



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

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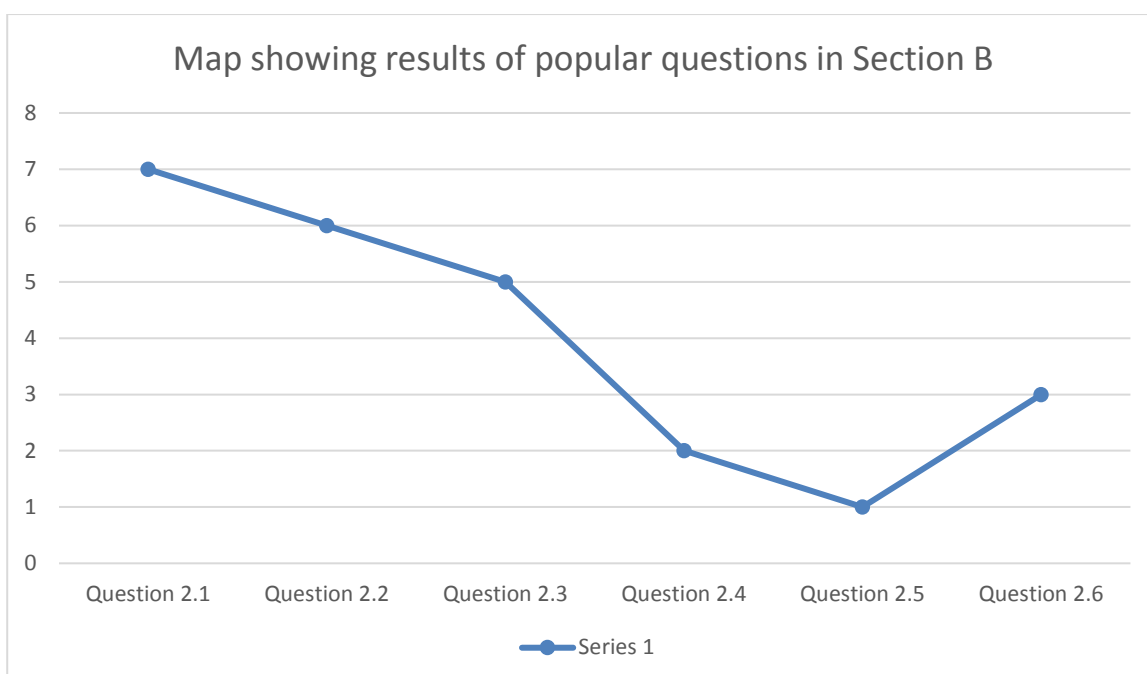
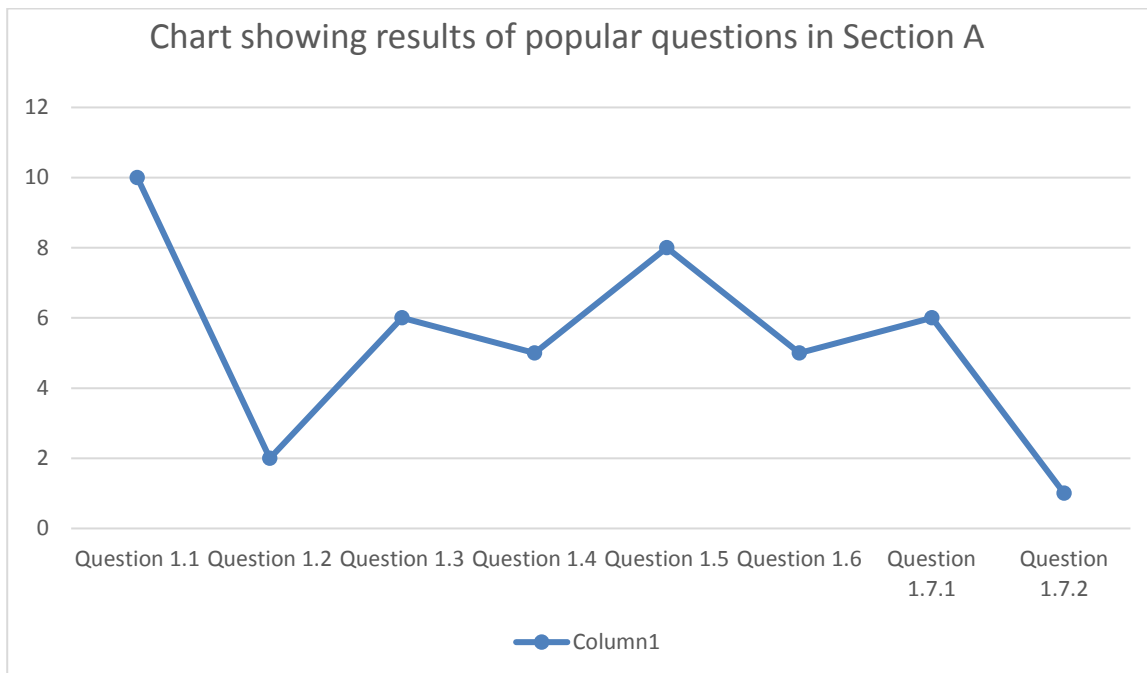
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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	ISIXHOSA HL
PAPER:	3
DURATION OF PAPER:	2,5 HRS
DATES OF MARKING:	30 NOVEMBER- 13 DECEMBER

