

REPORT FOR PUBLISHING

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

**SUBJECT:** \_\_SESOTHO HOME LANGUAGE\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **PAPER:** \_\_1\_

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

* The question paper was balanced and was well received by all candidates. The length of the paper was appropriate. This is evident from the fact that all of them managed to finish writing.all the five questions.

**SECTION 1**

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

* In general the question paper was not difficult. The standard thereof was appropriate for a grade 12 learner and there were no unfair questions .All the components of a paper 1 were assessed.

**SECTION 2**

**(Comments on candidates’ performance in the five individual sub questions (a) – (e) will be provided below. Comments will be provided for each question on a separate sheet).**

**QUESTION 1**

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

The comprehension test was educative and easy to understand, however, some candidates could not answer 1.12, 1.15, and 1.17 correctly. These are open ended questions and their answers could not be found directly in the passage. Many candidates’ responses were not based on the passage .

In 1.1.3 candidates could not compare the two passages as the question required

They only gave their view of one of the passages, therefore they got that question wrong

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**(b) Reasons why the question was poorly answered. Specific examples, common errors
 and misconceptions are indicated.**

Theres some evidence of candidates not reading the passage before attempting to answer questions

**(c) Suggestions for improvement in relation to teaching and learning.**

* Comprehension tests with open ended questions should be treated regularly in class

Learners should be taught to read the passage 2 or 3 times before answering questio

* Learners should be given more reading exercises

**(d) Other specific observations relating to responses of learners.**

* Other learners did not read the passage before answering questions. This resulted in poor performance in question 1

Some responses were either too short or too long and didn’t correlate with the allocated mark

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Subject advisors should always set continuous assessment tasks with all components of the question paper. Eg. Summary, Cartoon etc.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question.**

 The summary was well answered by many candidates

**(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.**

The mistake made by learners in this question is that they did not summarize the passage given, but they explained their own experiences and gave advises.

**(c) Suggestions for improvement in relation to teaching and learning.**

 More summary exercises should be written and explained.

**(d) Other specific observations relating to responses of learners.**

* Learners don’t usually write standardized question papers during the year.

It is difficult for some of them to understand cartoons and advertisements

**(e) Any other comments useful to teachers, subject advisors, teacher development, etc.**

* Subject advisors should co-ordinate teacher forums and subject meetings for teacher development

In this forums teachers should discuss their learning area problems and compile common assessment tasks.

**SECTION 3**

**(a) GRAPH OF PROVINCIAL PERFORMANCE IN THE PAPER (summary per question)**

In question 1 , 60% of the candidates obtained 22 – 29 marks out of a total of 30

* In question 2 , 48% of the candidates obtained full 10 marks

In question 3, 50% answered correctly and obtained 8-10 marks

Question 4 , 67% obatained 10 marks

In question 5 many didn’t answer the question well .About 36% obtained 4-6 mark :

**(d) DISTRIBUTION OF QUESTIONS IN TERMS OF COGNITIVE LEVELS (TABLE)**

 The distribution of questions in terms of the different cognitive levels was appropriate in the paper ,as there were HIGH ,MEDIUM and LOW ORDER questions

**(e) COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS (TABLE)**

The question paper covered all the required learning outcomes and assessment standards as prescribed by the SAG

Eg. Question 1: many different questions have been asked to test candidates’ comparison, analysis and reasoning skills

M.N.B SENTLE CHIEF MARKER

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 NAME DESIGNATION (Subject Analyst /Moderator or Chief Marker)

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