Shape

Description automatically generated with low confidence

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

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

|  |  |
| --- | --- |
| **SUBJECT** | **ISIXHOSA FIRST ADDITIONAL LANGUAGE** |
| **PAPER** | **2** |
| **DURATION OF PAPER:** | **2 HOURS** |

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

|  |
| --- |
| The performance of the learners was fair in this examination. The marks show a wide range of results achieved in different genres. The average percent achieved is 80 that is level 3 to level 7 and 20 percent of the learners have obtained level 1 and 2. Questions 1,2,3, and 6 were not popular amongst the learners because they are from the old set books and some schools have phased them out, but the few that chose to answer them did not get good marks. The majority of the candidates chose Questions 3,5 and 7 and have produced satisfactory results except for those that showed unpreparedness. |
| Most of the learners have found some of the questions challenging and were unable to interpret |
| them but the overall achievement of the learners was satisfactory. At least 43 candidates have managed to achieve level 7. More candidates were at level 5 and 6 and the rest was evenly distributed between level 1-4. |
| In some centres 60 percent was the highest percent and 4 percent was the lowest percent achieved with lots of questions left out and some incorrect. |
| Their responses showed that they did not understand the questions or did not listen to the questions therefore they could not give the expected responses or what the question wanted and failed to get marks. |
| Their results in the whole paper and in each genre chosen confirmed that there was no question that was well answered mostly by all the centres. |

**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).**

|  |
| --- |
| **QUESTION 1** |
| This is a novel called Kusa Kusihlwa, it is one of the old set work books and only 2 candidate chose this question and scored between zero mark and 7 marks out of 35 which is 20 percent.  These results confirm that these learners were not ready for this examination or they were not  taught and assessed on this novel.  Instead of giving correct answers they copied the lines from the text for each question. Some of the questions were not even attempted. They scored marks only in Question 1.1.8 a) and 1.2.5  where the question asked them to choose the correct answer. |
|  |
| QUESTION 2 |
| This question is on the novel called *Umqolúphandle* and was chosen by only 2 candidates. The performance of the learners was not satisfactory in this examination. This question was poorly answered because the 2 candidates that chose this question scored between zero and 2 marks out of 35 that means zero percent and 5 percent which was very disappointing. |
| These candidates were not prepared for this examination judging by the standard of their results it is clear that they did not get any tuition which is very sad. They simple copied the questions and lines from the text instead of giving correct answers to the questions. |
|  |
| QUESTION 3 |
| This was the most popular question amongst the candidates. The novel is called uMonwabisi. The performance of learners in this question was fair. The marks show a wide range of results achieved. The highest percentage achieved was 94 percent which is 33 out of 35 marks and the lowest achieved was zero out of 35. There are very few learners that have produced level 7 in this question and the majority were ranging from level 6 to level 1. It evident that the learners that have scored low marks did not prepare for the examination.  QUESTION 4  This is one of the old set books. Only 1 centre and 2 learners chose this question and the performance was bad because the highest percent achieved was 17 percent that is 7 out of 35 and the lowest 1 out of 35 marks. This question was poorly answered and that is reflected in the standard of their results. Learners in this question left out lots of questions unanswered or incorrect responses. |
| QUESTION 5  The performance of learners in this question was fair. This is a popular set book and was about the abuse of women especially youth. The highest percent achieved was 86 and that was 30 out of 35 and the lowest is zero. The learners that achieved low marks have misunderstood the questions and gave incorrect responses. Some of the learners left out questions and some were incorrect and lost marks.  QUESTION 6  This is a short story set book and was chosen by only 2 candidates. The performance in this question was very low which is very sad. The highest score achieved was 4 out of 35 which is 11 percent and the lowest is zero. Their performance confirms that the learners were not prepared for these examinations and some do not know this set book.  QUESTION 7  This question is on poetry. The performance in this question was well. The highest percent achieved was 83 and the lowest was 17 percent. The learners that have scored low marks have not prepared well for this examination and cannot analyse poetry. The results ranged between level 7 and 1. |

