situation it is disappointing to note that there has been a drastic decrease in marks obtained this year as compared to last year’s results. |
| Question 1 – Comprehension |
| Candidates performed relatively well but some did not do justice to themselves. |
| Top achiever for question 1 managed to scored full marks and marks ranges from (28- |
| 21 26) out of 30 marks and the under achiever scored 3 marks. |
| Question 2- Summary |
| Candidates performed very well in this question. Top achiever obtained full marks and |
| the lowest was 04 out of 10 marks**.** The content was so exciting and hold value and |
| and excitement to candidates to see university as the new home. |
| Candidates 3 – Advert |
| Most candidates performed well but question 3.5 stretched candidates mind and they |
| wrote general answers and did not pay attention to the aim of using the word “leqa” |
| Motive words are to convince people to buy a product and should be emphasized |
| to candidates when answering questions. |
| The interpretation of the slogan in question 3.6 posed a serious challenge to |
| candidates as a result they failed. |
| Question 4 – Cartoon |
| Generally, candidates answered this question adequately except for question 4.1 and |
| there was no reason why this question could not been answered as it is part of basic |
| grammatical principle, ‘the use of the capital letter’. |
| Question 4.3 candidates struggled to give the comparison for frame two and in three. |
| They simply gave one response for one frame hence they lost marks in this question. |
| Question 5 – Language in Context |
| Again, the understanding of grammar principles was lacking in the response of the |
| candidates. In question 5.1 the examiners examined the short form of the word ‘ugqr.’ |
| Candidate failed to answer the low order question and they lost a mark. |
| Question 5.1.3 Very few candidates managed to provide a correct answer for |
| ‘umsebenzi wombuzo buciko’. |

**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? |
| Candidates did fairly well but the rest could not come up with the correct answers due |
| to the fact that candidates simple did not study and were unable to provide the |
| correct answer. The following questions stretched candidates’ minds and it was |
| disappointing because the questions were not difficult at all. |
| Challenging questions was Q.1.1.1 Candidates gave an incorrect answer as ‘uninzi’ |
| instead of ‘luthabathekile’ and the reason for this careless mistake, it is because the |
| candidates did not understand the instructive word to the question ‘bangene kakhulu’ |
| Q1.1.2 Very few candidates did not give the full answer to this question, they gave |
| half answer as ‘zezenziwe ngobuchule’ and they lost a mark for this question. |
| Q.1.1.8 Some candidates responded vaguely by saying ziyangqinela kuthethwa |
| ngeemoji kuzo zombini but left out’ umxholo wokunxibelelana ngazo zikhapha |
| umyalezo’ as the result they lost marks. Some candidates managed to get the 2 full |
| marks but the rest did not link the subject line with the sentence. |
| Q1.1.10 It was a challenging question no one got it right all failed this question as |
| they responded by saying ‘zibhekiselele ‘kwiinkampani’ instead of saying kumsebenzi |
| kaShigetaka / kumsebenzi. |
| Q1.1.12 Top achievers responded well and some few candidates got it right the rest |
| failed this question because they couldn’t differentiate between fact and opinion. |
| Q1.1.14 Candidates failed this question as they were not able to do summary skills |
| they left all the important points and gave incorrect answer. |
| Q1.2.1 Candidates responded vaguely as ‘imbiza esitovini’ and they ended there |
| without justifying the evidence of ‘kuyaphekwa’ they lost the 2 full marks. |
| Question 2 |
| Well answered but some candidates did not attend they left blank space. |
| Top achiever obtained full marks and the lowest was zero out of 10 marks**.** |
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| 1. Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
| Some candidates performed poorly due to: |
| * Not following the instruction clearly. * Supplying a phrase instead of a word. * Unable to analyse a feeling. * Unable to link the subject line with the sentence. * Failing to supply main points. * Unable to give the aim of the given word. * Unable to justify the omission of a vowel. * Failing to change a noun to a verb. * Writing incorrect negative form. * Unclear responses not relating to text provided. |

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| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| Encourage learners to read over their work (task) so that they can be able to rectify |
| their own spelling errors and make sure that they understand and have not left out |
| important words in sentences. IsiXhosa teachers should not compromise the use of |
| IsiXhosa when teaching language. |
| Educators must avoid doing TRANSLANGUAGING. The element of mixing the two |
| subject when teaching may disadvantaged the candidates understanding because |
| when they are assessed code-switching is not catered and learners may be |
| trapped to failing rate. Rules of language structures should be taught in class from |
| grades 8–12, short spelling incomplete sentences and punctuation exercise should be |
| done/ practice in class. |
| Incorrect spelling in certain sections of the question paper could disadvantage the |
| learner candidates should be encouraged to learn, follow instructions and only write |
| what is required of them by the question. |
| Educators are urged not to give learners exercises with the memorandum without any |
| explanation and discussions, because each an very sections has its own expectations |
| /its rule on how to be marked and how to respond to it. |
| Expose learners to understand the comprehension/ contextualizing the source before |
| responding to it. They should be encouraged to know / be able to identify the main |
| point from the extract and that will encourage them to use their own language and |
| will benefit language marks for doing that. |
| The use of previous question papers is key and this should be discussed in class so |
| that they can understand the key expectations for each section and to be able to get |
| the best from 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. |
| Educators can do remedial spelling exercises based on the learners written work.  Sufficient educational programmes for all the papers must be utilised in the classroom set up and that will develop learners’ language skills.  Educators should have magazines, newspaper and articles in the classroom to stimulate learners’ interest in reading.  Concept of diction must be taught.  Revision of direct and indirect speech.  For open-ended questions, it is important to substantiate correctly so that one can score full marks.  Candidates must be encouraged that (YES/ NO) with no substantiation can result in zero marks being awarded. |