



**EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE**

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**2023 NSC CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA HOME LANGUAGE</b>		
<b>QUESTION PAPER</b>	1	2	3X
<b>DURATION OF QUESTION PAPER</b>	3 IYURE		
<b>PROVINCE</b>	EASTERN CAPE		
<b>DATES OF MARKING</b>	07-19/12/2023		

**1. STANDARD OF THE QUESTION PAPER**

Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:

• **Compliance to CAPS and Examination Guidelines**

- The guidance was provided to the candidates on how they were expected to choose their questions, how to answer them, present them and how to time themselves. They were clear.
- The standard of the paper was fair and appropriate for grade 12. It complied with the Caps document and it is also in line with the Examination Guidelines of HL accommodating all learners from different backgrounds like those from rural and urban areas.
- Candidates were given a variety of questions to choose from.
- All sections were adhered to as per the Examination guideline.
- Different types of essays were covered in section A.
- In section B the question paper complied with the Examination guideline as the questions were asked from different categories.
- Mark allocation, levels of questions, the structure with its appropriate sections, time allocation and clear instructions are as they are prescribed by the relevant documents.
- Candidates who did not do well are those with the clear inability to interpret questions, displayed a lack of vocabulary and spelling problems. More interventions like oral competitions (reading, speeches etc) are needed to solve these problems.

**(a) Cognitive skills assessed**

Was there an appropriate distribution of questions in terms of low, middle, and higher order cognitive skills? (If not, please attach a weighting grid to show the distribution of the cognitive skills assessed.).  
Were choice-questions assessing similar cognitive skills?

- Yes, questions were distributed in an appropriate way that caters low, middle and high order questions.
- All cognitive levels were adhered to as stated in the examination guidelines.
- Level 1&2 is 40%  
Level 3 is 40%  
Level 4&5 is 20%
- The levels were catered as follows: 1 & 2 is 1.1 ,1.3 and 1.8 (Lower order)  
3 is 1.2 ,1.4 and 1.6 (Middle order)  
4 &5 is 1.5 &1.7 (High order)

There were narrative essays and descriptive essays that are of lower order (40%), the discursive and reflective essays that are of middle order (40%) and the argumentative essays that are considered to be of the higher order (20%) in terms of cognitive and level of difficulty.

In section B they were as follows :1&2 is Friendly letter and official letter.

3 is obituary and interview.

4&5 is Magazine article and report.

- In section B Questions 2.1 and 2.2 belong to the lower category, questions 2.3 and 2.4 to the middle category and 2.5 and 2.6 to the higher category level. Nevertheless, all the questions lend themselves to all the respective cognitive levels depending on the interpretation and approach of the candidates.

### **(c) Difficulty level of question paper**

In general, do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?

- The paper was fair and it catered for learners with different cognitive levels.
- Different types of learners with different types of backgrounds are also accommodated.
- There were no misleading and ambiguous questions.
- However, the only concern is that the candidates in question 1.2 'Akalibaleki.Isatsho nangoku ezindlebeni eyokugqibela kwezakhe iingoma' wrote about the last words which were from their grandfathers (umyolelo)/ some about the last words from the lover before breaking up and therefore they lost marks. In 1.5 ' Ukuzityand' igila kumhlobo kuluncedo kodwa...' learners only talk about the characteristics of true friendship and ignoring the conjunction and three dots that show the bad part of telling your friend about all your problems. Also, the emphasis was supposed to be on telling your secret to a friend and be disappointed on finding out that everyone knows about it as your friend did not keep it as a secret and the learners ended up discussing about just friendship. In 1.6, they wrote about shortening of school holidays or cutting the days of school holidays generally without showing the good / bad or both sides of not having the school holidays.
- All the other topics were phrased in such a way that a learner can easily write any type of an essay and approach each one of them at different cognitive levels.

In Section B which is the section of transactional writing, there were letters which are considered to be on the lower order, obituary and udliwano ndlebe which are in the middle order and ingxelo esesikweni and the magazine article which are a bit challenging were set. In that, the paper was fair as considered all learners of different levels. In a dialog they were given two characters but they write their own and that made them loose marks.

**(d) Coverage of prescribed Content and Skills**

Does the paper cover the Content and Skills as prescribed in the CAPS? If your answer is no, indicate which Content and Skills were not adequately covered.

- Yes, the paper covered the content and skills as prescribed in the Caps document.
- It also demands the application of all the relevant skills like language usage, comprehension skills, problem solving skills, writing and presentation skills, to mention but a few, organising and synthesising the ideas.
- The skills that were covered and shown when writing were that, some learners were able to:
  1. Organise their thoughts.
  2. Choose their words carefully.
  3. Customise their writing to their target audience.
  4. Avoid unnecessary words.
  5. Use active voice.
  6. Edit their work.
- The paper adequately covers the Specific Aims as prescribed in the relevant CAPS document.
- The Specific Aims are linked and integrated appropriately.
- The paper allows for the creative responses from the candidates.

**2. FAIRNESS OF QUESTIONS**

Were there any questions that were unfair? List them and substantiate why each one was unfair. Please include the total marks per question.

➤ No, all the asked questions were fair as they were formulated according to the set requirements, based on prescribed content, requiring skills to be inculcated and formulated in accessible language.

• Were there any printing errors?

➤ No, there were no printing errors identified.

• Errors on the question papers?

