

NDEBELE

SUBJECT 3155

NOVEMBER 2013

PAPER 1

1.1 INTRODUCTION

This report covers the November 2013 examining session for Ndebele 3155/01 items to be covered are general comments and the question paper analysis item by item.

1.1 GENERAL COMMENTS

The paper was fair. It catered for candidates of various settings in urban, peri-urban and rural areas. Performance was above average especially in Section 1 and 3.

2.0 ISIGABA 1

Compositions

There was a variety of topics for all candidates to choose from. The instruction in the question was very clear and candidates showed clear understanding in their choices. Topics covered organisations like SDC School's Development Committee stadiums and holiday resorts. A lot of knowledge was displayed by all candidates. The choice of topics covered all questions (a) to (g).

QUESTION A

(a) Business Letter

Most candidates failed to structure the business letter. However, some candidates performed very well in narrating the problems faced by the school due to non-payment.

QUESTION B

(b) Proverb

Was a very popular topic. It was however too exaggerated by those who choose the topic in some cases. It was generally well done by some candidates.

(c) A popular topic, it was generally poorly done by most candidates who choose it. Some could not narrate their success or achievements in education.

(d) Customs

A few candidates choose this topic. Performance was generally poor. Focus was on behavior rather than upbringing and the outcomes.

(e) Dialogue

Not popular. Very few choose this topic. Some candidates highlighted behavior instead of dressing (imvunulo). Some candidates failed to interpret the word (imvunulo). Performance was therefore poor. Structure was however good.

(f) Holiday resorts

A popular topic in most centres. Most candidates performed very well. They were able to describe various resorts in Zimbabwe vividly. The importance of tourism was well tackled.

(g) Stadium

A very popular topic. Most candidates were able to vividly describe and narrate what takes place in a stadium, ground, play centre etc. it was well answered.

Section 2

Candidates performed poorly in this section.

(a) Candidates failed to identify the idioms as well as explain their meaning.

(b) Generally candidates performed averagely in this section.

(c) Generally was poorly done by most centres. However few centres did exceptionally well in sentence construction. They could not tell the difference among euphemism, hyperbole simile, personification etc.

(d) Proverbs were poorly done by most candidates. Some candidates were explaining instead of giving meaning to proverbs.

Section 3

Candidates were able to display comprehension skills of analysis and synthesis. This section was exceptionally done. Some candidates scored highly especially the summary.

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PAPER 2

GENERAL COMMENTS

This report focuses on the 2013 November O-Level Ndebele/3155 Paper 2 citing the weaknesses and strengths of the performance. Generally the performance reflects that some centres performed extremely well showing they were well prepared for the examination. However there are some centres which performed badly reflecting poor preparation of the candidates for the examination. Of concern is the fact that there are some candidates who still make rubric errors. Teachers are encouraged to discourage this practice since candidates who do this either fail to complete the exam paper or produce sub-standard work on both questions as a result of lack of focus on a specific question.

COMMENTS ON INDIVIDUAL QUESTIONS

QUESTION 1

- (a) This was the most popular question. Most candidates who attempted the question were able to score high marks. A lot of candidates had a difficulty in item (i) “sikaNyathi”. It was identified as “ubunini” or “ibizoqho” instead of “ubumnini”. Item (v) “kunye” was also a challenge. Very few candidates managed to identify it correctly. They were confusing it with “isabizwana senani” instead of “isichasiso senani”. Item (vii) also posed as a problem. A very few candidates managed to identify “esimnyama” as isabizwana sokuchasisa”. Instead they identified it as “isibaluli”.

On the second part of the question most candidates did well. The weaker candidates failed to show the constructions of “indledlana” which comes from “indlela” not “indlebe”. They failed to show that “l” changes to “dl” instead of “la” to “dl”.

“Kunye” was well constructed. “Uhambamba” was also a challenge. They generally started with verb “uhamba” instead of “hamba”, “U-“ stands as a concord i.e. “u + hamba + hamba” not “uhamba + hamba”.

