



Province of the
EASTERN CAPE
EDUCATION

Steve Vukile Tshwete Education Complex • Zone 6 Zwelitsha 5608 • Private Bag X0032 • Bisho 5605
REPUBLIC OF SOUTH AFRICA

CHIEF DIRECTORATE – CURRICULUM MANAGEMENT

**GRADE 12 LEARNER SUPPORT
PROGRAMME**

**REVISION AND REMEDIAL TEACHING
INSTRUMENT:
ANSWERS**

SUBJECT: ISIXHOSA ULWIMI LWESIBINI OLONGEZELELWEYO – IPHEPHA LESIBINI

Juni 2009

Le ncwadana inamaphepha ali – 11 kunye ne rubriki.

ESI SIXHOBO MASINGASETYENZISWA NJENGOVIWO

2 ISIXHOSA ULWIMI LWESIBINI OLONGEZELELWEYO – IPHEPHA LESIBINI (XHOSA) (MEMO 06/09)

AMANQAKU: Icandelo A: 40
Icandelo B: 20
Icandelo C: 20

Ewonke amanqaku: 80

Introductory comments:

1. **OBJECTIVES:** Markers should understand that objectivity is very important in the marking of extended and transactional writing. The aim is to assess the candidates' ability to communicate in writing and not their background, political affiliation and/or religion. The piece of work should be read from the candidate's point of view and may include figurative interpretations of the topic or fantasy. If a marker feels that any piece of writing is offensive or problematic, he/she should rather consult with senior marker than give a biased mark.
2. **SELECTION OF TOPIC:** Markers should not assume that a piece of writing that is not obviously related to the topic is pre-learnt. They should allow for creativity and variety of interpretations that do not necessary appear in the memo. In case of doubt senior markers should be consulted.
3. **ASSESSMENT:** All pieces of writing are marked according to the UMALUSI grid provided. All markers should indicate clearly how they have arrived at marks. Markers should indicate ALL errors.
4. **PRESENTATION:** Assessment should not be unduly biased by poor presentation. Out of 80, and their marks should be indicated on the cover of the script.

ICANDELO A Extended writing

- All essays are marked out of 40 according to the approved UMALUSI grid.
- When an essay is too long, markers are expected to mark the full essay. There will be no specific penalty.
- When an essay is too short, the grid can be used to penalize that piece of work. The essay should be assessed in the usual way using the following guideline:
 - 60 to 80 amagama no higher than E
 - 40 to 50 amagama no higher than F
 - 20 to 40 amagama no higher than G
 - Fewer than 40 amagama no higher than H
- Markers should not hesitate to reward excellent writing
- Only the errors and not the entire sentence or paragraph should be underlined.
- Ticks must be used to indicate commendable ideas and/or excellent language usage.

Pupils must answer ONE question/essay

- 1.1 & 1.2 PF1, PF3, GH 1.3
Narrative
Show relevant usage of isigama
Pupils must make use of paragraphs
e.g introductory paragraph must be interesting/catchy
body paragraph must reveal the relevant content
concluding paragraph offer opinion/view/summary
- 1.3 & 1.4 PF3, GH 1.3, 1.7 GH 2.4
Descriptive essays
Show relevant isigama
Give facts/knowledge about umculo/iselula as one of the types of communication

ICANDELO B

Pupils must answer only one question.

2.1 PF2 2.1

INCWADI YEMICIMBI/FORMAL LETTER

- Pupils must use the correct structure/format
- 2 addresses, greetings, headings
- Leave a line open between address, greeting and heading
- Tone must be official
- Minus a mark for incorrect heading, greeting and ending
- In the ending – name and surname must be written.

2.2 PF2 GH 2.1, PF3 GH 1.1

ISIVI

The following must appear in a CV

- igama, ifani, idilesi nefoni yakho
- Xela injongo yalo msebenzi uwufunayo
- Chaza ngolwazi onalo ngalo msebenzi
- Nikeza iqondo lemfundo okulo, izinto onazo nezinto osekhe wahlangana nazo ebomini bakho
- Amagama abantu ababini abangakuthethela
- Pupils' headings about the particulars must be in capital letters.

