



**ASSESSMENT & EXAMINATIONS**

Bundy Park, Schornville, KWT \* Private Bag X 4571, KWT, 5600  
REPUBLIC OF SOUTH AFRICA, Website: [www.ecdoe.gov.za](http://www.ecdoe.gov.za)

## **NSC 2011 CHIEF MARKER'S REPORT**

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| <b>SUBJECT</b> | <b>TECHNOLOGY</b> |
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| <b>PAPER</b> | <b>01</b> |
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| <b>DATE OF EXAMINATION:</b> | <b>17/11/2011</b> | <b>DURATION:</b> | <b>03 HRS</b> |
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### **SECTION 1:**

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

The question paper was fair because learners were able to interact with it and give appropriate responses almost in all questions it was set at an adult level. The general language used was up to the standard of Abet level 4 learners. Learners pre-knowledge, knowledge and book knowledge was blended. All the unit standard Ids and SOs were covered. Most of the learners performed well although others did bad and tried to achieve and answer was expected of them. This means that there is the lot of work needed to be done by the educators of this learning area as the statistics show that some Us Ids and SOs were not touched. The learner performance was average. In question 1 learners scored 70% , question 2 was well answered, they also performed well in this question as a result they scored 80% , in question 3 they performed well to an extent that they managed to score 75%. Question 4 was the most problematic question where most learners lost many marks, few of them tried to get up to 30%. In question 5 their performance was average and they managed to score up to 40%.

### **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).**

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| <b>QUESTION 1</b>   |
| <b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>  |
| Learners performed differently in various types of questions as the questions were not the same.  |
| In Q1 – they performed well as a result most learners scored 70 %. Question 1 was well answered as a result most of the learners scored more marks in this question; they were given answer to choose from. The learner performance in this question was average. |



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| <b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>  |
| Some learners performed badly in this question as a result there are learners that scored 2 and 4 marks in the multiple choice question, the problem that I have noticed is that they were guessing not answered what they are sure of. They became lazy to give themselves time to read and interpret the question as the multiple choice question does have closely related answers. |
| <b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>  |
| Educators should work hard in order to improve the standards of the learners; they must bring more posters for the relevant textbooks and also use previous question papers for developmental work. They must advise their learner to research because you can't know technology if you don't research.  |
| <b>(d) Describe any other specific observations relating to responses of learners</b>  |
| What I have observed is that learner did not know all the Ids as the multiple choice question covers the whole Us and Ids of the unit standard, it tests their knowledge from the first Id to the last.  |
| <b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>  |
| Educators should be the ones that are willing to research in order for them to collect information from different corners and empower themselves with the information contained by the material and use it as part of their learning support material.   |
| <b>QUESTION 2</b>  |
| <b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>   |
| Learners failed to meet the requirements needed by the examiner. They were required to match the columns, some of them became lazy to match and just wrote the letter that doesn't match with the question, but not all of them made that mistake some performed well and scored between 8 and 10 marks showing that the question was fair and clear.                                  |
| <b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>  |
| Those who answered this question poorly were those who did not know the technological terms of technology as the question were based on that. this question needed a lot of attention from the learner and knowledge to join the words together.   |
| <b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>  |
| This needs a lot of attention as these questions always appear in different ways and in various questions. Educators should makes sure that all Us, Ids, SOs and Ac's are covered within a stipulated time to avoid this from happening again. The use of textbooks ,question papers and newspapers should be their daily exercise.  |
| <b>(d) Describe any other specific observations relating to responses of learners</b>  |
| Language issue is a problem that makes learners lose many marks in this question as they were not able to interpret the question because of lack of knowledge and the failure to understand the question because of misinterpretation and also they are lazy to give themselves time to analyse the question and come up with the right answer.  |

