

NDEBELE/ZULU

SUBJECT 9147

NOVEMBER 2013

PAPER 1

GENERAL COMMENTS

The Chief Examiner's report is meant to be a feedback to teachers, to guide them as they prepare candidates for future examinations. It is hoped that teachers will give due consideration to comments and advice contained in this report so that the numerous errors highlighted do not recur.

In general, it is important that candidates complete the paper. Not doing so with disadvantage the candidate. During normal teaching and practice, teachers should always guard against works that fall short of the required 500 words in compositions as this compromises them on marks.

SECTION A – THE COMPOSITION

Teachers are urged to lay emphasis on the following:

(i) Length of composition

The stipulated length is 500-600 words and teachers should never compromise on this, right from Lower Sixth. They (teachers) should always do the counting of words themselves each time they mark a composition instead of relying on figures given by candidates. Many candidates fell short on length.

(ii) Sentence Construction

Sentence construction in creative writing is a skill teachers should cultivate and make candidates practice from any early stage in secondary education and polish up at A-Level. Some candidates wrote very long and poorly constructed sentences which in turn tended to be poorly punctuated. It is not proper for a sentence to begin with ngoba or njalo.

(iii) Punctuation

Whilst there has been improvement in this area over years there is still a lot to be done during preparations for examinations. Some candidates still make numerous punctuation mistakes that sometimes renders the work sub-standard. Capital letters, full stops, commas and the hyphen, still present lots of problems to candidates.

Some examples found:
maMoyo instead of MaMoyo
egoli instead of eGoli
loba-nje instead of loba nje
kodwa ke instead of kodwa-ke

(iv) Grammar

Grammatical mistakes that have been mentioned before are still occurring as in the case of the following:

Ukuyakha instead of ukwakha
Wayala etshelwa instead of wala etshelwa
Wathi ehambe instead of wathi ahambe
njoba instead of njengoba

(v) Spelling

A few examples of commonly misspelt words will suffice:
umbedo instead of umbhedo
umeli instead of ummeli
ukuncolisa instead of ukungcolisa
imphuphu instead of impuphu

(vi) Word Division

Word division should not still be a problem at A-Level but sadly it still is. Some examples:

ukuya dinga instead of ukuyadinga
waye zahamba instead of wayezahambe
sasesi khona instead of sasesikhona

COMMENTS ON INDIVIDUAL COMPOSITION TOPICS

- (a) It was expected that candidates would discuss the good and bad things cellphones do. However, some candidates ignored the other side of the coin. Most candidates who chose this topic did well.
- (b) Some candidates confused this proverb with “Icala kaliboli” hence it is advisable that if candidates are unsure of the meaning of a problem they must not choose it. The simplest example of “Icala lembula ingubo lingene” would be a case in which a child commits a crime for which the parent has to pay.

- (c) This topic was in two parts and some candidates failed to deal with both. The key words were “ngohlupho lwamasela” and “lamanyathelo angathathwa” ukuze luqedwe”. Some candidates failed to see that this was a business letter. Very few candidate opted for this topic.
- (d) This was easily the most common topic. It was also done well in most cases. However, some candidates from same centres wrote similar stories, perhaps basing on an incident which happened in the community. Some plagerised books though there were not many culprits.
- (e) The few candidates who shoes this topic did not do justice to it. The word “xoxa” means that the candidate must cover a wide range of views.
- (f) The topic could have been looked at in general terms, discussing the pros and cons of a unity government in Zimbabwe. The 1987 Unity Government and the recent GNU could have been used as examples. Very few candidates chose this topic and they did not do well.

SECTION B: THE COMPREHENSION

The comprehension passage seems to have been understood fairly well by most candidates. For those who did not do well it was a result of answers to (2j) where candidates failed to deduce the meaning of words and expression from the context.

In general, candidates are expected to give complete answers. Some questions actually demand points like “nika izizatho” where candidates are expected to give “all” reasons, not just some reasons. Ze, in part says, “yiziphi lezizinto?” and the candidate is expected to mention or bring out “all” of them.

Teachers are encouraged to demand full answers during their teaching and also demand correct language usage, grammar, spellings, punctuation, word division, correct and sound expressions and sentences.

SECTION C: THE SUMMARY

The summary passage was understood fairly well as most candidates scored above average. The few who did badly it was because they miscon..... building a home to mean getting married. “Ukutshaya ihlahla” (to start a new home) happens after one is already married but now wants to leave the parents’ home to build his. The main issue in summary writing is that the summary must be one paragraph and it must contain all the main points of the original passage. The story must “how” instead of incoherent sentences thrown in to make up for the required length. The correct length must always be observed. It was noted that some candidates wrote beyond the 100 words required and inserted at the bottom false number of words. Examiners actually count words in each summary just as they do for compositions.