➤ No errors on the question paper.

<ul style="list-style-type: none"> <li>• Unclear pictures?</li> </ul>
<ul style="list-style-type: none"> <li>➤ All pictures were clear in both question 1.7 and 1.8 as those candidates who attempted the questions crafted good and relevant topics.</li> </ul>
<ul style="list-style-type: none"> <li>• Items outside the Curriculum?</li> </ul>
<ul style="list-style-type: none"> <li>➤ No item that was outside the Curriculum.</li> </ul>
<p><b>3. LANGUAGE</b></p> <p>Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.</p>
<ul style="list-style-type: none"> <li>➤ Yes, it is pitched at the appropriate level for it is concise and accessible to grade 12 learners.</li> </ul>

<p><b>4. USE OF APPROPRIATE TEXTS / CONTEXT AND STIMULUS MATERIAL</b></p> <ul style="list-style-type: none"> <li>• Were the texts/contexts used appropriately? Substantiate.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Yes, various contexts and visual texts used were suitable and easy to interpret as the learners were able to come up with interesting topics based on the picture essay.</li> <li>➤ Essay topics are appropriate and relevant to both urban and rural candidates</li> </ul>
<ul style="list-style-type: none"> <li>• Were the visual texts clear? Substantiate.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Yes, they were clear and easy to interpret as the learners were able to come up with interesting topics based on the picture essays. Candidates were able to develop interesting topics about the pictures. They were able to give MORE about the topic and wrote their topics with a good content that support their topics.</li> <li>➤ Essay topics are appropriate and relevant to both urban and rural candidates .e.g Most topics were relevant to them as they require information about them /their lives like 1.1 ,1.6 and 1.8.</li> </ul>
<ul style="list-style-type: none"> <li>• Were the visual texts and their contexts accessible to all learners? Substantiate.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Yes, the context was accessible as all learners who attempted it managed to understand how to interpret the picture and wrote about it.</li> </ul>
<ul style="list-style-type: none"> <li>• Was there any prejudice with regard to race, religion, or gender found in the question paper(s)?</li> </ul>
<ul style="list-style-type: none"> <li>➤ There was no prejudice of any form in the paper.</li> </ul>

<p><b>5. LENGTH OF QUESTION PAPER</b></p> <p>Were candidates able to complete the examination within the allocated time?</p>
<ul style="list-style-type: none"> <li>➤ Yes, the question paper was of the appropriate length and that was evident in the fact that all the candidates were able to complete all the questions within the allocated time and were able to attempt all the questions. 95 % of the candidates answered all the questions as expected. Very few candidates answered only 1 question instead of 2 reason might be lack of knowledge or not following instructions.</li> </ul>

## 6. MARKING GUIDELINE

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If no, please list all correct responses which were not included in the memo. (Indicate the question number and response.)

The allocation of marks was appropriate. The marking guideline did cater for all alternative responses. It clearly stated that all responses that are correct and are in context would be considered.

## 7. OVERALL IMPRESSION OF THE PAPER IN TERMS OF LEARNER PERFORMANCE (BASED ON THE MARKING PROCESS AS INFORMED BY THE INTERNAL MODERATION AND THE MARKED SCRIPTS).

- Indicate how the candidates may have been advantaged / disadvantaged considering the challenges of the 2023 academic year.

➤ Performance of learners was good as we had quite a number of learners who pass by obtaining levels ranging between 4 & 7. One of the reasons for this is because learners were supported by the department and were given study material. There were also very few learners who are having barriers, who cannot spell properly, construct a sentence or write a meaningful sentence and others wrote essays in English. (ranging between levels 1 to 3)

- Based on the reasons provided above, give a prediction of the learner performance. (How will the candidates results compare to the 2022 examination results in this paper?)

➤ The 2022 results of this paper was 98,7 % and the prediction is that in this examination, the results in this paper will go up by 2 %, reason being that these learners were supported by the department with the study material and the LUST PUSH programme during revision time and the languages were catered for in those programmes.

- Was there any evidence that candidates were not fully prepared for the examination as compared to previous years? Please provide examples or motivation for your response.

➤ The few who have not done well are those who did not follow instructions in section B and those who have barriers to learning, repeat the question paper, can't write properly and those who chose 1 topic in Section B.

➤ Secondly those who are at level 3 are those who did not know the correct formats in section B and who failed to be in contexts right through the essays. (2.4, 2.5 & 2.6) In obituary, they were supposed to write the obituary of a business man but they ended up writing just a normal obituary or of a lawyer.

- Based on the candidate's performance, describe any challenges that may have resulted in such a performance.

➤ Candidates were unable to differentiate between a report and speech. They also have a problem of knowing the difference between the dialogue and the interview. The format is a challenge to most candidates.

**8. RECOMMENDATION (PROVIDE DETAILED MOTIVATION)**

- More efforts should be put on section B.
- Spelling, word division, sentence construction and format should be taught at school.
- Emphasis on themes for section B topics is key, learners be taught to write about the theme from the beginning to the end of the topic.

a. Raw Marks Accepted	X
b. Upward Adjustment	
c. Downward Adjustment	

## REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

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### 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
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
(a) Why were the questions poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

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

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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.

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Name of chief marker:	
Cellphone number:	
E-mail address:	
Signature:	



Date:	
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Name of marking moderator:	
Cellphone number:	
E-mail address:	
Signature:	
Date:	