2.3 PF2 GH 2.2

INGXOXO / DIALOGUE

- correct format must be followed
- have introductory paragraph or heading
- names of characters / actors must be followed by a colon
- write greetings
- dwell on what is required
- conclude properly e.g hamba / sala kakuhle
- minus 1 if not in conversational form and -1 for no colons.

2.4 ILETA YOBUHLOBO/FRIENDLY LETTER

- write in correct form / structure / style
- minus 1 for incorrect address, greetings and endings
- write in paragraphs
- show relevant isigama
- tone must be friendly

ICANDELO C

Pupils must answer ONE question

3.1 PF1 GH 1.1, PF2 GH 2.2

I-IMEYILE

Kulindeleke oku-

- umbhali nedilesi yakhe
- umntu eya kuye nedilesi yakhe
- isihloko somyalezo
- umyalezo

3.2 PF2 GH 2.1, GH 4.1

ICWECWE LESIMEMO

- correct format
- write to whom at the top
- message must be brief
- at the bottom write name, address, contact numbers of the person who makes the invitation

3.3 PF1 GH 4.5, PF2 GH 2.5, GH 4.1

ISIBHENGEZO

- layout must be informative
i.e show heading, venue, time, date, slogan etc
- drawing must be attractive
- use relevant isigama/vocabulary

[20]

AMANQAKU EWONKE: 80

APPENDIX 4: RUBRICS FOR SECOND ADDITIONAL LANGUAGE

RUBRICS FOR WRITING		Outstanding	Meticulous	Substantial	Adequate	Moderate	Elementary	Not achieved
ENGLISH SECOND ADDITIONAL LANGUAGE RUBRIC NSC SECTION A: ESSAY 40 MARKS		<ul style="list-style-type: none"> Language, punctuation thoroughly controlled. Uses appropriate figurative language Choice of words is all appropriate. Style accurately reflects topic through choice of words. Sentences, paragraphs all appropriately constructed conveying meaning clearly. Text largely error-free following proof-reading, editing. Length correct. 	<ul style="list-style-type: none"> Language, punctuation reasonably controlled able to use appropriate figurative language. Choice of words mostly appropriate. Style appropriately reflects topic through choice of words. Sentences, paragraphs all appropriately constructed and meaning is clear. Text error-free to an extent following proof-reading, editing. Length correct. 	<ul style="list-style-type: none"> Language and punctuation mostly correct. Choice of words fairly limited but suited to text. Style reasonably appropriate and suits topic requirements. Sentences, paragraphs reasonably constructed in most cases and meaning is quite clear. Text reasonably error-free following proof-reading, editing. Length correct. 	<ul style="list-style-type: none"> Language somewhat simplistic, punctuation adequate. Choice of words somewhat limited but adequately suited to topic. Style somewhat consistent with topic requirements. Lapses in sentence and paragraph construction but overall meaning is maintained. Text still contains errors following proof-reading, editing. Length correct. 	<ul style="list-style-type: none"> Language limited and punctuation often inaccurately used. Choice of words basic and limited. Style lacking in coherence and not suited to topic. Sentences, paragraphs faulty but overall meaning maintained. Text contains several errors following proof-reading, editing. Length – too long / short 	<ul style="list-style-type: none"> Language and punctuation flawed. Choice of words very limited. Style does not correspond with topic. Sentences, paragraphs lack basic construction for meaning. Text error-ridden despite proof-reading, editing. Length – far too long / short 	<ul style="list-style-type: none"> Language and punctuation seriously flawed. Choice of words muddled and confused Sentences, paragraphs muddled, inconsistent. Style flawed in all aspects. Text error-ridden and confused following proof-reading, editing. Length – far too long / short
CONTENT		Code 7: 80 – 100%	Code 6: 70 – 79%	Code 5: 50 – 69%	Code 4: 40 – 49%	Code 3: 30 – 39%	Code 2: 20 – 29%	Code 1: 00 – 19%
Outstanding	80-100% Code 7	32 - 40	30 - 34	28 - 31	24 - 26	20 - 23		
Content shows impressive understanding of topic. Ideas: Thought provoking, mature. Coherent development of topic, vivid detail. Evidence of critical language awareness. Evidence of planning and/or drafting has produced presentable essay.								
Meticulous	70-79% Code 6	30 - 34	28 - 31	26 - 29	24 - 27			
Content shows thorough interpretation of topic. Ideas: Imaginative, interesting. Logical development of details. Coherent. Some critical language awareness. Evidence of planning and/or drafting has produced a fairly presentable essay.								
Substantial	60-69% Code 5	28 - 31	26 - 29	24 - 27	22 - 26			
Content shows a sound interpretation of topic. Ideas: Interesting, convincing. Few relevant details developed. Limited critical language awareness. Evidence of planning and/or drafting has produced a reasonably presentable essay.								

