

REPORT FOR PUBLISHING

**CHIEF MARKER'S / MODERATOR'S/ SUBJECT ANALYST’S**

**SUBJECT: \_\_CONSUMER SUDIES\_\_\_\_\_\_\_\_\_PAPER:\_1**\_\_

**INTRODUCTORY COMMENTS (How the paper was received; Papers too long/short/balance)**

* **The paper was well received. The question paper contains all cognitive levels in the correct proportion.**
* **The length of the paper was acceptable for 90% of the learners. About 225 learners in the whole province didn’t manage to complete question 5. Some of the stronger learners could also not finish in time.**
* **The reason could be that there wasn't this year an answer sheet, the short questions have to be answered in the answer script. That also took additional time.**

**SECTION 1**

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

**The standard of the paper**:

* **The question paper contains all cognitive levels in the correct proportion.**
* **There was an acceptable distribution of cognitive levels! The standard was fair and it did had High level questions to accommodate the higher thinking candidates.**
* **The paper appeared easy, whereas it was tricky. The majority of learners still didn’t perform well, possibly because it was the last paper written and the majority of Gr. 12 finished the previous day (They celebrated and didn’t prepare as they should.)**

**URGENT: THE TIMETABLE NEED ATTENTION!! PLEASE!!!!**

**Coverage of the curriculum -**

Did the question paper have all the sections of the curriculum been covered adequately? Is the mark allocation in adherence with the requirements? Explain and substantiate.

* **The paper was balanced.**
* **All the Lo’s were covered.**
* **Both English and Afrikaans learners performed very poorly. They could not interpret questions and apply knowledge to the scenarios.**
* **Language is still a barrier to most learners. It would be of great help if question papers are printed in both Afrikaans and English as some of the second language speakers can refer to the other language and then relate better.**

**General impression of the question paper:**

**(Language and formulation of questions** )

Are the questions clear and unambiguous? Is the language appropriate? Explain and substantiate.

**Some of the questions were confusing. Learners gave recommendations instead of evaluating the outfit.**

* **Picture confused the learners.**
* **The question relating to the picture must be directly underneath the picture**
* **3.3.1 and 3.3.2 was very confusing for some learners.**
* **The memo could have accepted the recommendations just to accommodate the weak learners.**

**2.2 General impression of the memorandum:**

**Accuracy and completeness –** Is the memorandum accurate and complete? Have all alternative answers been included?

Explain and substantiate.

**Not all the alternatives were included. Not all the related words were mentioned. This year the memo was much more complete than previous years.!** Memo discussion must be at least two days at national. Marking of dummy scripts from different centres must take place before memo discussion. This year time and the timetable were an enormous problem for both the learners as well as the markers!

* **E.g. “Brand name loyalty and Personality”**
* **at 3.2.3 could have been added.**
* **Synonyms were added.**
* **3.4.1 confused the markers of what they actually had to mark**
* **What was acceptable and what was not acceptable.**
* **Allocation of marks** – is there clear guidance as to the uniform understanding of the allocation of marks?

Explain and substantiate.

* **Yes.**
* **Marks of the whole question paper was fairly allocated.**
* **Guidelines were clear except for 3.4.1**

**SECTION 1**

**QUESTION 1**

**(A) General comments on the performance of learners in the specific question.**

**(B+C) Reasons why the question was poorly answered and other specific observations relating to responses of learners.**

**(D+E) Suggestions useful to teachers, subject advisors and teacher development, ect.**

**(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 1.1 Multiple choice**

* (Remembering and Understanding)
* Good representation and reasonable questions.
* Q 1.1.3 was confusing as different text books give different amount due to the fluctuation in budget speech each yea
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Poor knowledge

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT.**

* Make use of mind maps to learn work
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 1.2 Matching –items.**

* (Remembering)
* Instructions were clear, options easy if learners learned
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners did not perform very well. They didn’t know their terms.
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT:**
* Learners must learn subject terminology. Highlight terminology in each lesson
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**
* **Question 1.3 Choose from list.**
* (Remembering)
* Questions were fair and clear enough. Maybe examiner could have specified the type of egg box as some types are recyclable and some not.
* Average performance. Most learners did well.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**

They didn't read carefully.

* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS,TEACHER DEVELOPEMENT,ECT**

Learners must be exposed to new trends in sustainable use of materials

* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 1.4 Choose from list.**

(Understanding)

* Questions were fair and very clear.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average.
* Most learners perform well
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Learners must get more practice in application type questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 1.5 Matching –items**

* Questions were fair and easy to
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average
* General knowledge.
* Learners do not know the terminology must just learn their work.
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* English medium learners must be taught in English.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN**
* **QUESTION:**

**Question1.6 Choose from list.**

(Applying)

* Questions were fair and very clear.
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average.
* Most learners did well
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Learners must get more practice in application type questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2**

**Question 2.1**

* (Remembering)
* The question was reasonable
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Good performance
* Most learners did well. The memo was very extended so learners got marks easily.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.2**

* **(**Remembering)
* Question was clear and direct.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average to good
* Most learners did quite well
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.3**

* (Understanding)
* The question was very confusing and tricky.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Poorly answered
* The question was very confusing. Most learners interpreted the response of the body as how body will react and gave the same answers as in question 2, instead of differences.
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Practice application and understanding question types. Teach learners how to answer higher thinking level questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.4.1**

* (Remembering)
* Clear, understandable question.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average to good.
* Most learners did quite well. Understanding problem for Afrikaans medium learners, of what was asked
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Consolidate the difference between cholesterol and high blood cholesterol.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.4.2**

(Understanding)

* Clear, understandable question
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average
* Learners could not apply their knowledge of cholesterol to the question.
* **D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

Let learners exercise this type of question. Teach them to apply knowledge

**(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.4.3**

* (Understanding)
* Clear question
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners did quite well. In some cases they used the South African Dietary Guidelines instead of focusing on high cholesterol.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.5 1**

(Understanding)

* Clear question
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners do not know the content
* **(D+E) SUGGESTIONS USEFUL TO TEATCHERS, SUBJECT ADVISORS AND TEATCHER DEVELOPEMENT,ECT**
* Revise more and consolidate content with learners
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.5.2**

(Remembering)

* Practice and do more evaluation questions and explain action words during teaching.
* Question was clear and examples appropriate
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners had an average performance
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Practice GI values of food with learners, only two textbooks covered this topic
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.5.3**

(Applying)

* Question was clear
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Poorly answered
* Learners still struggle with application of knowledge. They know the food sources but not the functions of the nutrients
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Practice and do more application questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 2.5.4**

(Evaluating)

* Question was clear
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Poorly answered
* Learners still struggle with evaluate questions they do not indicate if suitable or not
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Practice and do more evaluation questions and explain action words during teaching.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3**

**Question 3.1**

(Remembering)

* Question was clear
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average to good
* Learners did quite well
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.2**

**Question 3.2.1**

(Understanding)

* Not so good formulated
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average responses
* Learners understood the question but could not really name 3 facts at each picture
* **(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**
* Practice more application questions. Use more pictures like in question paper.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.2.2**

(Remembering)

* The question was good formulated
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Very good answers
* Most of the learners have it correct
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.2.3**

(Application)

* Question was clear
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average to good.
* Most learners could obtain some marks for this question
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.3.1**

(Remembering)

* Question was fair
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Average
* Some learners do not know their terminology and most of them did not know they had to apply the knowledge to the extract.

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Teachers need to help the learners memorize the terms and make use of scenarios and application all the time.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question3.3.2**

(Applying)

* Good question
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Poor to average
* Learners did not take answer from extract but gave general facts on named fashion cycles

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice case studies and also teach learners to apply their knowledge to this cycle out of extracts.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.4.1**

(Applying)

* Confusing question as header says it must be applied to picture
* Poor to average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners was confused and did not understand how to apply question to picture. Memo does not address question.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.4.2**

(Applying)

* Fair question for higher level learners
* Average
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Only some learners could do the application

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice more application questions in the classroom
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 3.5**

(Evaluating)

* Good question
* Average performance
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners struggle with evaluation questions they do not indicate suitable or not and only name items without saying suitable or not

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Teach learners more on how to answer evaluation questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4**

**Question 4.1.1**

(Remembering)

* Fair question
* Candidates answered well.
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners, did not study

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Repetition and consolidation essential on this module.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.1.2**

(Remembering)

* Fair question
* Average to good
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners, did not study , timetable

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Repetition and consolidation essential on this module.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.1.3**

(Remembering)

* Fair question
* Poorly answered
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Candidates did not interpret the question correctly.