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PAPER 2

GENERAL COMMENTS

Performance was below expected standard in general. The prose passages were fairly done by the candidates compared to poetry passages. Candidates had difficulty in articulating the contents of the poem. 2(a) had a couple of complex nouns which could easily be interpreted through their contextual use but the candidates were unable to do so. Their responses indicated that there was no thorough analysis of the poem at all. For instance, 2(a) was about the pros and cons of an inheritance (ILIFA). The noun: ILIFA was there in the poem but the candidates gave awkward responses such as death, water, God, etc. They missed the sense of the poem hence the poor responses.

The grammar section skill continues to present problems to the candidates. The identification of the lexical items in question was fairly done. The constructional pattern and the description of the components of each word was poorly done. In selected centres candidates did exceptionally well in all the sections.

QUESTION 1

- (a) The question was popular with the candidates. Their responses reflected a sound grasp of the passage. They identified the literary terms and the majority of them were able to explain these terms. However the weak ones tended to just identify the terms and did not explain them in relation to the author's intention in the story and so they lost valuable marks.
- (b) This question was equally popular with the candidates. Both aspects of the question were fairly addressed. The weak candidates tended to reproduce the passage and were unable to dwell on the literary devices hence the poor performance.

QUESTION 2

- (a) The majority of the candidates attempted this poem and performance was poor. They did not comprehend the passage at all. The word 'ILIFA' appeared in the poem and this should have saved as an indicator to them that the poem is about an inheritance, its merits and demerits basically. They gave irrelevant responses on the subject matter such as rain, God, a blanket, death etc. Candidates should be encouraged to read these passages about three times and understand the requirements of the questions before giving their responses. Rushing through the poem does not benefit them in anyway.

- (b) Only a few candidates opted for this question. They wrote very short responses. They do not have the skill to compare at all. They gave a few similarities and yet the differences between the two poems carried the bulk of the marks. Some candidates' answers reflected that they did not comprehend these poems at all in spite of the fact that they were written in simple Zulu and were just easy to follow. Only isolated cases did well in comparing the two poems.

QUESTION 3

This question was attempted by a few candidates and it was fairly done. They were able to identify the underlined aspects/bits but failed to describe their derivation.

QUESTION 4

This question was attempted by most of the candidates. They followed all the requirements/expectations of the questions. They identified the words and just wrote the constructional pattern without giving long narrations as was done by a few candidates. They did well in general in this question.

QUESTION 5

A good number of candidates attempted this question and their performance was mediocre. Only a few were unable to give the different verb extensions and they lost marks as a result of this. Naming the different components of each verb was fairly done.

CONCLUSION

There is a lot of evidence from the candidates' responses to indicate that the basic issues in this paper are not addressed. There isn't much effort to analyse and interpret the questions well in order to produce relevant responses. Teachers are encouraged to extensively cover this paper for any significant improvement to take place. We hope that with the advent of the Question and Answer Book, performance will improve in general.

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PAPER 3

GENERAL COMMENTS

Most candidates performed fairly well. Some candidates who performed well displayed a high level of question interpretation with good analytical skills supporting their responses with textual evidence.

QUESTION 1

- (a) The question was not very popular. Candidates who attempted it did fairly well as they managed to link the proverb to what it reflects about the society. One common weakness observed is that candidates tended to wrongly express proverbs/rephrasing them or even omitting words/phrases in them. Repetition was also common in this question.
- (b) This was an unpopular question. Candidates who attempted it did not perform well. They failed to interpret the question. They tended to match proverbs with the same structure from both texts. For example:

Amajodo awela abangelambiza
Amapatapata awela abangelamazwane

Isalakutshelwa sibona ngomopho
Isalakutshelwa sibona ngesibhamu

Most candidates tended to give examples from one text and not comparing the two as the question demanded. Ubudlelwano obuhle bekumele kungwalo zombili.

QUESTION 2

- (a) Although the question was popular with candidates, it was badly done. The question required that they bring out the knowledge that the folk-tale teller already has (experiences) in selecting the appropriate tales for the listeners. Candidates instead, brought out lessons derived from the tales hence the poor performance.
- (b) Very few candidates attempted this question and they performed fairly well. They managed to bring out techniques used in story telling which include opening and

ending of tales, use of songs, gestures, questioning, joining of two tales, voice variations and so on.

