



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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2023 NSC CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HL		
QUESTION PAPER	1	2 X	3
DURATION OF QUESTION PAPER	2	1/2 Hours	
PROVINCE	EASTERN CAPE		
DATES OF MARKING	08 — 22 DECEMBER 2023		

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

Based on 100 sampled marked scripts, no candidates performed at 80% -100%, they performed at average of 43% hence out of 1171, 1135 candidates are at level1. This shows that candidates' performance is not pleasing at all. The poor performance is also witnessed by the analysis based on 7point scale, where fail % is at 60.7%

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?

This question was not popular to candidates hence only 2 from the 100 sampled candidates chose it and they performed at 40% Therefore the question was poorly answered.

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

This is a literary essay type question where candidates were asked to critically analyze the figure of speech, 'Pheteletso' in order to clarify the significance of its usage.

From the sampled 100 scripts, the question was poorly answered because out of 100 candidates only 2 chose this question of which they performed at 40%

Candidates were asked to critically analyze the usage of exaggeration in order to clarify the message.

The common errors committed by learners were:

- Though they were able to identify **Pheteletso**, but were unable to clarify its significance in order to emphasize the poet's message.
- They responded by giving any poetic devices used in the poem,

- They give summary/ theme of the poem
- They were unable to write structure of an essay

The misconceptions observed were that:

- They explain Pheteletso e.g. They say ha ho ngwana a ka hlahang a tshwere thebe letsohong unable to link to someone who is a hero when it comes to protect the Basotho nation.

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

- Learners are to be taught on how to write a literary essay with introduction, body and conclusion.
- Figures of speech are to be taught, and make them understand how they make sense to real life situation.
- Further they are to be taught to identify the key words in the question that will allow them to respond correctly from the question. E.g. They must be taught how to critically analyse the question

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

Our observations related to learners' responses were as follows:

- Unpacking questions is still a challenge
- Structuring literary essay is still a problem,
- Responses showed huge content gap

We think useful comments could be:

- Learners should be taught how to identify key words in a question so that they could respond better
- Subject advisors must have literature workshops more especially for newly appointed teachers
- Teachers must close the gap and make it a point that language is treated like other subjects in terms of intervention programs.
- It is advisable that districts should make use of markers for setting common standardize SBA tasks, and make it a point they do marking guideline discussions. before they could mark.

QUESTION 2, 3, 4 and 5

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

The general performance of learners was not good based on 100 sampled scripts, Ques 2 performed at 58%, Ques. 3 at 48%. Ques. 4 at 51% and Ques 5 39% The above questions were poorly answered just because most of them did not managed to get 10 marks in all questions mentioned.

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

Most questions were poorly answered because very few candidates managed to score 10 but most they at 40%. They seem not understand questions the following questions were problematic to candidates: 2.1, 2.4, 2.6, 3.2, 3.3, 3.4 ,4.2, 4.3,4.4 ,4.5, 5.2, 5.4 and 5.5

- 2.1 They were required to name the poetic language for 'tshetshetha' based on words choice. They responded by saying is 'kgetho ya mantswe/mabitsomararane. The expected answer was lentswelekgohledi. Their misconception to this question was

that they do not know that mabitsomamarane and lentswelekgohledi fall under kgetho ya mantswa, therefore they got it wrong.

2.5 This question required candidates to give the poet message in line 10. They responded by quoting the line as it is. 'Ha o sa ikeletse o tla eletswa ke mang?' of which this was wrong response. The expected response is one has to inspect and advice himself /herself to wrong doings.

2.6 This question was out of 3 marks, required them to critically analyse the usage of 'lebotsi'. They managed to state that the poet is asking the question not expecting any answer. This made them to get only (1) mark instead of (3) because they fail to explain reason. They were expected to say one has to advice himself hence no one will do.

3.2 The word phapharetsa was difficult for them to explain, as they say is to run up and down instead of saying ho tshwara mona le mane/ kwana le kwana, touch here and there looking for something. Then as a result they got nothing for the incorrect response.

3.3 They give the meaning of the line 9 saying learners need education, the expected response was that the poetatsamodumo e bopa morethetho.

4.2 Candidates were required to give literal meaning of line 12 'O ka tsoha tjhoba le letse phoka' They responded by giving the same hidden meaning saying Boyabatho, O ka tsoha o ile masihlwana. This made them got it wrong because the expected response was to give ' O ka tsoha o hlokaetse/shwele.

4.3 In this question they were unable to respond correctly as they quote line as it is, they were required to give the significance of Tshwantshiso which means that 'Ophans are regarded as useless people.

4.5 They were required to discuss 'Kganyetsano in line 7 and 8. They quote those lines failing to portray opposition of ideas. The expected answer was to show that as people we think we are in control of our lives of which its only God who is in control of peoples' lives

5.2 They were required to explain what does the line 5 mean. They quoted the line as it is. The expectation needed them to explain the meaning of that line which is, 'it is easy for an extravagant man to waste money.

5.4 They did not know the idiom at all as their misconception was literal obesity makes people like to eat a lot.

5.5 They were unable to give poet tone based on stanza 3. They treat tone as feelings as they said the poet is feeling sorry 'Kutlwelobohloko' for the man who is wasting money. The expected answer was to give tone that show 'Ho ngongoreha/ phoqo

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

- Candidates must be taught to unpack the question by identifying the key words before they could answer.
- Idioms, Sesotho phrases and proverbs must be taught as they appear as a challenge and be encouraged to improve vocabulary hence they have language problem.

