



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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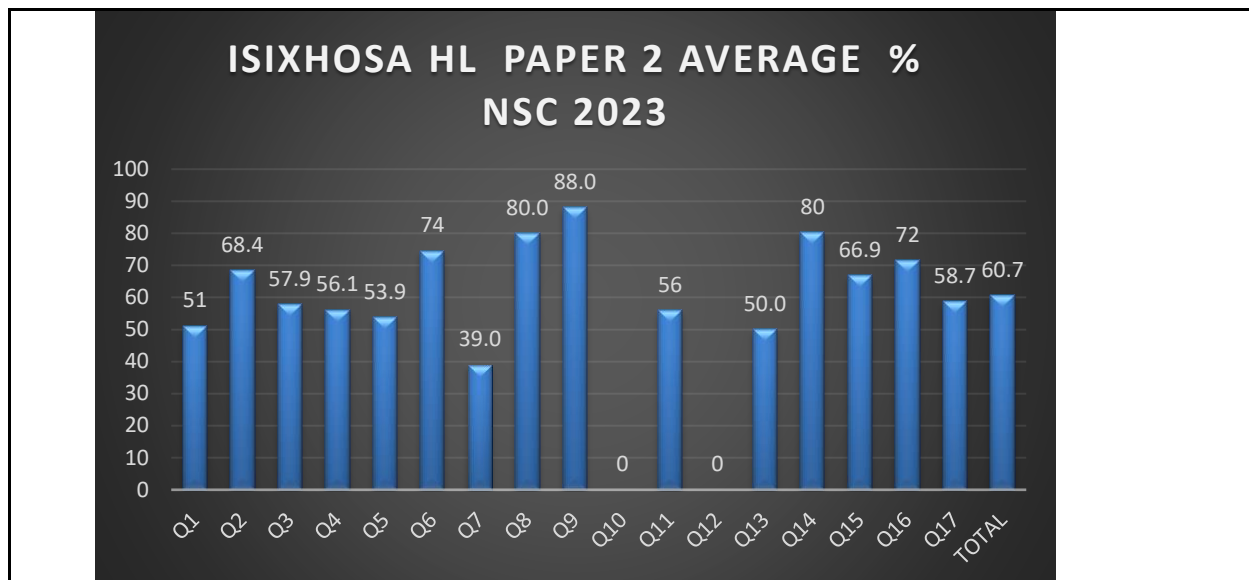
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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HL P2		
QUESTION PAPER	1	2X	3
DURATION OF QUESTION PAPER			
PROVINCE	EASTERN CAPE		
NAME OF THE INTERNAL MODERATOR	K.N BILATYI		
NAME OF THE CHIEF MARKER	Q.C MDA		
DATES OF MARKING	4th - 19th DECEMBER 2023		

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

Candidates performed fairly as compared to previous years with 13 out of 100 scripts obtaining level 7s and only 14 out of 100 obtained between level 1 and level 2. 86% of the candidates have passed the paper and only 14% did not achieved. Candidates who answered question 2 performed very well with 68% with 98 candidates who have answered it. Candidates who have answered question 6 performed better than those who chose question 7 with the lowest % of 39%. (6 candidates have answered question 5 instead of 100 and they obtained 54% . There is aa equal number of candidates who have answered question 14 and 16 but their average % different those who have answered question 14 performed better with 80% than those who have answered question 16 with 72%. With contextual questions 39 candidates have answered question 17 with 58% than 21 candidates who have answered question 17 with 66.9% they are



SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Only 9 candidates have chosen question 1 (essay type question) and did not perform well they obtained an average of 53 %.
(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 1 was poorly answered due to the nature of the question it was very difficult candidates were assessed 3 concepts recalling the plot structure stages apply each stage according to the poem, language usage by the poet and the theme, all under 10 marks. The candidates and educators are not familiar with the style of the question since they are normally expected to analyze the external structure of the poem not the plot as in Novel and Drama. The candidates were summarizing the poem instead of analyzing it other candidates give responses of the external structure of the poem like the number of stanzas, lines and words. All the poems are assessed for the first time since new prescribed poems were introduced some of the educators were not trained and the study guide Mind the Gap was not accessible to learners, educators have to use a training software material.