- (b) This question was not popular and most of those who attempted it performed badly. They failed to identify “ubulembu”. Many said “ibizonto” instead of “ibizonje”.

“Izingqwabangqaba” was commonly identified as “impambosi yokwenzayenza” instead of “ibzo eliphinda siqu”. Candidates should know the difference between noun prefixed and verb concords.

The second part of the question reflects that most candidates are not taught to explain the construction of words properly. They should be taught to explain and express themselves fully. What is clearly shown is that candidates are just given “A” Level formulas and they use them without without understanding. This leads to great loss of marks. teachers should first and foremost teach the aspect of explanation for better understanding. Sometimes formulas confuse candidates if they do not understand what they are doing. Of all words “lijazi” was done poorly. Most candidates were saying “Li + jazi” instead of I + ijazi or (i) li + jazi.

QUESTION 2

- (a) This question was unpopular and most of those who attempted it performed badly. Most of them do not know “izivumelwano zezichasiso”, e.g. “bobabili” instead “ababili”, “-phi” was also a challenge. Many candidates constructed “nguwaphi” or “yibaphi” instead of “wuphi” or “baphi”.

The second part of the question which was the construction of sentences was badly done. The situation was made worse by the fact that it depends on the first part. Once a candidate failed to construct “isichasiso” the second part of the question was automatically wrong. There are some candidates who failed to construct the words but surprisingly they used the correct words in sentence construction. That does not help either because the candidate is using a new word which he did not construct on the first part of the question.

There are also some candidates who were using the words – “izichasiso” as “isabizwana sokuchasisa”. Teachers should teach students the difference between “isichasiso” and “isabizwana” “sokuchasisa”.

Quite a number of candidates were weak in sentence construction. Teachers should encourage students to construct sentences with sense. It should be noted that wrong spelling, grammar and punctuation lead to loss of marks. Candidates should be discouraged from constructing long winding sentences and direct speech as these end up in careless errors. Euphemism should be taken into account in sentence construction. Some sentences showed great disrespect.

- (b) This question was popular. Those candidates who knew “izandiso zendawo” did very well. On the other hand those who did not know the locatives were completely off and lost all marks. Teachers are encouraged to cover the whole syllabus so as to put candidates at an advantage. Nouns used to form locatives do not change the form i.e. if the word is in singular not plural, for example, inja>enjeni not ezinjeni. Many candidates wrongly constructed emkhulwini from umkulu instead of emkulwini, ekhandeni instead of ekhanda, endemvwini instead

of endevini. This proved that most candidates have not mastered how to construct “izandiso”. There are some candidates who constructed sentences in part (i) instead of constructing “izandiso zendawo” – hence they lost marks since eventually they had no part (ii). Candidates should follow instructions all the time.

In the second part of the question those candidates who managed to construct “izandiso” did very well in using them in sentence construction. Points already raised in 2(a) in sentence construction still apply even in this question.

Candidates should also avoid using slang e.g. “Uzakuthi tata enjeni.

QUESTION 3

Generally the poetry section was fairly done and both questions were attempted. Some candidates did not answer given poems but answered on poems not examined. It was also noted that some candidates wrote in paint form and thus lost marks. Some candidates also failed to analyse and use their own words in answering part (ii) of both questions. Instead they just reproduced the poem as it is in the book. In some instances candidates used quotes and failed to explain them while others used wrong quotes for certain narrations. Some candidates presented their answers in present tense instead of past tense. There are some candidates who went to an extent of creating their own poems that do not exist the poetry book used as the text.

The language area needs a lot of attention. Candidates merely quoted and never explained their quotations and hence lost a lot of marks. Some just generalised their answers by mentioning the language aspects but failed to quote or extract as evidence. It is not enough to just say proverbs are used. What is needed is the actual proverb used and its meaning as used in the poem.

