

2010 CHIEF MARKER PUBLICATION REPORT ON MARKING

INSTRUCTIONS FOR COMPLETION

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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	3	
GRADE	12	DURATION OF PAPER : 2½
PROVINCE	WESTERN CAPE	
CHIEF MARKER	NAME: JUDITH CIKIZWA HUMANA CONTACT DETAILS: 0823893831 / 0214242168	

PART ONE: EVALUATION OF QUESTION PAPER AND MARKING GUIDELINE
1. COMMENTS ON SPECIFIC QUESTIONS.
SECTION A 1.1 This was very important as candidates were expected to write an essay about their culture. However, it was very limited as it focused mostly on African cultures. Candidates who are not African could not fully relate to the pictures. 1.2 This was the most answered question and some candidates did very well in this question. However, some candidates could only mention points rather than substantiating. 1.3 This was not very popular among candidates. The few who chose this question did not do very well as their content was very sketchy and not very focused. 1.4 This was also not so popular but the few who answered this question did fairly well. However, if candidates were given prompts they could have done much better. The candidates were able to relate question 1.4 to other learning areas like social science. 1.5 Just like the 1.2 that dealt with cell phones, many candidates chose this question. Why some perform very well, others failed to focus and relate to the topic. Whereas they were relating to one life experience incident like referring to what happened to a family member. 1.6 Another popular question where candidates did well. This could be because of the fact that they could relate to the topic, given them the opportunity to express themselves better. 1.7 This was a question where candidates failed to focus on the topic. 1.8 This was also very popular as it dealt with the issue of crime which the candidates could easily relate to.
SECTION B 2.1 Candidates could not express themselves and their dialogue was very sketchy. If they were given prompts that could have made it easy for them to write their dialogue. Again it might be the lack of knowledge about rural areas limited their ability to create a meaningful dialogue. If they could give candidates various sketches about rural areas, imfuyo emfutshane, iziko lokubasa, etc. 2.2 Though many candidates chose this question their content was sketchy. For example some focused on themselves and celebrities rather than on the wedding. 2.3 Not many candidates answered this question. Lack of knowledge on structure. 2.4 This was also not a popular question among the candidates.

<p>SECTION C</p> <p>3.1 This question on an advert was written, as candidates were creative and came up with good points.</p> <p>3.2 Candidates answered this question very well and were very creative in content.</p> <p>3.3 Candidates fail to focus on the questions, as the question was very vague in nature.</p>
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<p>SECTION A</p>
<p>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</p> <p>This was the section in which most candidates did well. Some centres performed beyond expectation.</p>
<p>2. Why question was poorly answered:</p> <p>Also, provide specific examples: See part one question 2.</p> <p>Lack of knowledge and understanding.</p>
<p>The following reasons could be deduced for poor performance in the essay question.</p> <p>Some candidates failed to observe the basic structure of an essay, i.e. there was no introduction, no developed paragraphs in the body and no conclusion. Ideas were scattered all over the paper.</p> <p>It was also noticed that some candidates started writing without spending time on planning their essay. This was responsible for their essays having no logical structure, no paragraphs and too many run-on sentences.</p> <p>In addition, some candidates had very limited knowledge of the language and lacked an adequate vocabulary.</p>
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p> <p>Candidates must be taught how to plan an essay before writing. They must be made to understand that planning is very important, as it will give them the opportunity to brainstorm the topic before writing. Planning methods, such as mind maps or outlines, should be taught to candidates in the early grades. Candidates must be taught that a rough draft or a plan must be clearly labelled and deleted.</p>
<p>(ii) Support</p> <p>More practice on essay writing in the form of assignments and in class. Candidates must be taught how to be creative by making them write in class to improve their creative skills. Candidates should be exposed to more reading material to help improve their level of vocabulary.</p>
<p>4. Describe any observations relating to responses of candidates: e.g positive, negative, outstanding etc.</p> <p>Candidates failed to give various reasons why accidents happen. Instead they gave one reason and then went ahead to describe a particular accident.</p> <p>Some candidates wrote the essay very well: their structure, content and vocabulary was good.</p>
<p>SECTION B</p>
<p>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</p> <p>Candidates reasonably well in this question.</p>
<p>2. Why question was poorly answered: Also provide specific examples:</p> <p>See part one question 2.</p> <p>Candidates did not have adequate knowledge of format. Also some candidates performed poorly because their content was very weak and sketchy.</p>
<p>3. Provide suggestion for improvement in relation to the following :</p>
<p>(i) Learning and teaching</p> <p>Candidates must be taught the format of letters and must practise writing.</p>
<p>(ii) Support</p> <p>More practice on letter writing in assignments and in class. Candidates must be taught how to be creative by making them write in class to improve their creative skills. Candidates should be exposed to more reading material to help improve their vocabulary.</p>

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

Some candidates were very creative and their letters were very impressive, both in vocabulary and content.

5. Any other comments useful to teachers, subject advisors

More practice should be given to candidates.

Candidates must be advised to avoid writing very long sentences as these often lead to many spelling and grammatical errors.

Candidates should be taught how to interpret key words and instruction words. For example, they must be taught what it means to discuss, narrate, compare, contrast, etc.

All schools should treat examination skills very seriously as this will make candidates understand the importance of following instructions correctly and also numbering their answers.

CHIEF MARKER: (SIGNATURE) JUDITH CIKIZWA HUMANA.