

ASSESSMENT & EXAMINATIONS

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ABET L 4 CHIEF MARKER'S REPORT

INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. e report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **chief marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per Learning Area.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)
 - (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
 - (b) Why the question was poorly answered?
 - (c) Provide suggestion for improvement in relation to teaching and learning
 - (d) Describe any other specific observations relating to responses of learners
 - (e) Any other comments useful to teachers, subject advisors, teacher development the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic copy of the report should be emailed to Varkeychan.Joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

LEARNING AREA	ENGLISH		
ABET	LEVEL 4		
DATE OF EXAMINATION:	1-November-2011	DURATION:	3 Hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The general performance of learners is average because most of them did well in the first
three questions especially in Question 2 and most of them struggled to get even 60 % in
Questions 4 and 5.

SECTION 2:

**Comment on candidates' performance in individual questions
(It is expected that a comment will be provided for each question on a separate sheet).**

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was well answered by learners but they should have scored much more better marks because the comprehension was not long and the wording was simple.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Although the question was not poorly answered, proper basic understanding of grammar was the challenge e.g. in 1.8 learners wrote true in all 3 answers because they are guessing. Their general knowledge is a bit low because more than 80% of learners could not answer correctly number 1.6 whereby they were asked to explain why Mapungubwe referred to as Kingdom.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The comprehension is not very long and is written in simple English but learners are lacking basic grammar and educators need to go back to basics of teaching English by teaching grammar e.g. nouns, verbs, spelling, punctuations, construction of sentences etc. Learners should be given more tasks frequently on how to answer comprehensions.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners did not do badly in this question although they should have done even much better. At times they simply lost marks due to poor spelling e.g.in number 2.3 learners are asked to give the opposite of the following words (i) Tolerance (ii) Respect instead of writing Disrespect wrote Desrespect.
(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners lacked basic English Grammar so that is why they lost some marks in this Question. This is due to educators not teaching Grammar properly in their centres, not clearly understanding the unit standards and the quality of English educators. Following examples are in number 2.6, they could not explain the use of the apostrophe as used in line 5.Learners could use conjunction or punctuation marks to join sentences in number 2.9.
(c) Provide suggestions for improvement in relation to Teaching and Learning
English educators need workshops and / or Curriculum development so that they can be able to read analyze and implement unit standards because Grammar is also covered in US but educators are not capable to prepare lesson plans that are complaint to relevant Unit standard in order for them to teach what is actually on the Unit standard.

QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners performed well in this Question and managed to get about 70% of the marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
No serious errors committed by learners in this question
(c) Provide suggestions for improvement in relation to Teaching and Learning
Most learners were well prepared for this question and most educators did their jobs perfectly In preparing learners for this question.

(d) Describe any other specific observations relating to responses of learners

Some learners also mentioned wheel barrows, spades and fork spades in responding to Numbers 3.5. The question in number 3.5 is not clear whether the above mentioned tools can be Credited while the memo is focusing on the building related material. To me the memo seems To be designed for markers and exclude learners.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers need to give learners more exercises on cartoons, adverts analysis of pictures because they are part of Abet level curriculum.

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QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners lost marks in this question unnecessarily. Educators did not properly prepare learners On creative writing especially on essays, that resulted into learners losing marks that they Should have lifted them to get the passing mark.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In most cases is due to poor grammar whereby learners cannot construct proper sentences. Poor spelling and poor punctuation and writing essays with irrelevant topics e.g. when writing about their favorites, some wrote satellite dish and their favorite channels.
(c) Provide suggestions for improvement in relation to Teaching and Learning
English educators need to give learners frequent exercises on creative writing especially essays. Learners need to be taught basic essay writing skills such as, how to come up with a relevant Topic, introduction, body, paragraphs and conclusion. Workshops on essay marking is also Needed for educators.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners did not do well even in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners could not differentiate between a formal and a friendly letter. That demonstrated By addresses, salutation and conclusion. Poor grammar was another sign that learners need Exercises on various kinds of letters.
(c) Provide suggestions for improvement in relation to Teaching and Learning
English educators need to allocate time for letter writing. Workshops for marking this question can develop educators.

(d) Describe any other specific observations relating to responses of learners
Learners will begin the letter as a friendly letter by writing "Dear My mother" but will conclude it by writing "Yours faithfully" as if it is a formal letter.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators that teach English must major with it at tertiary and must be clear about the Subject content so as to improve the standard of the subject.

SIGNATURE OF EXAMINER/MODERATOR: Busakwe S. L


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