



CHIEF MARKER'S REPORT

SUBJECT:	Language, literature and communication LCAF-AFRIKAANS
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GRADE:	ABET LEVEL 4	PAPER:	P1
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1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE

QUESTION 1

The case study was very interesting and the topic relevant to the country's current political status. The questions were directly linked to the case study and learners could easily find their answers as they were guided where to get it from the case study. In question 1.8 where they had to explain phrases in their own words, they directly copied from the case study. This was a general problem out of all the scripts marked. Learners cannot express themselves in their own words. Again in 1.11 where they had to complete the missing words, by replacing it with their "own words", they took words directly from the case study. The rest of the questions were directly linked to the case study and learners were guided where to get the answer.

QUESTION 2

Once again the poem was relevant and some of our ABET learners could relate to the happenings in the poem. Educators should focus on "quoting" correctly from the poem. Most learners got question 2.1 wrong because they could not recognize the "vergelyking" ("kruip soos 'n muis"-they left out the word "soos"). They omitted the inverted commas when writing down a quotation and the word "soos" which completed the answer.

QUESTION 3

Most learners could not relate the movie, however they tried their utmost to answer the questions based on the background given. In the last question. They could not use the conjunction in the correct position and they did not know the verb had to move to the end of the sentence. They used "Nash" twice in the sentence instead of replacing the second "Nash" with "he". Most learners scored between 6-9 out of 10 in this question.

QUESTION 4

CREATIVE WRITING – The most popular topic was 4.1 (learners had to write an essay on a positive/negative experience and how it changed their lives). Educators should guide learners in using their imagination when writing an essay. Some learners still don't know that you must start a new sentence with a capital letter and end each sentence with a full stop. In addition, they used long never-ending sentences that did not make sense. Educators should teach learners to be creative and imaginative by using adjectives for example. Learners should be encouraged to read more and watch the news to improve on the creative writing section. Learners vocabulary is very limited and they do not adhere to the maximum amount of words required from them. Most learners answered this question poorly.

QUESTION 5

90% of the learners opted for the CV. These were easy marks for them. A template was given and they had to fill in their own information. Most learners scored between 10-15 out of 20 for this question. A few attempted the dialogue and what a disaster. No inverted commas, or any form of punctuation was used. They did not stick to the topic. It is evident that learners were not taught how to write a dialogue in class. These learners were penalised for format but not for content.

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

Encourage our ABET learners to read,read,read in order for their language usage to improve in general. Do more poetry and creative writing. Encourage learners not to use “mxit” language, give them little spelling exercises regularly. Learners should also be informed to read questions thoroughly before answering and to scan their work after they have written (to correct any unnecessary mistakes). Educators should focus on poetry, language and creative writing to improve the performance at the end of the year.

8. ANY OTHER COMMENTS

This paper caters for first and second language speakers. The question paper was a bit challenging to second language speakers. Recommendation- two separate papers must be set as three first language speakers scored over 80%, the lowest mark was 21%.

Unit standard ID's, specific outcomes and assessment criteria were thoroughly covered in this question paper. There were no unfair questions and the time allocation was sufficient for both first and second language speakers.