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

<ul style="list-style-type: none">• Learners gave excellent responses in most of the questions and their responses showed maturity.
<ul style="list-style-type: none">• Most learners achieved levels 6 and 7 in each batch, very few learners obtained levels 1- 5.
<ul style="list-style-type: none">• It is noted that learners who obtained the lowest levels are those who answered only two questions.
<ul style="list-style-type: none">• There is an improvement compared to previous years.
<ul style="list-style-type: none">• Most learners managed to write the required or expected amount of work in terms of the number of words.
<ul style="list-style-type: none">• We also noticed that learners did mind map or planning in all sections as per requirement as compared to previous years.
<ul style="list-style-type: none">• Most popular question in Section A were 1.1, 1.3, 1.5, 1.7.1. few answered the remaining question. In Section B question 2.1 & 2.2 were the most answered question.



SECTION 2: Comment on candidates' performance in individual questions (It is expected that a comment will be provided for each question).

QUESTION 1

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

QUESTION 1.1 Ndafunda ukuba abantu bakusoloko bethetha

- Most learners performed very well and some learners narrated a story to support the topic.
- They narrated a story reflecting that people will always have something to say whether it is good or bad.
- Majority of learners achieved between level 6 and 7 in this question.
- They interpreted the topic very well. A satisfactory mind map or planning helped them into presenting a satisfactory essay.
- Some learners even explained the effects of this talking of people.

QUESTION 1.2 Ubukhalipha kukoyisa uloyiko

- Few learners attempted the question and it was poorly answered.
- Those who answered this question could be because learners could not show the relationship between bravery and defeat of fear.

QUESTION 1.3 Iziphumo zokuxhoma konke kumaqonga onxibelelwano

- This was one of the popular questions. Those who answered it were able to give different types of social networks. Learner's response showed that they were able to relate what is happening around them.
- Learners discussed the good and bad results of posting everything about them on facebook.

QUESTION 1.4 Usana olungakhaliyo lufela embelekweni

- Few learners attempted the question and they interpreted it very well. They could translate it figuratively or literally. They gave examples of people who do not share their problems do not get help. They encourage people to talk/ share their problems.
- This was high order question and those who attempted it got high levels.

QUESTION 1.5 Ukuxhwilwa nokubulawa kweemveku nabantu basetyhini

- It was popular and well answered. They interpreted the question very well.
- Learners gave reasons why kids and women are kidnapped and killed. Some even quoted recent cases of celebs killing their partners
- Those who did not answer well they only wrote about abuse generally

QUESTION 1.6 Ilizwe xa abantu benokulingana bonke.

- Few learners answered the question. They were able to answer the question and gave advantages and disadvantages if people in the world were equal. Others clearly explain that is not real for people to be equal.
- Learners showed insight in this question by listing what could happen if we can all be equal.

QUESTION 1.7.1 PICTURE

- It was a popular question. Learners were able to analyse the picture fully compared to previous years.
- They came with relevant and interesting topics.
- They wrote different types of essays showing their interpretation of the picture.