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

Based on their responses the following were our observations as markers for 2023:

- Unpacking questions is still a challenge
- Structuring to explain significance of poetic devices, figures of speech are still a problem,
- Responses showed huge content gap

We think useful comments could be:

- Sesotho HL should get attention just like content subjects in terms of intervention programs
- The districts are advised to utilize markers to give a detailed marking feedback on new developments in the paper.
- Setting of common standardized SBA tasks must be the responsibility of markers and before marking, there should be memo discussion for common standard of marking.
- Subject advisors must make a follow up to see to it that those common tasks are administered.
- The advisors must encourage all Sesotho teachers attend subject meeting and memo discussions where the sharing of ideas takes place.

QUESTION 12 And 20

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

The two questions are literary essays. Based on markers reports, 100 sampled scripts, candidates performed poorly in both Ques 12 and 20
Both questions were poorly answered just because there were no candidates who managed to get 25 marks.

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

Candidates fail to respond correctly to both question as expected because they did not understand the phrase that says (Ques 12) Lerato le sebetse ebile le sefofu'and (Ques 20) Basadi e le ditshiya tsa banna:

Specific examples were

- In question 12 candidates were required to analyse the phrase that says 'lerato le sebetse ebile le sefofu'. They manage to analyze as they were supposed to expose one side of the argument though they struggled to give the full gist of the argument meaning they expose characters braveness of love and fail to show how love could be blind
- In question 20 candidates were required to **discuss** the phrase that says Mongodi o tadima basadi e le ditshiya tsa banna ba bona: They could not have the art of writing discursive essay in which they were required to expose both sides of Mmabatho and Naledi portraying how they supported or not t their husbands, instead they analyse showing either positive or negative.

Common errors committed by learners in this question,

- They literally narrate the story in the book.
- They fail to structure their literary essays, some they contradict themselves, as they were against the opinion but when analyzing they agreed with the opinion.
- They also fail to show how love could be blind to do certain things

Their misconceptions were as follows:

- In question 12, they did not link love with blindness, this shows that they lack language as far as the phrase is concerned because they misinterpreted 'bofofu' as the physical blindness and this made them to be out of context
- They literally think tshiya, is the Basotho male underwear, further some they say women are burden to their husband, this made them to be out of context

- They further have misconceptions that Mohouwa has the power to control women

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

- Candidates must be taught to unpack the question by identifying the key words before they could answer.
- Idioms, Sesotho phrases and proverbs must be taught as they appear as a challenge and be encouraged to improve vocabulary hence they have language problem.

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

Specific observations relating to responses of learners

- Based on their responses, it seems they were not ready to sit for exam.
- Sesotho HL should get attention just like content subjects in terms of intervention programs
- The districts are advised to utilize markers to give a detailed marking feedback on new developments in the paper.
- Setting of common standardized SBA tasks must be the responsibility of markers and before marking, there should be memo discussion for common standard of marking.
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- The advisors must encourage all Sesotho teachers attend subject meeting and memo discussions where the sharing of ideas takes place.

QUESTION 13 and 21

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

Candidates performed poorly in both questions because no one managed to score 20 marks and more.

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

In both questions 13 and 12 candidates did not read questions for understanding in order for them to respond as expected. The following questions were problematic to candidates:

13.1,13.4,13.5,13.9, 13.12, 21.1, 21.3, 21.6, 21.10 and 21. 12.

The common errors committed by candidates are as follows:

13.1 Candidates fail to respond to this question as they said 'Tutudu was missing Dikgapane, of which that is in the text.

13.4 Candidates confused Matsepe with Seipobi because they mentioned that Matsepe helped Tutudu money. The expected answer was that Matsepe was against Tutudu also.

13.5 They generalised the idea of 'lemena' their responses were based on Ntefeleng and Thebe They fail to give incident that shows that if one does something bad in return will happen to him.

13.9 They confuse Tharahano and Mothipoloho because they say Ntefeleng told the community her behaviour was encourage by Thebe.

13.10 They fail give the importance of imagination between Tutudu, Dikgapane that they are in love and Ntefeleng has lost.

13.12 They fail to analyse suspense, they responded by saying they would like to hear about how was the relationship between Thebe and 'Ntefeleng . after she told the community the truth.

21.1 They responded by saying Pheleu knows the reason behind Tsietsis' expulsion

21.3 Candidates responded as if karaburetso is based on Mohluwa whereby they said Mohlouwa is in fear of which the question was directed to the direct writer as expected that Mahlouwa has power to instruct Pheleu to do as he pleases.

21.6 The book setting was a challenge as they still say 'sejwaejwale' instead of democracy

21.10 Candidates did not understand this question as it required Thaplos' character, they expose him as violent person instead of saying 'he knows his rights

21.12 No candidate able to respond to this idiom, their conception was saying 'Tsietsi is a killer literally based on the word 'mmolai as it appears in the question

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

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- Idioms must be taught as they appear as a challenge and be encouraged to improve vocabulary hence they have language problem.

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

Specific observations relating to responses of learners.

- Based on their responses, it seems they were not ready to sit for exam.
- Sesotho HL should get attention just like content subjects in terms of intervention programs.
- The districts are advised to utilize markers to give a detailed feedback on new development in the paper.
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