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

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| **SUBJECT** | **ISIXHOSA 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 overall learner performance is not satisfactory it is 85.7 % with poor quality of 0.5 level 7s., candidates who answered essay type questions obtain higher marks than those who chose contextual questions. * There is 40% of candidates who did not pass based to the sampled scripts, 28,7 % performed very poorly with one candidate obtaining a “0” mark, this candidate rewrites all the questions in the question paper as his response. Even though 60% of candidates have performed well in this paper the results are of good quality as compared in 2020 sampled scripts. * About 5 % of candidates obtained level 7 with the highest raw mark of 68 out of 80 as compared to 1% of 2020, which is a drop of 1% as compared to the scripts sampled in 2020 examination. |

**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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| 1. **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?** |
| **QUESTION 1**  Very few candidates have answered this essay type questions according to the 100 sampled scripts only 10 candidates have chosen this question and was poorly answered since not a single candidate has obtained 10 out of 10 the majority of them have obtained between 3 and 5 marks with the 30% average%. Some candidates sampled rewrite the poem as their response others failed to identify the diction shows the role of Maxeke as the question expected. Candidates ignored the outline given to them as a stepping stone on answering this question. |
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| **QUESTION 2, 3 and 4** |
| Most candidates have performed well in these questions with 84 out of 100 candidates choosing question3 followed by 50 candidates choosing question2 and 39 candidates choosing question4. Candidates performed better in question2 that in other 2 questions. |
| * Questions 2.1,3.1 and 4.1 were answered very well about 90% of candidates did very well in these questions, in 4.1 most candidates confuse “uBusobengwe” who was an advocate as a King they ended up getting 1 mark for this question. In 2.1 some candidates were giving an explanation of the word they are expected to quote instead of quoting the word from the poem, for example for the word “inkedama” they give the semantic of the words “umntwana ongenabazali” and for “amanxila” will say “abantu abasela utywala”, candidates are credited since the instructional verb is” nika not caphula” |
| * In 2.2,3.2,4.2 About 30% of candidates failed to give the semantic of the chosen line they ended up repeating the words used in a line that giving the meaning of it. |
| * In question 2.3,3.3,4.3 most candidates performed well in this question, even though there were candidates who proves that they don’t know the difference between the initial rhyme and a repetition of words (4.3). Some candidates even fail to understand the poetic term rhythm they give answers like “sidalwe ngokwebinzana” others responses are sidalwe ngokuncoma inyibiba (3.3), others say “imbongi isebenzisa isimntwiso ukudala isingqisho”, and “isingqisho sinye”. * Candidates performed fairly in 2.4 and 3.4 except in 3.4 their performance was poor since they failed to answer according to the instructional verb “cacisa” and couldn’t link the use of metaphors with the question asked. * Question 2.5, 3.5 and 4.5 was poorly answered about 60% of candidates who failed to distinguish between the message from the poet and the didactic lesson learnt by the reader from the poem. Other candidates were giving the content of a poem by referring to the certain line. |
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| **QUESTION 5** |
| * Candidates did not perform well in this questions as compared to previous years. Their performance is 40.2%. About 8 candidates did not choose this question, they ended up forfeiting 10 marks. * This question is compulsory all candidates are expected to choose it. They did not perform as expected in this questions since its level of difficulty is between easy and middle About 90% performed very well in 5.3. * In 5.4 most candidates were substantiating with the general response instead of what is said in the poem. About 70 % answered this question well with few candidates giving the response based to women only instead of both women and men as the question requires. |
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| **QUESTION 6** |
| * 61 out 100 candidates answered this question and their performance was good in 70% of candidates, marks are ranging between 20 and 25. The average % is 73% as compared to 26.7 % of question 7(contextual questions). |

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| **QUESTION 7** |
| * Very few candidates answered this question, about 37 out of 100 learners sampled, and their performance was not good. The average % is 26.7 as compared to 73 % of an essay type question 6. Candidates performed very well in questions 7.1, 7.3 ,7.7 and 7.10. In other questions like 7.2, 7.6,7.8, 7.10 candidates managed to get only 1 mark since they do not answer the question fully. |
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| **QUESTIONS 8, 10 and 12** |
| * No candidates from the sampled scripts answered these questions. |
| **QUESTION 9,11 and 13**  Only 1 candidate from the sampled scripts answer question9 and his performance was very poor obtaining 3marks out of 25 marks. It was evident that he does not know the story from the book chosen. |
| **QUESTION 14 and 16**  Candidates who chose this question were 9 out of 100 scripts, those who chose this question show lack of insight in answering these essay type questions, their responses failed to answer the question which shows that they did not unpack the question in order to understand |
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| **QUESTION 16**   * Most candidates failed to interpret the question correctly, they ended up focusing on uSiphokazi and their answers revolves with uSiphokazi where they were narrating the story to prove why uSiphokazi utters the words. Their responses was revolving on Siphokazi than other characters. * About 60 % of candidates narrated the story instead of analysing as expected. |
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| **QUESTION 17**  About 80% of Candidates performed very well in these questions, 17.1,17.2,17.3 ,17.7,17.8,17.9. They struggle with questions, 17.4, 17.5,17.6,17.11 and 17.12. In 17.10, 17.11 and 17.12 candidates managed to get 1 mark since they answer the question partly, they failed to identify commanding language (ulwimi oluqweqwedisayo) in 15.12 and 17.12 candidates failed to link the words of a character with the theme of the Drama. |

