

## 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.

<b>SUBJECT</b>	<b>ISIXHOSA ULWIMI LWASEKHAYA</b>	
<b>PAPER</b>	<b>3</b>	
<b>GRADE</b>	<b>HOME LANGUAGE (HL)</b>	<b>DURATION OF PAPER : 2½ Hours</b>
<b>PROVINCE</b>	<b>WESTERN CAPE EDUCATION DEPARTMENT</b>	
<b>CHIEF MARKER</b>	<b>NAME: BS NGCAWANA</b> <b>CONTACT DETAILS: 0823628487 / 021 633 6063</b>	

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

<p><b>1. General comment on the performance of candidates. Was the question well answered or poorly answered?</b> Section A: Candidates struggled with long sentences, punctuation and spelling. Very few centres performed well, the highest being 75.</p>
<p><b>2. Why question was poorly answered:</b> No concessions were requested for candidates with special needs, e.g. writing and spelling problems. This was the case for most centres. Most candidates struggled to adhere to the required number of words to be used (340-390) Some topics were misinterpreted e.g. a letter to the principal. The influence of other languages like Zulu and Swati also had an impact.</p>
<p><b>3. Provide suggestion for improvement in relation to the following :</b></p> <p><b>(i) Learning and teaching</b> Page 3 must be assessed informally. Emphasis should be on the following aspects: word order, punctuation, spelling, word division, construction of simple sentences and paragraphing.</p> <p><b>(ii) Support</b> Must be given to all underperforming centers. CAs must visit schools more often and advise teachers on how to teach creative writing. More creative writing tasks to given to candidates.</p>
<p><b>4. Describe any observations relating to responses of candidates: e.g. positive, negative, outstanding etc.</b> Candidates are not serious, their language is too casual, Some wrote shorter passages in English or Zulu, and not a single word in Xhosa.</p> <p><b>5. Any other comments useful to teachers, subject advisors</b> Teachers must play their role and teach creative writing. Curriculum advisers must visit schools regularly to monitor essay writing.</p>
<p><b>CHIEF MARKER: (SIGNATURE) NAME: BS NGCAWANA</b></p>
<p><b>HEAD OF EXAMINATION:</b></p>