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| <b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>   |
| At the centre level the educators should work as a team to coach the learners about the unit standard because the multiple choice question will ask for the whole unit standard.  |
| <b>QUESTION 3</b>   |
| <b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>  |
| The learner performance in this question was average as the question was fair and clear to everybody but to test their level of understanding and knowledge in various contexts. Most learners scored between 9 to 10 marks although there were those who scored between 5 to 6 but they were few.  |
| <b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>   |
| As this question was a multiple choice question, some learners performed bad in this question because it seems like they were not sure of what they were supposed to write and also did not read the statement and analyse it, using their knowledge.   |
| <b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>   |
| Completion of work the first Us Id to the last with their SO's and Ac's in order for the learner to have broad knowledge of the learning area itself. Educators should collect all relevant material used to teaching and doing research.   |
| <b>(d) Describe any other specific observations relating to responses of learners</b>   |
| The learners were not clear of what they were supposed to write, they just guessed. As the question of true or false creates a lot of confusion to the learners as they failed to interpret it. also the language issue is the of the things that make other learners lose marks in this question.  |
| <b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>   |
| Educators must start to teach all Us Ids and their SO's early (as soon as possible ) so that they can be able to finish all of them than to take the first ones and leave the rest, as the question paper will be set from the whole unit standard. Revision is also useful weapon to be taken into consideration by the educators to their learners. |
| <b>QUESTION 4</b>   |
| <b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>  |
| This was the most challenging question in this question paper, all learners performed bad as a result all 30% were able to answer the question.   |

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| <b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>   |
| The whole question of this section was problematic to the learners, In Q4.1 learners were unable to answer correctly and properly as a result they lost many marks, their failure was to meet the examiner's requirements. In Q4.2 on the circuit diagram they were asked to give a Description and an Output, where they supposed to write an Output they just write Description vice versa. In Q4.3 they were asked to give the properties of the material but they wrote the functions instead; that means that they don't understand exactly what is expected of them to write, and again in Q4.4 they were asked to calculate the speed ratio of gears, almost all of them did not get marks on that because did not use the formula were given to them to calculate the ratio. In Q 4.5 they were asked to explain the energy conversion and transfer or transformation. The majority of them did not get any marks, only few who were able to give the correct answers. They failed to understand what the question required. In Q4.6 they were asked to give the functions of mechanism, but they wrote the types of mechanism of which they were not asked about them. |
| <b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>   |
| Learners of this learning area must not only learn in the classroom but must also continue learning outside the classroom. they must know that technology is everywhere in the world, so it is useful to read everything they come across along the way and keep in mind whatever they have read.   |
| <b>(d) Describe any other specific observations relating to responses of learners</b>   |
| The critical thinking skills were not used by the learners in this question and also the learners have language barriers, they did not understand what was expected of them to write. They had difficulties when they were asked to express themselves.   |
| <b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>   |
| Educators must advise their learners to research everywhere they go, and the teacher must use various types of learning methods. The educators must teach technological terms everyday to familiarise the learners with the terms. The educators must create questionnaires and ask them to go and research. Previous papers question papers should be used as part of their revision and to make them know the style of the question paper. This can make a big difference if the educators can take this advice.  |
| <b>QUESTION 5</b>   |
| <b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>  |
| Learners in this question performed very well. The learner performance was average as a result some learners afforded to score between 20 to 25 marks in this question and those who didn't do very well were not below 15 marks and the reason that made them scoreless marks showed that they were not orientated to all the Us Ids, thus they lost marks in smaller and simpler things.  |
| <b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>   |
| Few learners did not perform well in this question just because they failed to interpret the question and also had lack of knowledge, eg. They were asked to give types of bridge in 5 but they wrote their local bridges and the failure in terminology understanding seems to be a problem to them.   |

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| <b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>  |
| It is important for educators to teach using the relevant material and various textbooks. It is advisable that educators should start now collecting all the necessary and useful aids for teaching so that by the starting of teaching and learning all the material is ready for him or her. |
| <b>(d) Describe any other specific observations relating to responses of learners</b>  |
| They are lacking in thinking skills that is why they fail to score total marks as they can be able to so. The language issue in this question is also a problem, because they fail to express themselves even if the question requires that.   |
| <b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>  |
| Teachers should advise their learners to use and show different types of skills e.g. Listening and thinking skills broadly. They must teach them how to use these important skills on a daily basis.   |