<p>Adequate</p> <ul style="list-style-type: none"> Content: an adequate interpretation of topic. Ideas: ordinary, lacking depth. Some points, necessary details mentioned. Evidence of planning and/or drafting has produced an acceptably presentable essay for SAL. 	50-59% Code 4	24 - 27	22 - 26	20 - 23	18 - 22	16 - 19	12 - 15
<p>Moderate</p> <ul style="list-style-type: none"> Content: ordinary. Gaps in coherence. Ideas: mostly relevant. Repetitive. Some necessary points evident. Evidence of planning and/or drafting that has produced a moderately presentable essay for SAL. 	40-49% Code 3		20 - 23	18 - 22	16 - 19	14 - 18	
<p>Elementary</p> <ul style="list-style-type: none"> Content not always clear; lacks coherence. Ideas: very few ideas, often repetitive. Sometimes off topic. General line of thought difficult to follow. Inadequate evidence of planning/drafting. Essay not well presented. 	30-39% Code 2			18 - 19	14 - 18	12 - 15	02 - 14
<p>Not Achieved</p> <ul style="list-style-type: none"> Content irrelevant. No coherence. Ideas: off topic, muddled, confused. Non-existent planning/drafting. Poorly presented essay. 	20-29% Code 1				12 - 15	02 - 14	00 - 13

SUBJECT ASSESSMENT GUIDELINES: APPENDICES – JANUARY 2008

	<u>Outstanding</u>	<u>Meritorious</u>	<u>Satisfactory</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
ENGLISH SECOND ADDITIONAL LANGUAGE RUBRIC NSC SECTION B: LONGER TRANSACTIONAL TEXTS 20 MARKS SECTION C: SHORTER TRANSACTIONAL TEXTS / REFERENCE / INFORMATIONAL / VISUAL AND MULTIMEDIA TEXTS 10 X 2 = 20 MARKS	<ul style="list-style-type: none"> Has applied all the necessary rules of format. Text is mostly grammatically accurate and well constructed. Vocabulary is mostly appropriate to purpose, audience and context. Style mostly appropriate. Text mostly error-free following proof-reading and editing. Length correct. 	<ul style="list-style-type: none"> Has applied the necessary rules of format. Text is well constructed and fairly accurate. Vocabulary is fairly appropriate to purpose, audience and context. Style fairly appropriate. Text fairly error-free following proof-reading and editing. Length correct. 	<ul style="list-style-type: none"> Has applied most of the necessary rules of format. Text is well constructed and reasonably accurate. Vocabulary is reasonably appropriate to purpose, audience and context. Style reasonably appropriate. Text reasonably error-free following proof-reading and editing. Length correct. 	<ul style="list-style-type: none"> Has applied an adequate idea of the requirements of format. Text is somewhat adequately constructed. Errors do not impede flow. Vocabulary is somewhat adequate for the purpose, audience and context. Style somewhat appropriate. Text still contains errors following proof-reading and editing. Length correct. 	<ul style="list-style-type: none"> Has a moderate idea of the requirements of format - some critical oversights. Text is basically constructed. Several errors. Vocabulary is very limited and not very suitable for the purpose, audience and context. Lapses in style. Text contains several error following proof-reading and editing. Length - too long / short 	<ul style="list-style-type: none"> Has vaguely applied the necessary rules of format. Text is poorly constructed and very difficult to follow. Vocabulary requires extensive remediation and not suitable for purpose. Style does not correspond with topic. No evidence of proof-reading and editing. Length - far too long / short 	
	Code 7: 80 – 100%	Code 6: 70 – 79%	Code 5: 60 – 69%	Code 4: 50 – 59%	Code 3: 40 – 49%	Code 2: 30 – 39%	Code 1: 00 – 29%
CONTENT	18 – 20	15 – 17	14 – 16	12 – 14	10 – 12		
<u>Outstanding</u>	08 - 10	08	07 - 08	06 - 07	05 - 06		
<ul style="list-style-type: none"> Good knowledge of requirements of the text. Learner maintains focus on topic, no digression. Content and ideas coherent, text has details supporting the topic. Evidence of planning and/or drafting has produced a presentable text. 							
<u>Meritorious</u>	15 – 17	14 – 16	13 – 15	12 – 14			
<ul style="list-style-type: none"> Knowledge of requirements of the text. Learner maintains focus, hardly any digressions. Text is fairly coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a fairly presentable text. 							
<u>Satisfactory</u>	14 – 16	13 – 15	12 – 14	11 – 13	10 – 12		
<ul style="list-style-type: none"> Reasonable knowledge of requirements of the text. Learner maintains focus with minor digressions. Text is reasonably coherent in content and ideas. Evidence of planning and/or drafting has produced a reasonably presentable and very good text. 							
	Code 9: 70-79%	Code 8: 60-69%					

