

## 2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

### INSTRUCTIONS FOR COMPLETION

1. The report on marking is a comprehensive report that will serve the following three objectives:
  - a) Provide an evaluation of the question paper and marking guideline.
  - b) Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
2. This report must be completed by the **CHIEF MARKER in conjunction with the senior markers.**
3. The report must be completed in detail and single word responses will not be accepted.
4. Where additional space may be required, use a separate page which must be appended to this report.
5. The final report must be approved and signed by the Head of Examinations in the province.
6. The report must be submitted to the responsible WCED official at the marking centre.

SUBJECT	isiXhosa FAL	
PAPER	1	
GRADE	12	DURATION OF PAPER : 2hrs
PROVINCE	Western Cape	
CHIEF MARKER	NAME: Z.P Mhlola CONTACT DETAILS: <a href="mailto:zmhlola@malibuschool.co.za">zmhlola@malibuschool.co.za</a> / 073 9317149 / 021 9094436	

### PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE

#### 2. COMMENTS ON SPECIFIC QUESTIONS. (SEE PART TWO QUESTION 1 AND 2 OF THIS DOCUMENT)

Question 1: Candidates performed very well in this paper  
Question 2: in this question the problem was the questioning whereby the examiners gave a choice to use the paragraphs or point form, candidates use both form when answering the question. This led to the candidates being penalized because the rule says you take the first one you do not mark both and take the highest mark. .  
Question 3: Candidates lack the skills to answer visual literacy.  
Question 4: The question was fair candidates lack the visual literacy knowledge.  
Question 5: This question was about sentence formation, question fairly designed but candidates could not create appropriate sentences.  
Question 6: The question required the application of verbal extension, not the type of the verbal extension. Most candidates performed very badly on questions 6.2, 6.3 and 6.5  
Question 7: Candidates are very bad when it comes to spelling, in this question spelling skill and punctuation is essential.  
Question 8:  
Question 9:

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

Section A

Question 1: In this question candidates performed very well.

Section B

Question 2: Most candidates performed very well and the grid used played a vital role in their performance.

Section C;

This section was a problem for candidates. Candidates misunderstood the questions.

#### 2. Why question was poorly answered:

At school level, candidates need to be exposed to all grammatical issues and how those issues are assessed. Intervention is essential at all the times.

#### 3. Provide suggestion for improvement in relation to the following :

**(i) Learning and teaching**

Teachers need to be trained to mark the summary so that they can train their candidates to write them.

Curriculum advisers need to conduct meetings very early next year and to make sure that all teachers involved with Grade 12 attend those meetings and that the information is received by all.

**(ii) Support**

To support the Grade 12 candidates, the teachers must use the previous year's paper to prepare them for the final exam. That will help them to understand what is needed from them at the end of the year.

**4. Describe any observations relating to responses of candidates: e.g positive, negative, outstanding etc.**

In Section A, candidates performed very well.

On the negative side, candidates performed very poorly in language and grammar usage.

**5. Any other comments useful to teachers, subject advisors**

The summary must be taught, but firstly the teachers must be taught how to mark the summary. That will help them to teach their candidates well.