QUESTION 2,3 &4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
About 98 candidates have answered question 2 and they performed very well than other questions in poetry they obtained 68%.
2.1, 3.1 and 4.1 was answered very well by candidates there are few who struggled to get the full 2 marks in 4.1 since they were expected to recall the story line from the bible and compared it.

Question 2.2,3.2 and 4.2 was well answered only few candidates who confused the title of the poem with the name of the boy praised "Okuhle" in 2.1 and end up losing the 1 mark. 2.3,3.3 and 4.3 was also well answered by most candidates very few did not obtain the 2 marks since they were not quoting the lines as expected but referring to them e.g *umqolo we-9 nowe-10*. Candidates struggle to obtain the 2 marks in question 2.4,3.4 and 4.4 since they were expected to state 'imvakalelo' the mood of the reader not of the poet but most of them lost the 2marks.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In question 4.2 they give the response of Mzantsi Afrika that is not there in the poem instead of Afrika.

Question 2.4, 3.4 and 4.4 was excellently answered but there are few candidates who confused the end rhyme with alliteration *imfanozandi, isingqisho, isigxininiso sesandi, izakhelo zangemva*, others mentioned the use of the sound like reinforcing repetition than just mentioning the type of a rhyme.

In 2.5,3.5 and 4.5 Candidates did not follow the instructional verbs; they were expected to quote but are referring us to the lines. Secondly others confused the phrase (*ibinzana*) the word (*igama*) and the line (*umqolo*), were just giving the substantiation instead of the feeling first then they substantiate. About 80% of candidates did not obtain the marks, of the questions, 2.6, 3.6 and 4.6 was very poorly answered very few candidates have obtained marks here since candidates were using the word *Ewe* or *Hayi* to answer the questions so their substantiation was ignored. They lost 2marks.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 5 is a compulsory question and all 100 candidates were expected to answer it but there 4 candidates who did not answer this questions. The 96 candidates who answered it obtained 53.9%. Candidates performed very well in question 5.2, and 5.6 only Candidates performed poorly in this question as compared to the previous years. Most of them struggle to answer 5.1 question correctly, they could not differentiate between the name, phrase and the line, most of them were giving a word or a line as their response instead of a phrase required. They also struggled to questions 5.3, 5.5. & 5.7. This proves that they lack reading skill since they did not read the poem to understand it so as to answer the direct questions.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In 5.1 candidates could not differentiate between a phrase (*ibinzana*) a word (*igama*) and the line (*umqolo*) they were giving a response of a word most of them instead of a phrase. They could not give the semantic of a sarcasm used in a line which shows that they do not know their poetic devices. No sampled candidate obtained a total mark in this question most

obtained between 5 marks and 1 mark. It was the most poorly answered question in section A.

QUESTION 6 8 ,10 & 12

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Most candidates answered questions 6 than other essay type questions in this section B they performed better in question 6 than in question 7, Very few schools are still doing the book titled 'Nyana Wam Nyana Wam in the province and those answered the book performed very well with 80%.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 6 was poorly answered because candidates did not interpret the question correctly about 60% of candidates were narrating the story instead of answering the question. They were confusing characters like Mfuneko with Mfezeko, others confused Mfuneko with Msindisi and some Siphongo with Magrazula. This confusion proves that the candidates did not read the book to be ready for examinations.

QUESTION 7. 9 & 13

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was poorly answered with 42%, 39 candidates have chosen this question and they struggled to obtain better marks. This performance was bad as compared to previous years. Questions 7.1, 7.2, 7.3 ,7.4, 7.7 & 7.9 were questions that were answered very well by candidates and obtained good marks. Very few candidates have answered question 9 with 88% and question 13 with 50% no candidates have answered question 11 from the book titled 'Ukhozi Olumaphiko'.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In 7.4 candidates failed to list all 4 points as expected since they are not familiar with such about 95% of them managed to list only 3 points. In question 7.6 they couldn't substantiate how the setting has contributed in the theme of the book as required in this question and ended obtaining 1 mark. Candidates always fail to understand the word 'ifuthe' when it is used in a question. In 7.10 they failed to put themselves in place of a character, they could not direct the words to a character but were narrating instead. Other candidates did not know what the setting is they give answers like 'Isimo sentlalo sangaphakathi kuba yonke into ithethwa ngaphakathi. Others were saying a setting is a climax.