	12 - 14	11 - 13	10 - 12	09 - 11	08 - 10	07 - 09	06 - 08	05 - 07	04 - 06	03 - 05	02 - 04	01 - 03
<p>Advanced</p> <ul style="list-style-type: none"> • Adequate knowledge of requirements of the text. • Writing – learner digresses from topic but does not impede overall meaning. • Text somewhat coherent in content and ideas, has some detail to support the topic. • Evidence of planning and/or drafting has produced an acceptable text for SAL. <p>Code 4: 50-59%</p>		06 - 07	06	05 - 06	05	04 - 05	04 - 05	04	03 - 04	03 - 04	02 - 03	01 - 02
<p>Moderate</p> <ul style="list-style-type: none"> • Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. • Writing – learner digresses, meaning is vague in places. • Text limited in coherence, content and ideas. • Evidence of planning and/or drafting that has produced a moderately presentable text for SAL. <p>Code 3: 40-49%</p>		10 - 12	08 - 11	08 - 10	05	04 - 05	04	03 - 04	03 - 04	02 - 03	01 - 02	00 - 01
<p>Elementary</p> <ul style="list-style-type: none"> • Elementary knowledge of requirements of the text. Response to writing task reveals a very limited focus. • Writing – learner digresses, meaning is obscure in many places. • Text very limited in coherence. • Planning/drafting not evident. <p>Code 2: 30-39%</p>			08 - 10	07 - 09	06 - 08	06 - 08	01 - 07	01 - 07	01 - 07	01 - 07	01 - 07	01 - 07
<p>Not Evaluated</p> <ul style="list-style-type: none"> • No knowledge of requirements of the text. • Writing – learner digresses, meaning is obscure in all aspects. • Text muddled and confused. • Planning/drafting non-existent. Poorly presented text. <p>Code 1: 00-29%</p>				06 - 08	01 - 07	00 - 06	00 - 06	00 - 06	00 - 06	00 - 06	00 - 06	00 - 06

