



## CHIEF MARKER'S REPORT

<b>SUBJECT:</b>	<b>SESOTHO HOME LANGUAGE P3</b>
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

#### QUESTION 1

The question was fair and appropriate to the standard of the learners. There were a variety of topics that were familiar to their every day lives, but the problem is that learners do not read the instructions for instance: the length of the topic and planning (mind map). This shows that teachers are not emphasizing or teaching them how to write or plan their essays. The language used in the question was clear except for a few words like LOKODISA instead – HO BEHA DINTLHA KA TATELLANO and QAQISA instead – HLAKISA.

#### QUESTION 2

The question was also fair, but learners could not differentiate between a memorandum and an invitation as it says in Sesotho “memo” and CV and obituary. They give an obituary structure of a CV. Teachers are advised to teach learners to differentiate them and give them an appropriate format of the planning (mind map). Learners are writing their transactional pieces without the planning.

#### QUESTION 3

Section C, questions are relevant but there are problems showing that learners where never given the format of some of the topics e.g. DIARY. They answer it in a form of an essay and there were no date showing that the incidents are of the different days (they lack skill of writing a diary). Educators have to give learners the skills of writing shorter pieces. Mind map is also a problem in this question because learners are not starting with it. It makes them to score low marks because there are marks allocated for mind map.

**2. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS**

Section A – educators must teach all types of essays including essays in the form of a picture as to cover all Los and their AS assessment standards e.g. LO2 and LO3. Learners could read, view the picture and write the answers. LO4, they could use language to construct sentences and convey message.

Section B and C- all format or structures should be taught and emphasized to follow when writing e.g. KARETI YA MEMO, CV AND OBITUARY.

Learners should be taught to use pencil when proof reading their essays or pieces not green or red pens because they are used by the markers and moderators.