



SUBJECT:	IsiXhosa Home Language
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GRADE:	12	PAPER:	3
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DATE OF EXAMINATION:	28 November 2008	DURATION:	2 ½ Hours
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and ASs.
 - 7.3.1 How did the candidates perform in the question?
- 1.4 Where and how did candidates lack or fail in giving an appropriate answer to score high marks in the question?

QUESTION 1

The question was set to test the following:

- Value – self control and decision making
- Skill – argue for and against (reasoning)
- Comparison between two things
- Skill – critical thinking skills
- Convincing ideas required
- Creativity and planning
- Critical analysis between “ISIKOLO NEMBIZA”
- Similarities and differences and their importance
- Values – attitude; tolerance; dedication; commitment; setting of goals
- Planning
- Identifying the problem
- Organizational skills
- Problem solving skills
- Cooperation

- Time management
- Values – team work; planning; identifying the problem; positive attitude
- Leadership/Management skills
- Patriotism and nation building
- Diligence
- Motivation
- Knowledge
- Cooperation
- Creative visionaries
- Mission.

The candidates are assessed in critical thinking, creativity, values, attitude and knowledge. This question is relevant to the LO's and AS's, but learners need to be taught LO4 (language usage) and LO3 (1st draft, editing, sentence construction, punctuation and vocabulary). Candidates are unable to analyse the question and to write properly. As a result caused the performance of the learners not to be up to standard. Candidates do not read the instructions properly for example some answered 2 essays instead of one. In some questions where they are required to give a relevant topic for an essay some of them did not. Some of them did not see the picture when it is written below the picture, e.g. question 1.5.

QUESTION 2

The question was set to test the following:

- Interviewing skills
- Proper questioning
- Relevancy
- Public speech
- Confidence
- Discipline
- Preparedness
- Communication
- Tone and register
- Communication
- Dedication
- Tone and register
- Self-motivation

- Positive attitude
- Respect
- Marketing skills
- Good organization
- Self-knowledge
- Confidence.

Question 2.3 and 2.4 the candidates attempted the questions very well, but the major problem is the language usage. The main problem in question 2.2 and 2.1 is to give the correct format.

QUESTION 3

The question was set to test the following:

- Cooperation
- Team-work
- Nation building
- Writing skills
- Dedication
- Appreciation
- Creativity
- Gratefulness
- Respect
- Discipline
- Marketing skills
- Creativity
- Advertising
- Self-development
- Creativity
- Tone and register
- Motivation
- Appreciation.

The performance is fairly well in section C except for 3.2 and 3.4. They need to be taught the structure in 3.2 and 3.4. In 3.4 the instruction affected their performance

for some of them did not know whether they were expected to write a formal letter or an invitation card.

7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS IN HELPING THE LEARNERS TO REACH THE EXPECTED LEVEL.

The rate of candidates with spelling problems is alarming. It hurts to see grade 12 candidates being unable to differentiate “ingceba” from “inceba”, “ingqayi” from “inkqayi”, “xh” from “gx” or “ngx”.

Educators are urged to put in more effort in teaching spelling as from foundation phase as written communication is greatly affected by wrong spelling. The message loses its meaning if the spelling is wrong.

There is still a need for the educators to be work-shopped on essay writing. Students lose marks because they fail to plan their work (mind mapping) and they lose 6 marks allocated for this.

It would be advised that the educators be encouraged to pay attention to aspects of section B and C and again reminded that mind maps are shown on the front pages as some markers can forget to check at the back of a page for rough work.

Educators should teach basic language structure within the context of National Curriculum Statement. They should intensify the efforts to empower and equip the learners with basic language skills.

8. ANY OTHER COMMENTS

Educators should pay attention to these grammatical errors:

Asoze	-	Akasoze
Ndizoya	-	Ndiza kuya
Ndiyozze	-	Ndiya kuze
Sobonana	-	Sakubonana
Ngoba	-	Ngokuba
Noba	-	Nokuba
Eyonto	-	Eyona nto
Lento	-	Le nto
Ababantu	-	Aba bantu

Nenkomo	-	Neenkomo
Lonto	-	Loo nto
Nxana/Xana	-	Xa
Ndizophumelela	-	Ndiza kuphumelela
Hlambi	-	Mhlawumbi
Akhonto	-	Akukho nto
Ndofunda	-	Ndiza kufunda
Abadlali balo mazwe	-	Abadlali baloo mazwe
Ukubana	-	Ukuba
Njemba	-	Njengokuba
Soze	-	Asokuze/Andisokuze
Umna	-	Mna
Abantu abangomama	-	Abantu abangoomama
Ndibendizimele	-	Ndibe ndizimele
Sibenabantwana	-	Sibe nabantwana
Babengamagqwetha	-	Babe ngamagqwetha

Educator should also stress on how to start sentences. There are common errors in starting sentences, such as the following:

Kwaye, Kodwa, Ngoba, Kanti, Kuba

The use of the following words should be discouraged by educators:

Ukuhlukumeza	-	Ukuxhatshazwa
Ifemeli	-	Usapho
Uso mabhizinisi	-	Uso mashishini
Ucimba	-	Ucinga ukuba
Izinga	-	Iqondo
Abangane	-	Abahlobo

SIGNATURE OF EXAMINER/MODERATOR: _____

