

## 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**. The report must be completed in detail and single word responses will not be accepted.
3. Where additional space may be required, use a separate page which must be appended to this report.
4. The final report must be approved and signed by the Head of Examinations in the province.
5. The report must be submitted to the responsible WCED official at the marking centre.

<b>SUBJECT</b>	<b>ISIXHOSA</b>	
<b>PAPER</b>	<b>2</b>	
<b>GRADE</b>	<b>12</b>	<b>DURATION OF PAPER : 2</b>
<b>PROVINCE</b>	<b>WESTERN CAPE</b>	
<b>CHIEF MARKER</b>	<b>NAME: KETSE SC. (MR)</b> <b>CONTACT DETAILS: 0724460757</b>	

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

#### 2. COMMENTS ON SPECIFIC QUESTIONS

**Question 1:** poorly answered by the candidates, those that selected the question because of the structural approach of the question. This question was avoided by the candidates. This approach needs to be encouraged at schools. Candidates need to be drilled on the figures of speech like 'isingqisho, uphinda-phindo, ukwakheka kwemiqolo nezitanza'.

**Question 2:** candidates' performers' very well, and this is evident from the results that the candidates obtained.

**Question 3:** candidates' performers' very well and this is evident from the results that the candidates obtained. In as much as the candidates did very well to these questions, educators should take into consideration question with historical background. The examiner was ambiguous in 3.4. A question must be specific to a certain stanza and not be wide/ can also be underlined

**Question 4:** The candidates performed very well in this question

**Question 5:** Few candidates did this question and those who did badly that can be caused of the concept/terms used -Isigama.

**Question 6:** candidates performed very well but no. 6.1 the questioning of the examiner must be specific to a certain stanza and not be wide/ can be underlined.

**Question 7:** nyana wam ! nyana wam! Candidates have done very badly; they narrate the story instead of analyzing the book. Educators need to focus on plotting/setting. They lack a skill of critical thinking when answering the question. Intergration and interpretation should be instilled to the candidates when educators are teaching the plotting and setting.

**Question 8:** The have done very well. Well done to educators.

**Question 9:** Candidates have done very badly. Candidates knew the prescribed book 'Ukhozi Olumaphiko' but needs to focus on the question and not narrate the whole book. Key words in answering essay question need to be taught to the candidates. There should be able to know what is expected of them and what is not required.

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

Question 1 and 5 were poorly answered because of the structural approach of the questions. Candidates need to be drilled in figures of speech like "Isingqisho, uphinda-phindo, ukwakheka kwemiqolo nezitanza." In Question 5, the use of the concept 'isigama' showed that candidates were not used to such concepts.

Contextual questions were answered very well; the questioning was clear. Candidates struggled to answer Question 9 because it was ambiguous.

**2. Why question was poorly answered:** Also provide specific examples: See part one question 2. Question 9 and 14: Candidates did not do well in these questions. Candidates knew the prescribed book 'Ukhozi Olumaphiko', but needed to focus on the question and not narrate the whole story. Methods of answering essay questions need to be taught to the candidates. They need to know what is expected of them.

Question 2: This poem posed many challenges, like gender sensitivity, to female teachers and female candidates. It also favoured the male candidates and, as a result, female candidates were disadvantaged. It raised the matters of teacher inclusivity and gender issues. The NCS promotes inclusivity. How best can this be implemented in class?

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

**(i) Learning and teaching**

Candidates needs to be provided with prescribed textbooks in time and encouraged to read these books before they are analysed in class.

Candidates must be taught critical thinking skills so that they can be in better position to answer the essay questions. In some centres it appears that the candidates were just given poems and were not taught prescribed poetry. They must write tests, make self assessments, and mark their own work under supervision of a teacher.

**(ii) Support**

Parental supervision is required, especially of homework, research and test preparation.

Candidates with disabilities and at risk should be identified and considered at any given time and grade.

Inexperienced teachers need to be given support by the CAs and HODs in order to cope with the challenges of Grade 12. Quarterly workshops are needed to develop teachers.

Cluster meetings should be arranged for sharing information and empowering one another. CAs should invite the authors of prescribed books to share information and answer questions.

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

Contextual questions: 70% of candidates performed outstandingly, especially Question 12.

Essays: 44% were in need of improvement, but candidates did outstandingly well in Question 13.

Poetry: 56% of candidates performed very well in contextual questions 2, 3, and 4. In Question 6, candidates' performance was outstanding.

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

Arrange cluster meetings where teachers can interact with one another, to empower themselves

Assessment in Grades 8-12: Whole-school moderation is highly recommended.

Planning as a grade is highly recommended. Base assessment per grade needs to be done.

Exam preparation sessions need immediate attention and planning from the school management team and CAs.