

Every child is a National Asset

FET LANGUAGES PERFORMANCE

3RD GET National Subject Committee Meeting



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



PRESENTATION OUTLINE

- (A) Introduction
- (B) Problem statement
- (C) Presentation of data
- (D) Observations
- (E) Conclusion

BACKGROUND

Action Plan 2019 towards Schooling 2030 states the following goals for the sector:

- **Goal 4:** Increase the number of Grade 12 learners who become eligible for a Bachelors programme at a university.
- **Goal 18:** Ensure that learners cover all the topics and skills areas that they should cover within their current school year.

NATIONAL DEVELOPMENT PLAN

Improving the quality of Basic Education has been articulated in the *National Development Plan (NDP), Vision 2030, Our future – Make it work.*

*“By 2030, South Africans should have access to education and training of the **highest quality**, leading to significantly **improved learning outcomes**. The performance of South African learners in **international standardised tests** should be comparable to the performance of learners from countries at a similar level of development and with similar levels of access.”*



SECTORAL IMPERATIVES

The Big Question?

The Educational Imperative

Learners who can think critically and creatively, use evidence to support their solutions to complex problems, and communicate clearly.
(National Curriculum Statement Grades R -12)



The Assessment Imperative

How do we know that learners are on track to achieving this goal?
(Curriculum and Assessment Policy Statement)

ENVISAGED LEARNER

21st Century Learner



SECTORAL IMPERATIVES

The Big Assessment Challenge?

Are learners merely responding to a test or examination or does the assessment confirm that they possess the skills for a changing world?

PROBLEM STATEMENT

The gold standard to realise Goal 4 is that our learners need to attain 60% (level 5) and above in their subjects, especially their Home Language as it is a “low-lying fruit”.

To what extent is the performance of the Home Languages in the NSC closer to sustainably achieving an increase in the number of Bachelor passes in the Home Languages?

SCOPE AND SIZE

SCOPE OF THE HOME LANGUAGES

TOTAL ENROLMENT: 2019 - 2022	FAILURES	PERCENTAGE
2 663 621	58 555	2,2%

AFRIKAANS

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	10046	5408	1997	153	2255	46647
2020	9671	6028	2462	249	2 367	45638
2021	10062	5422	2183	194	2 258	47337
2022	9688	5093	1722	124	2 613	47648
	4% decline	6,5% decline	27% decline	56% decline	9493	

ENGLISH

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	21413	10 022	3139	305	8 640	108483
2020	23612	10491	3084	311	7 908	116124
2021	25080	11576	3642	411	8 414	122189
2022	27778	13034	3902	435	8 170	127633
	9,7% increase	11% increase	6,7% increase	6% increase	33 132	

NGUNI LANGUAGES

ISINDEBELE

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	1343	1999	520	10	1	4127
2020	1140	1952	793	49	2	4218
2021	1125	2417	1591	184	5	5545
2022	1192	2857	1517	69	8	5875
	7% increase	15% increase	5% decline	173% decline	16	

ISIXHOSA

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	36143	31264	4163	34	223	84734
2020	35979	28 885	3878	30	343	83704
2021	43268	39171	6005	62	360	105490
2022	44711	36366	5841	67	650	110210
	6% increase	8% decline	3% decline	7% increase	1576	

NGUNI LANGUAGES Cont.

ISIZULU

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	62294	36432	4282	34	1189	148231
2020	55607	42574	6977	87	1266	145456
2021	64744	59152	15503	538	1427	184543
2022	56948	66513	21813	803	1186	182798
	14% decline	11% increase	29% increase	33% increase	5068	

SISWATI

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	7870	3510	223	0	166	17255
2020	7795	4068	467	0	92	17069
2021	9282	6967	1157	10	125	21699
2022	7741	8246	2272	46	163	22139
	14% decline	16% increase	49% increase	78% increase	546	

SOTHO HOME LANGUAGES

SEPEDI

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	24114	7438	546	3	1250	69809
2020	26146	9139	594	4	919	64145
2021	31570	11087	817	2	1303	81777
2022	33571	13098	1299	11	1129	85300
	6% increase	15% increase	37% increase	82% increase	4601	