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice application questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.1.4**

(Understanding

* Good question
* Average to good
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners who did not know it, did not study their work.

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Repetition and consolidation essential on this module.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.1.5**

(Remembering)

* Good and very clear question
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners, did not study
* Learners do have the knowledge but could not relate the knowledge to the extract

**(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.2.1**

(Applying)

* Confusing question
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners struggled to get to advantages because some even indicated B was better
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.2.2**

(Applying)

* fair question
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners struggle with calculations

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice more calculations in class. Make use of pamphlets of furniture stores / to demonstrate these type of questions (calculations)
* Let the Maths Literace teacher intergrates these types of question throughout the year. .
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.3**

**(**Understanding)

* Good and very clear question
* Good performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners have it right
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 4.4**

(Analyzing)

* Good and very clear question
* Average to good
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Stronger learners could apply knowledge. Under average learners struggled.

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice more application questions in class.
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.1**

(Remembering)

* Good and fair question
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Lack of knowledge. Learners do not know their terminology

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Do more revision and consolidation
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.2**

(Understanding)

* Good and fair question
* Average performance
* **(B+C)** **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Lack of knowledge.

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Do more revision and consolidation
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.2.1**

(Remembering)

* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.2.2**

(Remembering)

* Question poorly set. Should have stated one type leave only
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners could get marks because memo was wide open Some learners only mentioned the number of types of leave you get
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.2.3**

(Applying)

* Easy question
* Average to good
* **(B+C**) **REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners could do it
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5 3.1**

(Remembering)

* Good and fair question.
* Good performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners answered this question fairly well
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.3.2**

(Understanding)

* Easy question
* Average
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Some learners really struggled with this question, seems they did not read it correctly

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice reading of questions with learners
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.3.3**

* Understanding
* Easy question
* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners could do it
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.4.1**

(Applying)

* Reasonable question and calculations
* Poor to average
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Most learners struggle with calculations

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT,ECT**

* Practice more calculations in class
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION:**

**Question 5.5**

(Analyzing)

* Fair question.
* Poor to average
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**
* Learners answered this question poorly because they didn't practice these types of questions
* **(A) GENERAL COMMENTS ON THE PERFORMANCE OF THE LEARNERS IN QUESTION**

**Question 5.6**

(Analyzing)

* Average performance
* **(B+C) REASONS WHY THE QUESTION WAS POORLY ANSWERED AND OTHER SPECIFIC OBSERVATIONS RELATING TO RESPONSES OF LEARNERS**

Learners did not give a conclusion after they mention the reasons. They only reasons give reasons!

**(D+E) SUGGESTIONS USEFUL TO TEACHERS, SUBJECT ADVISORS AND TEACHER DEVELOPEMENT, ECT**

Teach learners to analyze data**.**

|  |
| --- |
| RECOMMENDATIONS TO TEACHERS ON HOW TO IMPROVE THE RESULTS |
| * Teachers must teach the subject in the language of the instruction. * Teachers should focus on showing the learners how to answer a question. * Teach learners to underline key words to ensure a better understanding of what was asked. * Explain to the learners the meaning of general terms such as “Discuss”, “Explain”, “Compare”, “Assess”. Blooms taxonomy should be explained to the learners. * One word answers cannot be interpreted by markers. Learners should write more information, because explain or discussed was asked. * Learners must not rewrite the questions. * Teachers must make sure that each test and examination must cater for a range of cognitive levels and abilities of learners. The following can be used   to compile test and examination question papers encompassing the different cognitive levels:   * knowledge – 30% * Comprehension - 20% * Application – 30% * Analysis, evaluation and synthesis – 20% * First take the content framework into consideration when planning or preparing a lesson. Then they should select the information in all the textbooks on the specific LO’ s. mentioned in the content framework. Correct subject terms should be used in class e.g. not healthy food- all food types could be healthy. * Memo discussion must be at least two days at national. Marking of dummy scripts from different centres must take place before memo discussion. This year time and the timetable were an enormous problem for both the learners as well as the markers! |

NAME.................................................................

DESIGNATION Chief Marker)

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SIGNATURE DATE