QUESTION 1.7.2 PICTURE

- This question was not popular. Those few learners who answered the question could not translate and understand the picture very well.
- This is the high order question which needed the candidates to analyse or interpret it fully or the whole picture.

SECTION B**QUESTION 2.1**

- This was a popular question that was attempted by most candidate.
- It can be noted that candidates were able to obtain 80 to 100%.
- But it was also noted that some learners did not mention exactly what happened when their friend stick to the truth in a hard situation as it was required by the question.
- They only thanked their friend without mentioning the real incident that
- led the person to stick to the truth.
- Most of the learners know the format of the friendly but we still those few who are do not know how to write the salutation and ending of the friendly letter. Some still write the salutation as :Mhlobo wam endimthandayo. The ending as: Ozithobileyo or Umhlobo wakho Sindiswa Zono and sometimes they write their surname.

QUESTION 2.2

- This question was very popular and it was among those questions learners attempted.
- Most of them know the format of the dialogue and they mentioned different types of punishment. They manage to obtain between 70 – 100%.
- But few learners cannot differentiate between a dialogue and a conversation.

QUESTION 2.3

- Few learners attempted this question.
- Learners were struggling to write a formal speech. They do not know the format of a speech.
- Some did not understand what was expected from them. They confused a stage play with a football match. They encouraged the players of a football team.

QUESTION 2.4

- It proved to be unpopular and it was poorly performed.
- It further exposed that learners were not trained on how to write it.
- Most learners just wrote the summary of the book without even stating the title, author & publisher.

QUESTION 2.5

- Few learners attempted the question and it was poorly answered.
- They did not interpret the question correctly. Some wrote the minutes of the meeting.
- This also further exposed that they were not taught properly at school.

QUESTION 2.6

- Most learners attempted the question and some performed very well. They managed to link what was written on the advert (Shoprite manager, qualification and work experience) to the Curriculum Vitae.
- Few wrote either a formal letter or a Curriculum vitae and that had a negative impact and managed to get level 40 – 50 %.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Question 1.1 Some learners did not write this habit of talking as something that is a usual thing. • Some did not show that they learnt something from talking of people.
<ul style="list-style-type: none"> • Question 1.2 Some just talked about courage and forgetting about defeating fear
<ul style="list-style-type: none"> • Question 1.3.Some candidates got it all wrong by writing about social media only and nothing about posting.
<ul style="list-style-type: none"> • Question 1.4 Few learners did not fully understand the meaning of the idiom.
<ul style="list-style-type: none"> • Question 1.5. Few candidates mentioned the physical abuse only.
<ul style="list-style-type: none"> • Question 1.6 Some learners failed to have reasonable facts and ending up repeating the same thing.
<ul style="list-style-type: none"> • Question 1.7.1 &1.7.2 Learners did not look at the picture in totality ,the first one there is cigarette and the picture of someone falling and the second one there is an eye and the world.
<ul style="list-style-type: none"> • Question 2.1 Format of letter, salutation – mhlobo wam endimthandayo instead of e.g Nomsa endimthandayo, ending-should be Umhlobo wakho and the next line Themba • The reason for writing letter should be explained fully • How exactly did this friend do this act of standing for the truth?
<ul style="list-style-type: none"> • Question 2.2 The problem with most learners did just conversation. Some did not mention the punishment at all.
<ul style="list-style-type: none"> • Question 2.3 Some learners just wrote summary of the book
<ul style="list-style-type: none"> • Question 2.4 Some missed to write right format
<ul style="list-style-type: none"> • Question 2.5 The learners did not know that the speech was to motivate actors not sport 's people
<ul style="list-style-type: none"> • Question 2.6 Format of CV and accompanying letter still a problem.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers must train/ drill learners on how to introduce their chosen topics and also how to conclude them.
<ul style="list-style-type: none"> • Learners must be trained to choose amongst many questions and this can only happen when various questions are set for their SBA tasks either at schools or