SESOTHO

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	14070	6090	639	7	239	32509
2020	13729	6045	596	4	294	32254
2021	17489	6502	536	4	334	40499
2022	17897	5675	407	1	393	42497
	2% increase	15% decline	32% decline	300% decline	1260	

SETSWANA

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	19784	8551	703	2	213	44687
2020	22770	9035	677	1	260	49898
2021	25580	8074	473	0	284	57102
2022	25173	10027	1052	10	514	61073
	2% decline	19% increase	55% increase	100% increase	1271	

TSHIVENDA & XITSONGA HOME LANGUAGES

TSHIVENDA

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	5161	9958	3450	110	91	19451
2020	4388	7212	3004	100	15	15637
2021	5786	11247	3222	28	25	21423
2022	8488	9743	2252	40	29	23010
	32% increase	15% decline	43% decline	30% increase	160	

XITSONGA

YEAR	60%	70%	80%	90%	FAILURES	ENROLMENT
2019	12589	3577	134	2	339	26698
2020	12465	5499	304	0	216	24342
2021	15750	5729	251	0	418	32193
2022	15006	9084	1004	3	459	34525
	5% decline	37% increase	75% increase	100%	1432	



PERFORMANCE ANALYSIS

60% declines	60% increases	70% increases	70% declines	80% increases	80% declines	90% increases	90% declines
5	6	7	4	6	5	8	3
45%	55%	64%	36%	55%	45%	72%	28%

The analysis below has categorised the languages into three, namely:

- (a) European & Afrikaans, otherwise known as English and Afrikaans Home Languages.
 - (b) Nguni Languages, namely, IsiNdebele, IsiXhosa, IsiZulu and SiSwati Home Languages.
 - (c) Sotho Languages, namely, SePedi, SeSotho, SeTswana, TshiVenda and XiTsonga Home Languages.
-
- The data is drawn from the 2019 to 2022 National Senior Certificate Examination results.
 - The NSC data does not include question-per-question analysis.
 - That data is available from the samples drawn from the item and error analysis raw data.

OBSERVATIONS

- There is a higher number of learners failing Afrikaans HL.
- Attainments in the upper Level 7, namely, 90 -100% are on the decline. What is remarkable is that attainments at this category are comparatively higher than in the African Languages.
- Similarly with English HL attainments, there is no shortage of distinctions, equally, the number of failures is significantly higher compared to the African Languages.

POSSIBLE REASONS

- Learners who sit for Afrikaans HL and English HL are not essentially the mother tongue speakers of these languages.
- They find themselves having to offer these languages because of the language policies of their schools of choice.
- Umalusi standardisation processes: “historical norm” principle

Assessment issues also play a role: For example:

- The English HL Umalusi moderators will not approve a question paper by an examining panel until it “conforms” to their perceived standards which must make a distinction between an “English Home Language speaker “ and a First Additional English Language.
- They have an added layer of “standards” over and above the stipulated policy prescripts. Very often, the cognitive levels are disproportionately skewed towards the higher order.
- In Afrikaans, we have a University Professor who also has his own perception of standards that must apply in an Afrikaans Home Language exam question paper.
- Not all the learners who offer Afrikaans HL are essentially Home Language speakers. They have had few choices due to their parents’ wishes and the institutions’ language policy choices.

POLICY ISSUES IMPACTING ON PERFORMANCE

The Examination Guideline of 2021 stipulates the following concerning Question 5 of Paper 1:

QUESTION 5:

Prose: 10 marks

SASL – signed text

Marks allocated as follows:

- 5 marks on vocabulary development and language use
- 5 Marks on sentence structures and the organisation of texts

POLICY ISSUES IMPACTING ON PERFORMANCE

In order to establish a common understanding and implementation of assessing Question 5 based on prose, it is critical to unpack the concepts espoused in this question, namely:

- (a) Vocabulary development
- (b) Language use
- (c) Sentence Structures
- (d) organisation of texts

According to <https://www.teachingenglish.org.uk/article/analysing-language>, a United Kingdom-based British Council website, each of the concepts is explained below:

(a) Vocabulary development is the process of acquiring new words.