	<u>Balalelayo</u>	<u>Mfaneleko</u>	<u>Enomthlano</u>	<u>Anole</u>	<u>Phakadli</u>	<u>Bubisielaka</u>	<u>Akanhumbazane/babhelele</u> <u>Dhelve</u>
ISIXHOSA ULWIMI LWESIBINI OLONGEZELELWEYO IRUBRIKHI YE-NSC ICANDELO C: IMHILATHANA EMIFUTSHANE/ITEKISI ZEREFERENSI/INGCACISO/ <u>20 AMANQAQU</u>	- Usebenzise yonke imigapo yoyilo/fomathi efunekayo ngokugqibeleleyo. - Itekisi ngokwegramalulwimi ichanekile kwaye yakhiwe ngokugqibeleleyo. - Isigama sisulungekile ngokugqibeleleyo ngokubhekiselele kwihjongo, abafundi nemeko. - Isimbo, imvakalo-zwi nerejista zisulungekile ngokuxhomileyo. - Itekisi ayinazimposiso konke-ikonke kuvavanyo-fundo nohlelo. - Ubude besincoko buchanelekile.	- Usebenzise imigapo yoyilo/fomathi efunekayo ngokucomekayo. - Itekisi ngokwegramalulwimi ichanekile kwaye yakhiwe ngokucomekayo kakuhle. - Isigama sisulungekile ngokubhekiselele kwihjongo, abafundi nemeko. - Isimbo, imvakalo-zwi nerejista zifanelekile ubukhulu becala. - Itekisi engenamakhwimba ngokupheleleyo kuba kwenzwe kuvavanyo-fundo kunye nohlelo. - Ubude besincoko buchanelekile.	- Usebenzise urhizi lwemigapo yoyilo/fomathi efunekayo ngokucomekayo. - Itekisi yakhiwe ngokucomekayo kwaye kulule ukuyifunda. - Isigama sisulungekile ngokubhekiselele kwihjongo, abafundi nemeko. - Isimbo, imvakalo-zwi nerejista zisulungekile. - Itekisi engenamakhwimba kwaphi kuba kwenzwe kuvavanyo-fundo kunye nohlelo. - Ubude besincoko bulungile.	- Usebenzise imilo/fomathi efunekayo ngokufanelekileyo. - Itekisi yakhiwe ngokufanelekileyo ngokwanelisayo. Imposiso aziphezamisani nomsinga womsbenzi. - Isigama sesanelisayo ngokubhekiselele kwihjongo, abafundi nemeko. - Isimbo, imvakalo-zwi nerejista zifanelekile ngokwanelisayo. - Itekisi isochubekela ngeemposiso ezimbalwa noma kwenzwe kuvavanyo-fundo, ukuhlela. - Ubude besincoko bulungile.	- Uneengqongqo aziphatshi malunga neerifuro zemilo/fomathi - kwano-chwenco lwezitposo ezithile. - Itekisi yakhiwe ngokusisikweni. Zininzi zimposiso. Isigama sinqongophele kwaye asulungekanga injongo, abafundi nemeko. - Imposiso kwisimbo, imvakalo-zwi nerejista. - Itekisi isochubekela ngeemposiso ezininzi nangona kwenzwe kuvavanyo-fundo, ukuhlela. - Ubude - bude kakuhlu / bulutshane kakuhlu.	- Usebenzise mifiba imigapo yemilo/fomathi efunekayo. - Itekisi yakhiwe kakubi kwaye liandeleka nzima. - Isigama sifuna ingqwelasele eyodwa enzululweyo kwaye asiyilungelelanga injongo, abafundi kunye nemeko. - Isimbo, imvakalo-zwi nerejista azifanelekanga. - Itekisi idlalekadika zimposiso nangona kwenzwe kuvavanyo-fundo nohlelo. - Ubude - bude kakuhlu / bulutshane kakuhlu.	- Akusebenzisiwanga imifano zemigapo yemilo/fomathi. - Itekisi yakhiwe tenkileyo kwaye ibhutyu-ubutyu. - Isigama sidinga ingqwelasele eyodwa enzululweyo kwaye asiyilungelelanga injongo, abafundi nemeko. - Isimbo, imvakalo-zwi nerejista azingqinelani neshoko. - Itekisi idlalekadika zimposiso kwaye nangona kwenzwe kuvavanyo-fundo nohlelo. - Ubude - bude ngokubaxekileyo / bulutshane ngokubaxekileyo.
<u>ISIQULATHO</u>	<u>Balalelayo</u> Khwid 7: 80 – 100%	<u>Balalelayo</u> Khwid 6: 70 – 80%	<u>Balalelayo</u> Khwid 5: 60 – 70%	<u>Balalelayo</u> Khwid 4: 50 – 60%	<u>Balalelayo</u> Khwid 3: 40 – 49%	<u>Balalelayo</u> Khwid 2: 30 – 39%	<u>Balalelayo</u> Khwid 1: 00 – 29%
- Unolwazi lobungcal malunga neerifuro zetekisi. - Ubhalo oluphethekileyo - urifundi ugcinwa ugqalise/okhwenco olungqongqo, engaphambuki. - Itekisi inamahlwano olugqibeleleyo nomhlo kunye neengcamango, inazo neentokacha ezixhosa isihloko. - Ubungqina bokubeka kwayelokanye uyilo luvulise itekisi engenzimpazamo kwephelela.	<u>Balalelayo</u> Khwid 7: 80-100%		14 – 16				