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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. |
| **QUESTION 1**   * The question was poorly answered since the candidates lacks the analytical skill and some candidates could not even identify the diction used by the poet indicating the role of Charlotte Maxeke. * Other candidates write the diction without giving its connotative and denotative meaning as expected. * There were also candidates who only write few lines like 2 to 3 lines instead of focusing at the poem as a whole. * The outline of how to answer the question did not assist most candidates since they ignored it and answer out of topic. |
| **QUESTION 2, 3 and 4** |
| * In question 2.3,3.3,4.3 most candidates performed well in this question, even though there were candidates who proves that they don’t know the difference between the initial rhyme and a repetition of words in (4.3). Some candidates even fail to understand the poetic term rhythm they give answers like “sidalwe ngokwebinzana”. Others sidalwe ngokuncoma inyibiba (3.3), others say “imbongi isebenzisa isimntwiso ukudala isingqisho”, and “isingqisho sinye”. * Candidates performed poorly in 2.4 and 3.4 except in 3.4 they failed to answer according to the instructional verb “cacisa” and couldn’t link the use of metaphors with the question asked. * Questions 2.5, 3.5 and 4.5 was poorly answered about 60% of candidates failed to distinguish between the message from the poet and the didactic lesson learnt by the reader. Other candidates were giving the content of a poem with reference to the specific line. |
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| **QUESTION 5** |
| * The poor performance in this question is the fact that it is an unseen poem and candidates did not read the poem to understand before answering questions. Questions here are different to question 2, 3 and 4 which are seen poems they assess more the understanding of the poem than the critical analysis of it. * Cognitive levels are the same and differs with the level of difficulty. Most candidates failed to give the theme of the poem in 5.1 their response was based on the content of the poem. Some candidates just quote one line as their response e.g “undwendwe olwaluthetha emngcwabeni “ or “Umfikazi owayengcwatywa”, this shows they do not know the difference between the embedded theme and the content of the poem. * In question 5.2 most candidates obtained 1 mark since they failed to give both a literal and figurative meaning, they manage to give one meaning a figurative one. |
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| **QUESTION 6** |
| * There are those candidates who did not perform well, which shows that they did not understand the question and ended up narrating the story. About 5 % of candidates were confusing characters like Mfuneko and Mfezeko others even confuse the characters of the novel with that of a Drama. * Few candidates rewrite the extracts from the contextual questions as their response. It is evident that the candidates lack the analytical skill and insight and some did not unpack the question, others couldn’t even understand the term “usukuzwano” but were not disadvantaged when narrating the story, they were awarded marks using the rubric. |
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| **QUESTION 7** |
| * They did not perform well in questions where literary devices are assessed like 7.4 ,7.5 7.6,7.8. Candidates did not perform as expected in 7.3 their responses failed to reveal the actual problem that was caused by the phone, they give responses like ‘waba nesikhwele’ * The candidate’s performance was worse in question 7.4 and 7.5 candidates couldn’t understand that suspense is from the reader not from the characters, they were all answering from the character’s perspective “uThantaswa’. In 7.5 they did not know the irony they were confusing the terms” isigqebelo” with isigqibelo and ended up answering about the end of UThantaswa in the Novel instead of showing the irony from the words of uThantaswa * . In question 7.6 the responses of candidates proves that they were not taught the devices when they give their layman answer of their own understanding of the term that what is expected and ended up getting 1 mark most of them, about 30% obtained the whole 2 marks. Some candidates failed to identify answers from the extract to prove that uMfuneko hates uMapheza, they ended up quoting Nqoza’s words as their answer which ended up losing 1 mark. * In 7.8 shows that the candidates did not know the difference between the direct and indirect presentation of characters they could not substantiate their answers were” Uzobo mayana kuxa umfundi efunda abe nomfanekiso walo mntu kuthethwa ngayo” * In 7.9 candidates failed to use a direct language in answering the question, they failed to use “ulwimi olugqogqayo” instead they were reporting, or quote the phrase from the extract “Nqoza useza kukulimaza uMfuneko ukub umkha ngecephe leti!” * In 7.11 most candidates use “Ewe or Hayi “ instead of using the terms ingaluncothula ingangaluncothuli, they failed to substantiate with the punishment “ isohlwayo” for ingaluncothula and benefits (umvuzo) for ingangaluncothuli . * In 7.12 about 40% of candidates failed to differentiate the tragic end and the type of the novel since they ended up substantiating with the death of uMsindisi instead of the end of uThantaswa and uMfuneko. Others failed to show how greediness has resulted in the tragic end of characters. |
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| **QUESTIONS 8, 10 and 12** |
| No candidates answered these questions. |
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| **QUESTIONS 9,11 and13** |
| There were no candidates who have answered these questions, only 1 candidate who answered question 9 and obtained 4 out of 25 marks which shows a very poor performance. The reason for the poor performance is that there is no response that shows the candidate knows the chosen book.” Nyana Wam Nyana Wam”. |
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| **QUESTION 14 and 16** |
| The poor performance here is because of the few candidates who In question 14 some candidates give a biblical interpretation of the essay they ended up preaching and giving advices instead of answering the questions. About 40% of candidates ended up narrating the story instead of the critical analysis that was required. |
| **QUESTION 15 and 17** |
| * The reasons that the candidates performed poorly in 15.4 ,15.5, 15.6, 15.11 and 15.12, is because these are the questions where they were assessing literary devices. * In 15.4 candidates couldn’t identify the type of conflict, those who did, couldn’t substantiate accordingly, they were saying impixano yangaphakathi kuba uyayazi into ecingwa yintliziyo yakhe, kuba “bacingela ngaphakathi’ others were saying kuba ziingcinga zangaphakathi, those who failed to identify were saying “ yimpixano yothando” * In 15.6 and 15.7 candidates failed to show the downfall of the character , their responses are incomplete they just answer part of the question which shows they do not understand the question. * In 15.9 and 17.9 some candidates failed to do the comparison of characters they give a one-sided response which ended up losing the whole 2 marks. Others were giving answers that are not clear like in 17.9 “USiqhiwu ulungile kanti uMamQhinebe akalunganga” * In 17.4 those who managed to identify the correct conflict couldn’t substantiate they were substantiating by saying’ yimpixano yangaphandle kuba yonke into ayicingayo uyikhuphela ngaphandle. Those who failed to know conflict were saying” yimpixano yomoya, yimpixano yokungafumani umsebezi. * Candidates struggle to know the stages of the plot structure in question15.5 and 17.5 they were answering, exposition as “inqanaba lokuqala, inqanaba eliphezulu, isiphakathi sebali,” others were confusing it with other stages like rising action and climax. |