Under exam conditions, acquiring new words is not practical because it is a summative assessment environment requiring the application or demonstration of the vocabulary used.

(b) Language use refers to the **communicative meaning of language**. It can be compared to usage.

- Language USAGE refers to the rules for making language and the structures we use to make it.

(c) Sentence structures are **the way sentences are arranged, grammatically**. The sentence structure of your writing includes where the noun and verb fall within an individual sentence. Sentence structure depends on the language in which one is writing or speaking.

(d) **Text organization** refers to how a text is organized to help readers follow and understand the information presented.

CAPS POLICY STIPULATIONS

Vocabulary development and language use: According to CAPS page 23 – 24; 93

Knowledge of vocabulary items and language use should be introduced to the learners only as they appear in the real text, both prose and poetry, fiction and non-fiction. For example, when working with figures of speech, it is always more important to discuss why such figures have been used rather than merely identifying them. It is always better to set a question like ‘Why has the writer used anti-climax here?’ than to ask ‘What figure of speech is used here?’

LANGUAGE STRUCTURES AND CONVENTIONS

By this phase (FET), learners should be familiar with the basics of grammar: parts of speech (word classes), rules of concord, use of tense, auxiliaries and modals, and sentence structures.

- Closer scrutiny of the Home Language question papers especially the African Languages indicates that full adherence to these stipulations is not fully complied with.
- This question is replete with the specificities of the parts of speech, rules and other complex linguistic nuances that are sufficient to bamboozle even the finest of brains.

CLOSING REMARKS

The following exam question papers remain a challenge to our learners:

Paper 1

Comprises: Comprehension, Summary & Language

Section C of Paper, namely, Language Structures and Conventions remains a challenge year-after-year.

Paper 2 Literature

- Poetry
- Novel/Folklore
- Drama

Responding to literary essays is a challenge:

- (a) large number of candidates have only a cursory understanding of the prescribed texts.
- (b) Candidates tend to offer literal responses and are unable to engage on a figurative level with the texts.
- (c) Some candidates even resort to lifting from the poems and/or extracts in an attempt to respond to the questions.
- (d) A growing number of candidates is unable to engage in a critical discussion of the texts when required to do so.
- (e) There is an inability on the part of many candidates to respond to the questions' instructions, e.g. 'explain', 'comment on' etc.
- (f) There is a challenge to respond to all aspects of the question in cases where the question requires more than one aspect to be addressed. This contributes to the candidates losing essential marks.

2020 Subject Focus Areas: HL, FAL & SAL

Issues identified in Diagnostic/ IM Reports	Remediation
Comprehension: Inability to interpret texts; Inability to answer questions using own words; Inability to infer meaning.	Build a data bank of previous question papers for developing comprehension and distribute
Summary: Failure to follow the given instructions and poor summary writing skills.	Distribute and mediate the HL Revision Guide (Second Chance Matric: Summary) with members of the SC during SCM
Poor knowledge of language structures and conventions, especially with critical language awareness; Poor application of language structures and conventions; Inability to analyse visual literacy.	Distribute and mediate the HL Revision Guide (Second Chance Matric: Language structures and conventions) and self-study guide for CLA (Second Chance Matric) with members of the SC during SCM
Lack knowledge of the content of genres; Inability to interpret, analyse and motivate required aspects of genres in literary essays (HL).	Distribute and mediate the HL Revision Guide (Second Chance Matric: Literature) and concept self-study guide for Literature HL (Second Chance Matric) and concept self-study guide for Literature (HL, FAL, SAL) with members of the SC during SCM

CONCLUSION

- It would appear that the performances of the Home Languages are relatively stable in terms of being in the positive trajectory. This relates to minimum achievements perked at 60% , Level 5.
- Generally speaking, the fact that seven out of the 11 languages have over the past four years shown an increase above the minimum “gold standard” is sufficient cause for optimism that our Home Languages are on a sound footing.

Enkosi
Ngiyabonga
Amesege'nallo'
Zikomo Kwambiri
Siyabonga kakulu
Thank You
Asante sana
Ndatenda
Murakoze
N'itumezi
Masvita
Kea leboha
Zikomo

