

ISIXHOSA SAL PAPER 1

As this was only the second November examination in the new FET system, teachers must use these two papers as a benchmark to start preparing their candidates for papers in the future. It should be standard practice to analyse the latest question papers to see whether there are any new trends that can be picked up. Teachers should also look at the supplementary papers for 2009. Candidates should be drilled and tests should be set along the lines of previous papers to get candidates accustomed to the the layout and questioning techniques of the final papers.

COMPREHENSION

- 1.1.1 Well answered.
- 1.1.2 Vocabulary was the problem here. Indebe was the answer, but itrofi was accepted. Some candidates did not understand the question.
- 1.1.3 Quite well answered. Some candidates did not know the question word "phi" so got it wrong.
- 1.1.4 The question had to be read carefully. Some candidates gave the answer for the Cape Town meeting.
- 1.1.5 The memo was quite specific. Candidates needed to take out either "ngenstimbi yesine" or "kumphondo zankomo". Again "nini" was the question word.
- 1.1.6 Iindidi ezingaphi means how many and NOT which modes of transport. Many simply listed the modes which did not answer the question.
- 1.1.7 Answered quite well, but some candidates quoted unnecessary parts of the passage in an attempt to make sure that they had the right answer. Only relevant information must be used.
- 1.1.8 Most candidates got this.
- 1.1.9 Many struggled to explain what a vuvuzela is. Some only got 1 mark. Here candidates should have used their knowledge to construct and answer like: sisixhobo somculo or yinto eyenza ingxolo. Vocabulary seems to be an area that both candidates and teachers need to be building and testing regularly.
- 1.1.10 Again, this required candidates to explain what an igorha is. Many found this difficult but most could identify who the heros in the passage were.
- 1.1.11 Most candidates got this right. Some did not understand the question.
- 1.1.12 Most got this right, but the quotes need to be more refined. Some candidates quoted too much and just hoped that the answer would be in there somewhere!
- 1.1.13 Poorly answered. It required candidates to identify how the supporters felt and then to back it up with a quote. Teachers should focus on giving candidates guidance on expressing certain emotional feelings. This is part of the assessment standards.
- 1.1.14 Most candidates got this right.

ISICATSHULWA B: OKUBONWAYO

Visual comprehensions need to be practised more by candidates because this question was generally not well answered. Many candidates simply quoted speech bubbles that correlated with the question number without really engaging with the question. While questions are generally chronological, candidates should not adopt this "blind" strategy of matching speech bubbles with questions. Teachers are encouraged to use this type of question in earlier grades so that they will be comfortable with the type of question by the time they reach Grade 12.

- 1.2.1 Many did not understand "mangaphi". This concept must be taught when adjectives are done.
- 1.2.2 Most got this correct, but very few wrote the name correctly. It should be nguThemba Siwela and not Themba Siwela. Candidates must know when to use the identifying copulative.
- 1.2.3 Answered as in 1.2.2.
- 1.2.4 Many did not understand the question or found it difficult to say that he did not have hair. Candidates needed to say Ewe first and then give the reason which required the negative of have. Many struggled to say: "Akananwele". This must be taught.
- 1.2.5 Poorly answered.
- 1.2.6 Poorly answered.
- 1.2.7 Poorly answered.

- 1.2.8 Most got this answer, but missed the subtle hint that another reason besides being hit had also upset Chiskop. That was that uShoti uvule ileta kaChiskop. Many struggled here to get the possessive correct and simply quoted. This is really not ideal, e.g. Ileta engeyoyakho – the letter which isn't yours.

USHWANKATHELO

Despite the perceived difficulty with this question, most candidates did quite well. Teachers must brief and train their candidates thoroughly on how the summary is marked. Many candidates did well even if they quoted all seven facts because they only lost two marks and their grammar was fine. Obviously this should not be advocated, but candidates must understand the method of marking.

