Province of the
EASTERN CAPE
EDUCATION

EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE
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2018 NSC CHIEF MARKER'S REPORT

SUBJECT:	**ISIXHOSA FAL**
PAPER:	**1**
DURATION OF PAPER:	**2 HOURS**
DATES OF MARKING:	**01 – 14 December 2018**

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

SECTION: A   **Question 1**
Majority of candidates results were in the middle levels. There were very few candidates who
managed to obtain the highest mark. This comprehension bears a testimony that most
questions stretched some candidates' capabilities, at the same time there were stunning
answers from other centres, and candidates scored 28, out of 30 marks. In this section marks
obtained varies from 28 and the lowest was 04 out of 30 marks. The sub- question that was
based on Visual text – analytical point of view and proficiency in language use was clearly
the result of efficient teaching. It was pleasing and heartening to see some excellent response
to this question. A general problem was that candidates do not know how to answer the
questions. Terms such as in 1.1.3 'Khankanya' 1.1.8 'Caphula'   1.1.1 'Nika icala elihle nelibi'
were mostly ignored. Negligence on how to respond to the question was a problem and this has
contributed to candidates not scoring marks in Section A.

building blocks for growth

Ikamva eliqaqambileyo!

SECTION: B

| This question is a give-away mark question because it allows candidates to quote verbatim from |
| the passage and this enables them to score full marks. Candidates managed to pass and some |
| earned excellent full marks. The topic was relevant to them and the marks obtained ranges from |
| 10 and 2 being the lowest mark obtained but some candidates did not attend to this question. |
| It was evident that summary skills have been taught and this exercise shows its effectiveness in |
| the paper. |
| **SECTION: C**   **Question 3** |
| The kind of an advertisement used in this question paper was exciting and relevant to |
| candidates as it was about the 'Gift Cards' Some centres responded very well in this task. |
| Question 3.4 Sijoliswe kwabaphi abantu esi sibhengezo-ntengiso? |
| Candidates responded vaguely and did not exactly figure out the target group for this market and they lost a mark. |
| Question 3.4 Xela ukuba isakhi u**'zi'** usetyenziswe ngayiphi injongo? Candidates responded out of context to this question and lost 2 marks. |
| **Question 4** |
| This question was relatively well answered but some candidates struggled to described question |
| that was based on facial expression used by the cartoonist in 4.6 Phawula ngomahluko |
| wodaba lwamehlo. Question 4.7- open-ended question, their response to this question did not |
| correspond with their substantiation. |
| **Question 5** |
| As in previous years this question was poorly answered. Aspects of grammar were not taken into |
| consideration. Revision programme must be in place to prepare candidates to cope well in this |
| exercise. |

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

| **QUESTION 1** |
| (a)   General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? |
| Many centres produced good results, while some fared dismay, some scoring below 4 out of 30. |
| Challenges detected during marking. |
| Question 1.1.1. Nika lo mgibe bathe zwabha kuwo abantu. They responded vaguely and say |

amaqonga onxibelelwano. They lost the 2 full marks.
Question 1.1.6 Xela intsingiselo eziswa sisakhi u'kwa' kwigama **akwasikhuthaze**. They did not know on how to respond they failed and lost 2 marks.
Question 1.1.7 Yinyani / Luluvo.... Candidates were unable to differentiate the fact and an opinion.
Question 1.1.8 Caphula amagama amabini. They gave the full sentence instead of providing only two words. Language proficiency is still remains a concern.
Question 1.1.13 Ibali likaChikezie liwuxhasa njani umxholo. Candidates ignored the instruction and they focused on the bad side of social media, they left out the theme and lesson learnt by
Chikezie.
Question 1.2.2 Ngqina ngezizathu eziBini ukuba umama wothukile. Candidates with a limited vocabulary based on facial expression were unable to support the idea based on shock.
Question 1.2.3 Chaza isigqebelo esibonakala ngokuthelekisa isikipa nesenzo sokulala.
Those who did not fare well in this question failed to grasp the irony based on this question, and
lose two marks.
Question 1.2.4 Bhala isilumkiso osinika abantu wakube ufunde lo mfanekiso.
Candidates were expected to give a warning based on the visual text. Candidates had difficulty to provide a warning.
(b)   Why the question was poorly answered? Also, provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The following questions were poorly answered because candidates did not know how to respond to the questions. Terms such as 'Khankanya' 'Xela intsingiselo' Caphula amagama' were mostly ignored. This contributed to candidates not being awarded the marks.
Question 1.1.2 Multiple choice questions with pre-determined options. Most candidates fail to follow basic rules they tend to rush to options and do guess work without applying their minds.
Questions 2 Candidates were instructed to quote the seven main points from the passage.
Candidates were unable to write the 7 points but they have given the supporting points and others leave blank spaces. This question is merely an easy and a give-away marks. They are allowed to quote verbatim from the passage. The point form summary has been asked for a number of years and one would expect teachers to provide their learners with the necessary guidance and practice.
Question 3 Response from the advert were incorrect and irrelevant terminology were used.
Question 5 was a difficult question to candidates and this was most poorly answered.
5.1.2 Candidates were asked to rewrite the sentence in the future tense, they were unable to give the correct answer.
5.1.3 Nika intsingiselo yegama 'kokuhlangulwa' They supply one word which is the synonym not the sentence.

5.1.5 Yakha isibizo 'abadingi' Candidates failed the question and they gave the verb instead of a noun.

(c)   Provide suggestions for improvement in relation to Teaching and Learning
Reading skills need to be developed through the programme of teaching and learning from grade 8 to grade 12. This must be taken into consideration and must be a norm.
Couching clinics – use previous examination paper as tools to practice.
Mark allocation – candidates must take note of the marks allocated to the question and must be
guided on the length of their responses.
Study guide are of great importance and educators are urged to set aside enough time for comprehension exercises so that candidates can be well trained to cope with the text.
Candidates must be taught to look for the instructive word and carefully read the questions.
Regular workshops are necessary especially in the aspects of grammar- language- usage.
Teach candidates to follow instructions.
CAPS (main **guideline**) document is a must for every teacher to use so that candidates can master all the required principles.

(d)   Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Comprehension skills must be taught.
Candidates must do a point form summary and use their own language so that they can be awarded the language marks.
Candidates must be mindful of the key words when responding to the questions.
The concept of diction must be taught, as it was largely ignored.