|  |
| --- |
| 1. Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. |
|  |
| Question 1 was poorly answered because the learners have failed to give the expected responses or correct responses and lost marks.  Questions 1.1.1-1.1.7 were incorrect, some candidates left out questions unattempted and most  of them incorrect.  In 1.1.8 a) Leaners instead of choosing “ engafihlakalanga “ they chose efihlakeleyo meaning  they did not understand the underlined statement from the text and were incorrect.  b) Candidates were asked to give “udidi lozobo” instead of uzobo they explained the  underlined sentence in the text.  In 1.1.9 Candidates were asked to compare the success of Ntsibande’s business as stated in the text and in the whole story. Candidates have failed to give the correct answer. It seems  they misunderstood the term “thelekisa”  In 1.2.1 Candidates in this question could not give the correct answer because they  misinterpreted the question and their response was “sesobugqirha” and were  incorrect.  In 1.2.5 The question wanted candidates to identify 2 events from the list provided that occurred during “inqanaba lokuyondelelana kwebali”. Candidates have failed to identify the correct events.  In 1.2.6- 1.2.8 Candidates have failed to answer these questions and they lost 7 marks.  In 2.1.1- 2.2.8 Very few learners chose this question and scored extremely low marks. They did  not know this set book.  3.1.1 This question was poorly answered because some learners could not interpret the term  “izihlwele” which referred to Thandabantu’s customers and the old people who visited the shop to collect social grant money. Candidates instead of giving the correct answer  interpreted the term “izihlwele“ as “izakhiwo zikaThandabantu and they lost a mark.  3.1.2 This question referred to uThandabantu and his success and wanted candidates to give  the reason why other business people were amazed by his success. Instead of answering  the question they just repeated the same question in their own words and lost marks.  3.1.3 Candidates did not know what the question wanted. Their response was uThandabantu  got the shop from his boss and that was incorrect and they lost marks.  3.1.4 The learner’s response in this question was ‘’umfanekiso wethafa’ instead of umfanekiso-  ngqondweni weliso.  4.1.1- 4.2.8 Very few learners chose this question and scored extremely low marks. They did not  know this set book.  5.1.2 They used a lot euphemism instead of giving the correct answer.  5.1.4 They give explanation instead of “umfanekiso ngqondweni  5.1.5 The question is asking; how do they feel? Instead they repeat the question in  their own words.  5.1.8 Candidates give explanation instead of the concept “zoo “  5.2.1 Mention that Nyoka gets arrested and sentenced to 25 years in prison.  5.2.3 Learners mentioned Gxalaba as a humble person instead of interpreting the underlined  statement.  5.2.8 There were referred to the text instead they gave their own explanations from the whole  story.  Problems encountered  1. Umfanekiso ngqondweni  2. Imvakalelo abazazi  3. Comparing from the text and entire story  4. IsiXhosa needs to be used as this is an IsiXhosa language paper not English.  6.1.1- 6.2.8 Very few learners chose this question and scored extremely low marks. They did not know this set book.  7.1.2 Refer “ukuhlola to the context of the question)  7.1.7 Feelings need to be articulated properly  7.1.8 Be specific on the what the “ ntambanane” eats not generalizing  7.1.9 How the business is affected – from “ntshontsho” to “nkuku” to sales”  7.1.10 Candidates do not understand the concept: “umongo” instead they gave a summary  of the mentioned stanzas  7.2.1 They could not allude to the meaning of “isimanga somngxuma” the expected answer  was that it is a surprising concept(uyothusa)  7.2.3 Unable to interpret “ingcingane eziswa yile miqolo”  7.2.4(a) They give synonyms instead of an explanation of the word (ukuhlobana)  7.2.7 Candidates did not understand the difference between the literal and connotational  meaning of “umkhaba”  7.2.9 – Candidates give the rhyme scheme instead of properties of a couplet  7.2.10 – Candidates do not understand the meaning of a theme. |

|  |
| --- |
| 1. Provide suggestions for improvement in relation to Teaching and Learning |
| Learners must be clearly informed of how to choose questions and books that they read in class and not attempt to answer all the questions in the question paper. The policy is very clear on this issue that only the first two questions will be marked, and the rest will be ignored. Teachers must familiarise learners with this information. Learners must be taught to read and understand the question before they answer. When teachers are doing revision using past examination papers, they must actually teach the learners how to answer questions and also refer learners to the set book concerned and not give learners the memorandum because they seem to be over reliant to past examination marking guidelines and they miss out the correct response required by the question in an examination.  It is of outmost importance that guidance be provided to the private candidates as they seem to be in the dark as to how to tackle particular questions in the paper. The paper carries seven set books, 3 novels, 2 drama set books ,1 short story and 1 poetry set book and its 4 genres in total.  They must be guided because it seems that they do not know that they are to prepare and choose only two set books for the examination. They answer more than two questions as a result that had a negative impact on the standard of their results. |

|  |
| --- |
| (d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. |
| It is imperative that teachers familiarise learners with the terms used in different set books. It is also suggested that teachers pay particular attention to literature concepts “uzobo ngqo and uzobo mayana, as well as giving an explanation of concepts and not giving synonyms of words. For an example in 3.1.1 the term “izihlwele” candidates have failed to explain this term but it was in the extract but could not figure out the meaning, and failed to give the correct response and lost marks in this question. Instead of saying amaxhego namaxhegokazi/ abathengi they say “izihlwele are iimpahla/ izakhiwo zikaThandabantu which was an incorrect response. |