

4.4 **Ask Questions** - non-mother tongue speakers struggled a lot to come up with questions that make sense. Some did get the question right but the fact that they did not use the question mark (?) that really cost them. We were very strict on this one as this is a language section and these are the basic things whereby candidates at this level are expected to know them.

4.5; 4.6; 4.7; 4.8; 4.9; 4.10 Candidates did very well. **NB:** Teachers need to focus more on grammar. Some centers did badly in these particular questions highlighted **boldly** above. I am not sure if the candidates were not well prepared or they did not study.

Question 5:

Nice to have a creative variety of questions where candidates have to apply grammar and understanding.

Generally, candidates did exceptionally well in this question except for question **5.3 (IDIOMS)**. I strongly believe that this type of question is not appropriate for SAL candidates.

Question 6:

Only ONE school did this question and they did not do well.

Question 7:

Generally, some candidates did exceptionally well in this section and some did badly. Once again this raise lot of concerns. I think the way question 6.1 & 7.1 was asked really disadvantaged the learners. Examiners need to look again at these types of questions. Not all teachers focus on 'who says what to whom' and that makes things difficult for candidates to remember the words uttered by different characters in a book.

Question 8:

Question 9:

RECOMMENDATION FOR IMPROVEMENT.

Generally, the Question Paper was appropriate for SAL candidates and it would be great if we can from now continue with this type of questions. This was a challenging paper without being completely unreasonable. I still feel that asking **Idioms** to SAL candidates is unfair and inappropriate even if it is on the syllabus but still there is no way that these candidates will know them. Not even mother tongue speakers really know and understand them. And questions 6.1 & 7.1; those two questions must not be out of [10]. These type of questions really disadvantaged learners. Please stick to the questions based on the text.

QUESTION 1

1. General comment on the performance of learners. Was the question well answered or poorly answered?

Question 1: Well answered except for 1.1; 1.10 and 1.13. See reasons below.

Question 2: Exceptional well answered – visual helped a lot.

Question 3: They did very well, although most of them were penalised for quoting directly from the text. Some candidates did not understand what should be summarised; therefore they ended up quoting too much from the text and lost marks.

Question 4 & 5: 80% of the centers did very well in this section.

Question 6 & 7: Well answered by stronger candidates.

2. Provide suggestion for improvement in relation to the following :

(i) Learning and teaching

In future, SAL teachers should focus more on answering the comprehension question. This is a skill that needs to be learnt and practiced in class. This will prepare the candidates better for the exam. Teachers must try to teach and give instructions in Xhosa in class so that candidates get used to the language. If teachers do not do this, candidates will continue having problems in understanding the questions and we will sit with the same problem every year. This has been an ongoing problem at

SAL level.

Section B (Summary): Candidates need to be taught how to write a summary. Workshops should be organized on how to teach and mark this section.

Language section: Teachers need to make use of past papers as these will help candidates to get used to the standard of the paper. Candidates struggled with the dictionary question, commands, direct and indirect speech, idiophones and idioms. I have noticed that these types of question are always in the final exam paper.

(ii) Support

As mentioned earlier on, the Department, together with the curriculum advisers, should give support to the teachers by providing workshops on these areas of concern. All languages teachers (English, Afrikaans and Xhosa) should work together at school level. You will be surprised to see how these subjects relate to each other. Teachers should support each other at cluster meetings by sharing good practices. If one teacher is good in one genre, e.g. literature, he or she share with to others.

3. Any other comments useful to teachers, subject advisors

Curriculum advisers and the Department must give focused support to SAL teachers. They should visit them often.

Teachers must make use of their textbooks for grammar. It will help them.

Teachers must make use of the SAG and NSC policy documents.

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HEAD OF EXAMINATION: