

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE: (XHOFA.2)	
PAPER	2	
GRADE	12	DURATION OF PAPER : 2 HOURS
PROVINCE	WESTERN CAPE	
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2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

XHOSA FIRST ADDITIONAL LANGUAGE PAPER 2 (XHOFA.2)

PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

1. STANDARD OF THE QUESTION PAPER:

The paper was of an appropriate standard for Grade 12. There was a balanced coverage of areas, essay type and contextual questions, so that candidates can attempt a broader range of questions (low, middle and higher order) from each section of the examination paper. The structure of the paper enabled candidates to select their questions and chose an appropriate range and options within the questions. All learning outcomes and assessment standards as prescribed in the NCS were covered. However there was still a lot of improvement needed on the contextual questions. There were traces of ambiguity, unnecessary repetition and too generous mark allocation. We felt that the understanding of the prescribed books in some sections was not fully assessed the focus was just on the selected texts and the language used on that text..

2. COMMENTS ON SPECIFIC QUESTIONS

ICANDELO A: INOVELI

IMIBUZO 1 & 3 (IMIBUZO EMIDE)

1. **KUSA KUSIHLWA – KS Bongela**

2. **UMQOL'UPHANDLE – PM Ngani**

Although some candidates did very well and demonstrated good language skills and a solid vocabulary, it was quite disturbing to note that a significant number of candidates had very poor language skills, as well as a below average vocabulary. Those who have scored low marks failed to observe the basic structure of an essay, i.e. there was no introduction, no structure and no conclusion. Ideas were thrown all over the place. It was also noticed that candidates started writing without spending time on planning their essays. This resulted in their essays not having any logical presentation of ideas. There was no paragraphing. Some candidates had very limited knowledge of the language and lacked an adequate vocabulary. Few candidates have exceeded the word limit. This obviously affected their content mark.

IMIBUZO 2 AND 4 (IMIBUZO EMIFUTSHANE)

Candidates definitely preferred contextual questions and these two books were the most popular questions of the paper, candidates answered them well and showed an understanding of the books. Although the majority of the candidates scored good marks on these questions there were questions that were ambiguous and confusing.

ICANDELO B: DRAMA

NDIYEKENI – DM Jongilanga

UMBUZO 5 (UMBUZO OMDE)

Although this question was not popular it was relatively well answered.

UMBUZO 6

Most candidates who have attempted this question were competent and well prepared.

ICANDELO C

NDAKUYICELA IVUTHIWE – LL Ngewu & EZ Guqa

UMBUZO 7 AND UMBUZO 8 (UMBUZO OMDE NOMFUTSHANE)

This was the most poorly answered section by the few who attempted it. This was a little disappointing and the reasons for this are not very clear. The most possible reason could be the very limited choice whereby only two short stories out of nine were assessed. One essay question on one story and the other one just contextual question, or may be the majority of schools in the Western Cape might not have read short stories. There is no clear guidance as to how many short stories are prescribed.

SECTION D: ISIHOBE

VUKANI MADODA KUSILE

Although the overwhelming majority of candidates opted for the POETRY and Novel, however, in most cases the results revealed that POETRY was not a wise choice. This section was generally not well answered.

3. RECOMMENDATION FOR IMPROVEMENT

Although some candidates did very well and demonstrated good language skills and a solid vocabulary, it was quite disturbing to note that a significant number of candidates had very poor language skills as well as a below average vocabulary.

More practice should be given to candidates in essay and functional writing to prepare them for essay type questions.

Paragraphing is also important as it is taken into account when awarding a mark for structure. (Teachers must spend time with candidates going through the marking grid, explaining that they will be assessed on planning, structure, language, content and editing.)

Most importantly, candidates need to read questions very carefully before starting to plan and write.

Many candidates do not even bother to attempt the questions they do not understand and prefer to leave blank space. Attempting to answer a question is better than not attempting.

Some candidates made incorrect choices for genre options, while other candidates still answer all the questions. Teachers must spend more time dealing with this. Working through old question papers should help.

The candidates who did well were those who read their questions and instructions well. Candidates need to take note of the marks allocated to each question. The length of the answer must correspond with the mark allocation. A two-mark question requires two clear points or facts.

They tended to give long irrelevant answers to questions worth few marks. Note that any facts in excess of the number requested will not be marked.

Candidates should be taught to write on both sides of the pages and not to skip papers as it is the case to some candidates.

There should be a holistic approach to literature. We must teach all aspects of literature as prescribed in the NCS.

Candidates should be empowered to read with understanding and be able to interpret and analyze poetry. All types of poems should be studied not just the ten prescribed if time allows.

We need to teach all aspects of all other genres as well. Our philosophy should be that very good FAL candidates should be able to sit for a HL level paper and achieve good results.

Examiner should give guidelines for essay type questions.