QUESTION 3

- (a) This was not very popular although there was a marked increase in the number of candidates who attempted 'izibongo'. It was fairly done. Those who did not do well in it tended to generalise on "ufuzo lukaTshaka kuyise". They would say "babelolaka, bethumba ezinye izizwe, bebade" without supporting this with evidence from the text.
- (b) A few candidates attempted this question. Performance in it ranged from very good to poor. The question demanded that they show how 'imifanekiso' used reflect characters of different kings. For example they would say uTshaka ufaniswe lesilwane ngoba wayelolunya, without going further to describe the lion's actions/behavior that can be related to Tshaka's. Expected responses would have been given like: Udingiswayo ufaniswe ledangabane-okulukhula oluvukayo loba luhlakuliwe okuhambelana/kutshengisa ukungadeli kwakwe aze agwazwe avuke abaleke lomkhonto asile.

QUESTION 4

- (a) This was a fairly popular question and performance on it varied. A common error noted was that of choosing nick names in the case of Maliwa and titles in NakaZindaba. Candidates were expected to show the link between the character's name and their actions or behavior, for example uNgenzile wamenza-wamoneka UmaNgwenya ngokubalekisa uSilobile esiya edolobheni lapho okungahlonitshwana Khona.
- (b) This was not a popular question and candidates who attempted it did not do well. They failed to identify traits peculiar to women like gossiping and instead dwelt on individual traits. Narration of events in the novel was common in this question. Candidates were expected to bring out feminine traits as reflected in the novel those include ukunakekela izimuli, ukulaya (in general), ukukhuza sekonakele, ukudingela abantwana imizi elobuntu and other negative traits seen as a result of urbanisation.

QUESTION 5

- (a) Very unpopular and a few candidates who attempted it did not perform well. They only used the extract given to answer the question while they expected to use other poems to show the belief on impilo ngemva kokufa.
- (b) Candidates who attempted this question performed badly. Most of them dwelt on the sense of the poem instead of showing how language has been used in the poem. Most of them were too general for example imbongi isebenzise izifengo,

imibuzo izibabazo without giving examples of these and showing to what effect they have been used.

QUESTION 6

- (a) Performance on this question was fair. Most candidates failed to interpret the question properly. They were supposed to identify situations or people who compelled Queen to behave the way she did. Others brought another dimension not dictated by the question. They ended up bringing points in support of the fact that Queen had no-one to blame but herself. This, of course was off the mark.
- (b) This question was not so popular but those that attempted it scored better marks than those who attempted question 6(a). Candidates were able to identify things/actions that make Johannesburg (iGoli) a lawless place where people do as they please. It was disheartening to note that some also brought another dimension not asked for by the question. Due to failure to interpret properly, candidates subsequently performed badly.

QUESTION 7

- (a) A few candidates attempted this question and did well in it. The comparison between rural and urban brought up children was clearly spelt out. For example uMelody wehluleka ukuzimela empilweni ngoba abazali bakhe kababi laso isikhathi sokumlaya ngempilo bemaondisa lapho ephambanisa. Some candidates misinterpreted the question by talking some adults to be children like Cele, Poppie and Bafana. Other candidates tended to repeat the same point over and again especially when referring to Hlanganisani and Uzithelile.
- (b) This was not a popular question though it was straight forward. This is a reflection that the book was not taught in schools.

QUESTION 8

- (a) This was a very popular question. Most candidates who attempted this question did well. They were able to identify problems faced by women as required by the question. In addition they were able to indicate the efforts women made to solve those problems. However, there were a few candidates who mentioned problems without identifying solutions.
- (b) The majority of candidates who answered this question were able to relate in the novel to real town life. Amongst other things they were able to identify corruption, oppression of women, unemployment as indicated in the novel, and how these societal ills continue to haunt society even up to today.

QUESTION 9

- (a) This was a popular question attempted by most candidates. Both questions 9(a) and 9(b) reflected lack of knowledge on the concept of ubuthakathi. This varied from one centre to the other. Teachers are advised to state the difference between Ubunsumansumane and Ubuthakathi – Candidates failed to explain and define ubuthakhathi. Candidates beliefs must not be reflected in the responses, for example, akulanto enjalo eyenzakalayo umuntu angeke asebenzise inyoka.

9(a) was not very popular compared to 9(b) because of the above reasons. 9(a) - most candidates who attempted this question did not do well. Mosy responses were shallow with very few points.

- (b) This was the most popular question. Responses ranged from good to excellent. Those who attempted it managed to bring out the meaning of the proverb.