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| (c) Provide suggestions for improvement in relation to Teaching and Learning |
| * Teachers should drill the learners in analysing poetry using poetic devices that will make the candidates to have a better understanding of the poem and the theme. * Educators should teach the learners how to unpack the essay type questions in conjunction with the rubric used in awarding marks so as to have a better understanding of what is expected of them when answering the question. starting with unpacking the questions so as to understand the instructional verbs that will take them in interpreting the question correctly. The analysis should include all sort of topics stated in the CAPS document like the use of poetic devises, the external and internal structure. * More Informal activities on essay writing than in contextual questions and subject advisors should monitor these informal activities. Educators should encourage learners to answer this question. |
| * Schools should make sure that their retrieval policy is functional, and the top up should be done on literature books as well not focusing on content subjects only. * The schools should stop the rotation system in grade 11 so as to close the content gap on learners regarding literature. |
| * Monitoring of content coverage by subject advisors on literary concepts on fortnightly basis. |
| * The circular S16 0f 2021 need to be reviewed so that the June exam is a full paper in grades 10,11 and 12, and full examination in grade 10nand 11. * Exam timetable committee should consider in allowing indigenous languages to write without pairing them with other subjects. * Novels in Section B should be reduced to 2 instead of 1 since they are confusing the candidates when it comes to choosing the appropriate questions. |

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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. |
| * Candidates were not well prepared for the examination which shows that they did not read the prescribed texts, they were confusing characters and rewriting extracts as their responses. the reason might be the congested timetable or they do not have literature texts in theirs schools. |
| * The issue of poetic and literary devices needs an urgent attention where the educators will even give learners notes in explaining these literary concepts and Subject Advisors should monitor these notes with activities that shows application of them on fortnightly basis. These literary devices that are assessed every year as prescribed by the CAPS document. |
| * Candidates lacks reading, reasoning and analytical skills since they failed to identify answers from the given extracts, |
| * They fail to understand what an instructional verb requires to answer accordingly, mini workshops should be organised to unpack these instructional verbs. |
| * Candidates are unable to substantiate their responses even their own opinions. |
| * They always struggle to answer essay type questions and contextual questions based on sayings whether it’s just a phrase or an idiom and proverb as it has happened in questions 14 and 16. |
| * Candidates struggle to interpret the phrase in English with the context of the book, English phrases should be translated and analysed by educators when appearing in the text so that the candidates can understand them together with other sayings like idioms and proverbs appearing in the text. |