There is definitely room for improvement and teachers can concentrate on the following:

- Read the question carefully. This question required candidates to give advice about soothing babies. It was not a summary of the whole passage!
- Some candidates simply gave their own advice about child care!
- Candidates must be within the word limit to obtain the mark.
- Candidates must indicate the number of words (these are counted and honesty is important).
- Any rough work needs to be clearly indicated and the final piece must also be clearly indicated with the number of words.
- A paragraph of 7 sentences was also accepted although it is far easier to mark when the sentences are numbered separately. Any facts appearing after 50 words or 7 sentences are not considered.
- Irrelevant facts which will exhaust the word limit must not be given..
- Candidates must be drilled with regard to the instructions related to summaries. Obviously these might differ from exam to exam, but some of them will remain standard. In this exam some candidates thought that the 2.1, 2.2 and 2.3 all had to be answered separately whereas this was only the mark breakdown!
- Any punctuation, spelling or grammar mistakes are counted and then marks are deducted from the 2 marks.
- No mark will be given if the word count is wrong or has not been indicated.

ULWIMI

- 3.1 Consecutive verbs must be taught in both tenses.
- 3.2 This was surprisingly poor. Many candidates do not know subject concords and singular and plural.
- 3.3 Teachers must use this to prepare candidates for the future. Internal exam papers must be set with similar types of questions. Teaching this aspect might also help candidates with noun class, nouns, verbs and noun prefixes.
- 3.4 Poorly answered.
- 3.5 Not well answered. Teachers must construct a lesson around these particular suffixes to prepare candidates.
- 3.6 More work can be done around visual and verbal recognition. The grammar used can be analysed and revised with candidates.
- 3.7 Most candidates did well here.
- 3.8 Very poorly answered. Many candidates could not understand the question and many did not know how to construct a command or did not know the vocabulary. I would suggest that teachers make their candidates learn the instructions as the exam paper no longer contains any English or Afrikaans.
- 3.9 Tenses must be taught from Grade 8 so that by the time learners reach Grade 12 all tenses have been covered. The Xhosa must be used for the tenses as these actually give candidates a clue as to what the subject concords look like (ixesha ebelidlula).
- 3.10 Well answered.
- 3.11 Candidates found this difficult. Vocabulary is the main reason for this.
- 3.12 Some candidates do not know adjectives and relatives which must be covered in earlier grades so that they can be comfortable with them by the time they reach Grade 12.
- 3.13 Fairly well answered.
- 3.14 This revealed poor levels of vocabulary and grammar. Teachers should do more translation work to consolidate vocabulary and language.
- 3.15 Some candidates still do not know singular/plural. Teachers should note that kwelitye changed to kwamatye and not amatye.

- 3.16 Some struggled with this language work.
- 3.17 Word order needs more practice.
- 3.18 More practice needed. Remember that inverted commas must be removed.
- 3.19. This is difficult for SAL, but it is in the assessment guidelines under figurative speech. Compile your own list of what you think are the most common and everyday ideophones.
- 3.20 This is similar to 3.19. Again try to collect the most common ones and also ones that might have a bearing on English or Afrikaans idioms. Try to introduce a few every time you deal with a new topic like health or animals.

Teachers must not neglect mother tongue speakers because what was evident in the grammar paper and in the writing was that they are not writing nearly as accurately as they should be. Teachers can use this report to appeal to them to work on things like spelling and word division.

UNCWADI

UNGODONGWANA

This was not well answered by the few who attempted it. This version of the book is definitely more difficult than the old abridged version. Some candidates answered questions on both books. They must be made aware that only the questions on the first book answered will be marked.

IHOLIDE EBIWEYO

A little disappointing. It was expected that candidates would do well. Some schools prepared their candidates very well. Although this section carries only 20 marks, they should be easy marks for candidates. Candidates do not always understand the questions. Teachers should give questions after reading every few pages in the setbooks. These should then be marked. Not only does this help candidates to recognise questions, but it also consolidates their understanding of the book. Some schools might not even have read the setbook book/s.