QUESTION 14 & 16

(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
16 candidates out of 100 have answered question 14 and performed better than the 16 candidates who have chosen question 16. Question 14 obtained 85% than question 16 who obtained 72%, this shows that candidates that have answered <i>Buzani Kubawo</i> performed better than those who have answered <i>Indlal' inamanyala</i>
(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>There weighting of these 2 books is not the same therefore the scope of candidates answering question 16 is always limited than the scope of candidates answering question 14.</p> <p>Candidates are narrating the story instead of sticking to the questions.</p> <p>Some candidates are having nameless characters like mama 'kaGugulethu, mama kaSiqhiwu', or 'nguye' instead of using the character's name.</p> <p>Some candidates are answering about other characters in the book instead of the ones identified in a question in both books.</p> <p>They do not write their essay in a paragraph form as expected others are using bulletts, this cause them to loose marks on structure and language usage. All candidates who have chosen essay type questions received better marks than those who have chosen contextual questions in both books.</p>

QUESTION 15 & 17
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>39 candidates out of 100 who have answered question 17 obtained 59.8% than 21 candidates who have answered question 15 with 64% Candidates have performed well in questions 15.1,15.2,15.4 15.5, 15.6, 15.7,15.8 15.9 15.10 15.11 and 15.12. In question 15.3 they only obtained 1 mark since they could not explain the impact that the metaphor has in the book as a whole.</p> <p>In question 17, candidates performed better in 17.1, 17.6, 17.8,17.9 and 17.12. About 80% of candidates struggled to answer these questions correctly: 17.2, they could not link the words of the character with the conflict in the book. In 17.3 they could only get 1 mark for identifying the sarcasm but failed to show its impact even though they were told is a sarcasm some candidates were giving the answer of the metaphor in 17.4 most candidates could get only 1 mark for identifying the setting and failed to indicate its impact on conflict in the book. About 70% of candidates could not get question 17.5 correct they could not indicate the mood as expected. About 90% of the candidates could not get this 2 marks the phrasing of the question was so confusing since there is a contrast of the instructional verbs the candidates were choosing 1 instructional verb and answer according to it unfortunately it was the wrong one. In 17.11 the candidates were penalised for giving Ewe and Hayi as their leading answer</p>

even though they substantiate correctly that was ignored.

(b) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

(a) Provide suggestions for improvement in relation to Teaching and Learning

- New style in assessing should be introduced first as a contextual question in order to familiarize the candidates and educators with it before it is assessed as an essay to avoid candidates losing lots of marks.
- Educators should make use of the examples of questions and answers provided in the training material for new poems to familiarize the learners and assist them in obtaining insight on answering such questions.
- Literary devices should be taught thoroughly at schools in ensuring that it is implemented correctly in prescribed texts.
- Teaching should also intensify the understanding of instructional verbs together with allocation of marks so that the learners can get used in answering the questions. For example, they should know what is expected in quote vs identify, support vs dispute, substantiate, give, explain and describe.
- The issue of essay writing should be emphasized starting with unpacking the question, writing a mind map and answering accordingly.
- The diction of literature like a name, phrase and line should be taught to learners so as to know the difference in order to obtain all marks on these direct questions.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Some candidates were not ready for the examination since they still struggle to choose questions accordingly and they end up getting very low marks.: This should be a daily exercise that is monitor by the Subject Advisor during onsite visits.

Some candidates do not know the story line, they end up writing the extract as their response:

Educators should improve their school retrieval policy to ensure that there is no lack of literature books.

They always struggle with the instructional verbs: Previous question papers should be used to revise the candidates as informal activities building up to formal activities. This should be a lesson stated in the teaching plan and should be monitored by Subject Advisors when monitoring content coverage.

They lack reading skill and end up not reading the questions with understanding or the unseen poem: Reading strategies like drop all and read should be introduced to all schools for all grades to improve the reading skills of learners in addition to oral reading activities.

Mop up training should be done to all educators that were not trained on the new poems.

Orientation of Novice educators by subject advisors is vital on CAPS and SAG to know what is

expected on them in terms of the methodology.

IsiXhosa language should be included in **intervention programs** organized by the district and focus to be mainly on literature.