cluster levels.
<ul style="list-style-type: none"> • Editing skills need to be developed in schools to all learners particularly at the FET phase.
<ul style="list-style-type: none"> • Learners should be effectively trained on how to plan for section B (imihlathi).
<ul style="list-style-type: none"> • Learners should be encouraged to participate in competitions like public speaking, debates and spelling B.
<ul style="list-style-type: none"> • Writing skills should be treated as a daily activity.
<ul style="list-style-type: none"> • Creative writing is one of the neglected areas in our schools. Educators should be encouraged to include it in their lessons.
<ul style="list-style-type: none"> • It is imperative that the learners should be thoroughly trained in essay writing and paragraph writing with emphasis on the structures i.e. format.
<ul style="list-style-type: none"> • Grammar as part of the creative writing cannot be left out.
<ul style="list-style-type: none"> • Rubrics should be discussed with learners.
<ul style="list-style-type: none"> • Feedback to be given to learners.
<ul style="list-style-type: none"> • Concentration should not be in Grade 12 only. All grades should be taught.
<ul style="list-style-type: none"> • Reading could assist learners in acquiring vocabulary as well as gaining confidence in language usage.
<ul style="list-style-type: none"> • Writing skills should be treated as daily activity.
<ul style="list-style-type: none"> • Creative writing is one of the neglected areas in our schools educators should be encouraged to include it in their lessons.
<ul style="list-style-type: none"> • Grammar as part of the creative writing cannot be left out and constant feedback after marking should be done.
<ul style="list-style-type: none"> • Learners must be encouraged to choose topics they understand and must be trained all types of essays.
<ul style="list-style-type: none"> • Learners must write essays in class on weekly basis even if it is one paragraph or one page.
<ul style="list-style-type: none"> • Learners must be given feedback and they must do corrections.
<ul style="list-style-type: none"> • Rubric must be discussed with learners.
<ul style="list-style-type: none"> • Learners must read books even the books which are not prescribed.
<ul style="list-style-type: none"> • 1st draft should be done for teaching purposes in class and SBA only and when candidates write exams they must only write the mind map
<ul style="list-style-type: none"> • Mind-map, editing, use of language, sentence construction e.g. not starting a sentence with conjunction must be taught in class.

(d) Describe any other specific observations relating to responses of learners

<p>and comments that are useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> • There are also traces of other languages influence in this writing as the writers are caught writing English/ isiZulu in their work, educators should come to rescue of our language.
<ul style="list-style-type: none"> • There are learners who cannot construct a single sentence in isiXhosa they just copy what is written in the question paper.
<ul style="list-style-type: none"> • Learners should be made aware of the structure of the question paper by making use of previous question papers to train learners on this paper.
<ul style="list-style-type: none"> • Learners also need exposure to cartoons, this will help them to be able to explain what they see in the pictures in a creative way (1.7.1 &1.7.2).
<ul style="list-style-type: none"> • Capacity building is needed to all educators and this can be provided at schools level by HODs at District level by SES.
<ul style="list-style-type: none"> • Information sharing meeting at cluster level maybe of help to the plight of improving learners creative writing skills.
<ul style="list-style-type: none"> • Content gap workshop must be organized and be compulsory for teachers to attend.
<ul style="list-style-type: none"> • Idiomatic expression to be taught and maybe competitions to be organized.
<ul style="list-style-type: none"> • Teachers involved in marking should be available for sharing skills gained in marking Paper 3.
<ul style="list-style-type: none"> • Teachers should make use of CAPS document for creative writing guidelines and when setting the papers.
<ul style="list-style-type: none"> • Some learners displayed traces of being not prepared for the paper maybe because of an incorrect attitude that one does not need to study for paper 3.
<ul style="list-style-type: none"> • Learners do not read instructions and must be drilled from previous question papers.
<ul style="list-style-type: none"> • There are learners who cannot construct a single sentence in isiXhosa they just copy what is written in the question paper.
<ul style="list-style-type: none"> • Spelling remains a problem.
<ul style="list-style-type: none"> • Poor use of language is still a problem e.g. word division and punctuation.
<ul style="list-style-type: none"> • Adhering to the prescribed length of writing is still a challenge.
<ul style="list-style-type: none"> • Mistakes of concord agreement and writing very long sentences.