



## **CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	Language, Literature & Communication L4 ISIXHOSA
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<b>GRADE:</b>	<b>ABET LEVEL 4</b>	<b>PAPER:</b>	<b>1</b>
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### **1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE**

#### **QUESTION 1**

This was a question that was passed by learners. Most of the candidates passed with 60% and above. It tested the learner's cognitive skills, literacy and was in line with Blooms Taxonomy. Learners could comprehend and relate to the story that was asked as it related to empowerment of women and education. It also demonstrated what kind of values our society has. It addressed the prescribed Unit Standards. Overall it was a fair question as candidates performed very well.

#### **QUESTION 2**

The performance of candidates in this question was average. Although questions were aimed at the right level, the candidates were not clear in answering the poem. Some poetic devices were not understood. For example 2.2 was not known by candidates while they were given choices to give answers as to what type of poem they were answering. 2.6 and 2.7 related to grammar and 90% of the learners failed in knowing the answer to the question.

#### **QUESTION 3**

The instructions to this question were clear and understood by candidates. It addressed the Unit Standards prescribed for the certificate. Cognitive and literacy skills of learners were tested in this question. Overall candidates performed well.

#### **QUESTION 4**

Also in this question the instructions were clear and understood by candidates. It addressed the Unit Standards prescribed for the certificate. Cognitive and literacy skills of candidates were tested. Overall candidates performed well.

**7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS**

As we are dealing with Isixhosa as the first language I want to advise educators to be more involved in teaching and learning. There must be more emphasis that is put on Grammar. In the learning area committee meeting, the Unit standards and Guidelines must be fully unpacked in order to be pegged correctly when setting either common tests or assessing learners at centres.

**8. ANY OTHER COMMENTS**

There is an understandable notion at centres and districts that fundamentals mean English, Maths and Life Orientation. This, quite frankly, is not what has been gazetted. The Gazette clearly articulates that there should be a (one) language, Maths and L.O. This therefore means all languages can be a fundamental from the 11 official languages. Also I would like to lift the issue of our indigenous languages diminishing as it has become a trend for educationists to distance themselves from them. I will therefore recommend that the province lifts the fact that the GETC attainment requirement should be a first language, additional language, L.O, and maths, and a learner can therefore choose a stream that he/she intends on following.