<p>Mfazekiso</p> <ul style="list-style-type: none"> - Umlwazi olufaneleleyo malunga neemfundo zetekisi. - Ubhalo oluqeqeshelileyo – umfundi ugcina ugqaliselo olungaqoqosho engaphambuki. - Iitekisi inoramathelwano ngokomthamo nengcinga. - Iitekisi ezixhasa ezixhasa isihloko. - Ubungqina bokucaba kwaye/okanye uyilo luvulise iitekisi engenazimpazamo kwaye bukwavelise iitekisi eyakhiwe ngokupheleleyo. 	<p>Khowndi 6: 70-79%</p>	<p>16</p>	<p>14 - 16</p>	<p>14</p>	<p>12 - 14</p>	<p>12 - 14</p>	<p>08 - 10</p>	<p>08</p>	<p>06 - 08</p>
<p>Enerithano</p> <ul style="list-style-type: none"> - Ulwazi olwanelisayo malunga neemfundo zetekisi. - Ubhalo – umfundi uyakwazi ukumlisela ukhwaso olumphambuko olungephi. - Iitekisi inoramathelwano nomxholo kunye neengcamango, inazo neenkukacha ezixhasa isihloko. - Ubungqina bokucaba kwaye/okanye uyilo luvulise iitekisi engenazimpazamo kwaye bukwavelise iitekisi eyakhiwe ngokuncomelayo. 	<p>Khowndi 5: 60-69%</p>	<p>14 - 16</p>	<p>14</p>	<p>12 - 14</p>	<p>12</p>	<p>10 - 12</p>	<p>10</p>	<p>08 - 10</p>	<p>08 - 10</p>
<p>Abale</p> <ul style="list-style-type: none"> - Umlwazi olwanelayo malunga neemfundo zetekisi. - Ubhalo – umfundi umana ukuphuma acaleni kodwa oko akusihlali intsingiselo gabalala. - Iitekisi inoramathelwano olwanelayo nomxholo kunye neengcamango, inazo neenkukacha ezixhasa isihloko. - Ubungqina bokucaba kwaye/okanye uyilo luvulise iitekisi eyanelisayo. 	<p>Khowndi 4: 50-59%</p>	<p>12 - 14</p>	<p>12 - 14</p>	<p>12</p>	<p>10 - 12</p>	<p>10 - 12</p>	<p>10</p>	<p>08 - 10</p>	<p>08 - 10</p>
<p>Phakathi</p> <ul style="list-style-type: none"> - Ulwazi oluphakathi malunga neemfundo zetekisi. Impendulo kubhalo lveza umyino wokhwaso. - Ukubhala – umfundi uyaphuma emxholweni, intsingiselo infiliba kwilindavo ezihle. - Iitekisi inoramathelwano oluphakathi nomxholo kunye neengcamango, inazo neenkukacha ezixhasa isihloko. - Ubungqina bokucaba kwaye/okanye uyilo luvulise iitekisi ephakathi kwaye bukwavelise iitekisi eyakhiwe ngokulindelileyo. 	<p>Khowndi 3: 40-49%</p>	<p>10 - 12</p>	<p>10 - 12</p>	<p>10 - 12</p>	<p>10</p>	<p>08 - 10</p>	<p>08</p>	<p>08</p>	<p>06 - 08</p>