- (a) Candidates who attempted the question did very well. They managed to identify the topic of the poem in question. It should be noted that the title of the poem is “Usizwe” note “Sizwe” or “NguSizwe”. Failure to present the exact form leads to a different meaning altogether. Because there was an extract of the poem there are some candidates who did not know the poem and hence deduced the title of the poem from extract e.g. “Isithandwa sami”, “Intombi enhle”, “Ubuhle bentombi” etc.

On the content of the poem there are some candidates who could not go beyond the extract which was proof that they did not know the poem. There are some candidates who confused S.J. Nondids poem “uSizwe” with N. Sithole’s poems “We Thando” and “Ingoma Yesiphoxo”. Generally most candidates who attempted this question did very well on content.

Most candidates displayed knowledge of their own feelings. They also substantiated their feelings with evidence from the poem.

- (b) This question was most popular and the candidates performed above average. The most popular poem was “Ukukhononda Kwesigqili” by Henry Nkomo. The major task left for teachers is to address the issue of stylistic devices used in the poem.

The analysis was well handled by the majority. A major let down in this question was (iv). A lot of candidates failed to recognise that the feelings in question are for the poet not their own feelings. Some candidates lost all marks on this part because they did not address the correct issue.

QUESTION 4

- (a) Itholene Phezulu: Condy Nxaba
This question was not popular. Very few candidates attempted it. Of the few, most of them did not do well. Some candidates just narrated the story whilst some did not know the story at all. They either created their own stories or answered the question using another story in the book not the one in question. There are some instances where candidates did not use proper terminology e.g. “small house” when referring to Stompie and “inyuku” referring to money. Some of the candidates who seemed to have an idea about the story failed to understand the question and its demands. They missed the general aspect of the folly of trusting a person wholly as revealed by how Singila cheats on his wife MaThwala, how Stompie cheats Singila into believing she really loves him and how Lucky spills the beans on her friend Stompie about the young guy she is in love with.

Centres are encouraged to give candidates a choice by offering both texts instead of specializing. Specialising in most cases puts the candidates at a disadvantage.

- (b) Inkisela YaseMgungundlovu: Sibusiso Nyembezi

This was the most popular question and was answered well. The possible reason could be that the text has a DVD. It is a popular text that has been used for years. Many centres have the text. However, there are some candidates who managed to pick out points but failed to elaborate hence failed to score full marks. It was also observed that some candidates just narrated the unfolding of events in the entire novel, leading to loss of marks. It was also noted that some centres included information obtained from the movie(s) of the same novel, resulting in loss of marks. In some isolated cases candidates presented Ndebenkulu as “Ndlovu” or “Ncube” etc, “Temba” as “Melusi” and Nyanyadu as “Ngwevini”.

QUESTION 5

(a) Noma Kanjani Kayiphele Linto: B.S. Ncube

This question was less popular than 5(b). In general most candidates who attempted this question performed badly. They failed to make a difference between war and conflict, for example, ukabanga amasimu, ukulwela inyosi, ukutshaywa kukaNcube etshaywa nguMacala. All these fall under conflict which is not pertinent to the question. What is relevant are the events of Liberation Struggle, for example, ukutshwaya kwabonte ephasini ngabamhlophe, ukutshwaya kwabantu abangala zithupha, ukuthathwa kwentsha ngabalweli beNkululeko. They also generalised instead of answering the question basing on the novel. Some candidates used their general knowledge on the liberation struggle of Zimbabwe. Some candidates merely narrated all events in the novel.

(b) Lapho Intsha Isivukile: N.S. Sigogo

The question was very popular. Those candidates who attempted the question performed well indeed. They were able to identify the fruits of self reliance to the members and the Ngwevini Community at large, for example, Ukutshaya izitina zokuthengisa, ukuthenga isigayo, ipukazi, ukuthengeka isikolo amatafula lezitulo. However, there were some few candidates who narrated events in the novel instead of dwelling on results.

Conclusion

Candidates continue to show improvement in their performance.