



## **CHIEF MARKER'S REPORT**

<b>SUBJECT:</b>	<b>ARTS AND CULTURE</b>
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<b>GRADE:</b>	<b>ABET LEVEL 4</b>	<b>PAPER:</b>	<b>1</b>
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### **1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE**

#### **QUESTION 1**

Consisted of multiple choice questions with a variety of answers to choose from, different possible answers was given in the memorandum, Learners did very well in this section.

All US id's were covered in this section and various components of arts and culture.

#### **QUESTION 2**

Question 2 was very easy; answers were in the case study. Learners did not struggle to answer. They did very well.

The questioning was fair towards the learners.

Learners failed to give the full answer in some questions the only gave in answer instead of two which also caused them to lose marks.

#### **QUESTION 3**

Case study out of which learners could get the answers, mark allocation was fair and the memorandum catered for all possible answers.

#### **QUESTION 4**

Learners did not do very well in this question they struggled to interpret the drawing/picture. If learners read more carefully through the description given in the box they would have done a whole lot better.

#### **QUESTION 5**

Learners over all did well in this question as it was more general knowledge. They had to answer as they experience it in their different communities.

The instructions were clear and mark allocation fair.

## **QUESTION 6**

I noticed that some learners could not understand clearly, but others answered well. It is possible that they were tired of reading the case studies as the question paper mainly consisted of case studies and can be time consuming for the learners as some are slow readers.

## **QUESTION 7**

This question was a bit challenging for the learners. The reading became a problem for the learners they did not read with understanding. That is why they struggled with the question.

## **QUESTION 8**

Questioning was clear and learners did well in this question. The only problem picked up during marking was that learners mixed up the answers as they did not read with understanding or they were tired of reading.

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

Educators should pay careful attention to what is expected in the US and assessment guidelines, do research and make use of textbooks and other resources as to help them prepare learners for the examinations and to help them master the outcomes.  
Motivate learners to also go out and do research on the various aspects of Arts and Culture.

### **8. ANY OTHER COMMENTS**

- Question paper was well set for ABET LEVEL 4 learners.
- Question paper covered all US ID's
- Language usage was fair and not too complicated for learners to understand.
- Time allocation and mark allocation was fair learners could complete question paper in the given time frame.
- Too many case studies were used in the question paper.
- The marking guideline catered for all possible answers.
- I noticed that some candidates did not understand what was happening in question 4 between the bird and the frog. It is possible that visual arts were not covered with the learners.
- There was an even balance of choices learners could choose from question 6, 7 and 8.
- I would recommend that next year fewer case studies be used, as the reading of case studies is time consuming and some of the learners are slow readers. More questions such as match the description in Column A with the statement or word in Column B, add true or false questions, choose a word to complete the statement from the list given below, etc.

