

**REPORT FOR PUBLISHING**

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

**SUBJECT: SESOTHO HL PAPER: 2**

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

* The paper was balanced, not too long nor too short to candidates according to respective choice of setwork books.

**SECTION 1**

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

* The paper was not difficult nor simple but tricky to learners because of the pattern of question asked.

**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.**

To learners who have studies / taught this question was well answered. But

 there is a considerable number that has performed very bad in this question.

**(b) Reasons why the question was poorly answered. Specific examples, common**

 **errors and misconceptions are indicated**

Poor performance indicates that learners do not know the work at all, or they did not

 study for various reasons.

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

* Teaches to be provided with common resources for terminology and content required in poetry.
* Educators who teaches African Languages not to be reshuffled now and then in Grade 12.

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SUGGESTIONS:

* Educators to be given time to meet and discuss common problems they are encountering before learner even writes the prep - examination.
* Subject Advisory Services should provide educators with regular trainings to educator in order to cope with challenges emerging in the Sesotho HL content.

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

* Sesotho P2 is literature and is all about reading. Here there is an indication of

 learners who do not know books at all.

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

* Grade 12 teacher have to form a working board that will meet from time to time to discuss common problems.
* Subject Advisors be part of those working committees in order to assist educators where they are lacking.

**QUESTION 2**

**SECTION B**

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

This section is a Novel - and in this type of a book, no learner should miss a chapter.

 Most learners have shown a problem of mixing up names of the characters e.g.

 Mme - Mmateboho, Dikeledi, Diseko and others.

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

 **and** **misconceptions are indicated.**

 Poor understanding of questions.

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

* Educator must try to be original in setting question papers. This will assist learners not to dwell in one type of questions.
* Let them refrain from relaying from old question papers - because questions do change from time to time. Even the type of setting is also changing.
* Subject Advisory services must set common standardized tasks in Paper 2 that meet the standard of the Final Examination in Grade 12.

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

* Learners use to take time before coming to what is required by the question.
* Learners as a result, happen to loose marks by not complying with the required

 length of an answer.

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

* Educators must not be shy to ask for assistance.
* Let educators start Mentorships in the area where they teach.
* Let teachers join the Language Organisation and Associations to improve their

quality of development.

**QUESTION 3**

**SECTION C**

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

* Drama long question was answered in a satisfactory way though their response to

 instructions was poor.

* Drama short questions were also the best answered by those learners who have insight of the book.

GENERAL COMMENTS

* In comparison to the past years (2011, 2012) learners have started showing an understanding of the choice of questions in this section.

**(b) GRAPHS TO COMPARE DISTRICT’S PERFORMANCES PER QUESTION**

NB! Is not compatible since Sesotho is only dominant in Dr Kenneth Kaunda district

 here in North West.

**(c) GRAPH TO COMPARE OVERALL PERFOMANCE PER DISTRICT**

COMMENTS ON PERFORMANCE OF DISTRICT

* The District performance is good and promising to have an impact to the provincial

 pass rate.

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

 The distribution in terms of cognitive levels is fine and in line with our Assessment

 standards in NCS.

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

 J. S. NTHOBOLOKO CHIEF MARKER

 NAME DESIGNATION (Subject Analyst/Moderator or Chief Marker)

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 SIGNATURE DATE

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 **REPORT FORMAT**

**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

In general learners performance is average though it seem to be lower than that of 2012. The paper seem to be simple than that of 2012. The reason might be that learners found it too simple to allow them to commit unnecessary mistakes.

**SECTION 2: Comment on candidates’ performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

**QUESTION 1**

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

 question well answered or poorly answered?

* Question 1 was poorly answered. Learners seem not be conversant, with the content required by the question.
* Poetry seem to be a problem to most of the learners.

(b) Why the question poorly answered? Also provide specific examples, indicate common

 errors committed by learners in this question, and any misconceptions.

* Lack of commitment from learners to the language.
* Not able to analyse the poem according to different figures of speech.

(c) Provide suggestions for improvement in relation to Teaching and Learning.

* Let teaching be intensified in our African languages.
* Let teachers with love for African language be given chance and support to teach in schools.

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(d) Describe any other specific observations relating to responses of learners

* Some learners violate rules and instructions given per question in a paper.
* Some don’t know questions at all. They re - write the questions instead of answering them.
* Some does not understand the question at all.

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

* A common resource material for Poetry is essential.
* Mento - Mentee system in language teaching must be established amongst teachers.
* Subject advisors, should organise development programs for African language teaching.
* Workshop be organised for educators who teaches in Grade 11 and 12.

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**1. STANDARD OF THE QUESTION PAPER:**

REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

 Was the paper of an appropriate standard for Grade 12? Substantiate using the

 following headings:

**(a) Compliance to NCS, SAG and Examination guidelines:**

 Yes, the paper was in compliance with the norms and standards and Examination

 guidelines.

**(b) Cognitive skills assessed:**

Was there an appropriate distribution of questions in terms of low, middle and higher

 order cognitive skills? (If No Please attach a weighting grid to show the distribution of

 the cognitive skills assessed)

 Were choice questions assessing similar cognitive skills?

 Question 1 Section A (Poetry) demanded a lot of insight but with 10 marks allocation.

 The level of difficulty of questions was in line with taxonomies used in language

 teaching.

**(c) Difficulty level of question paper:**

 In general do you think the paper was difficult, fair or easy? Please provide examples

 with reasons.

 The pattern / style used in questions 1 and 5 was tricky to learners.

 Were choice questions of equal level of difficulty?

* No, it differs in each setwork books, and the type of question it was e.g. A Short question type or a Long Question with subheadings.

**(d) Coverage of prescribed learning Outcomes and Assessment**

 Does the paper cover the learning outcomes and assessment standards as prescribed

 in the NCS? If you answer is no indicate which learning outcomes or assessment

 standard were not adequately covered?

* All learning Outcomes and Assessment were covered.

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**2. FAIRNESS OF QUESTIONS:**

 Were there any questions that were unfair? List them and substantiate why each one

 was unfair.

* Question 1 was unfair in terms of mark allocation (Too much work, less marks) (Poetry)

**3. LANGUAGE**

 Is the language used appropriate for Grade 12 learners? List questions that were

 linguistically complex and show how these questions can be re-phrased.

* It was appropriate for Grade 12.
* Questions were phrased in such a way it covers learners at their respective provinces.

**4. LENGHTH OF QUESITON PAPER**

 Were candidates able to complete the examination within the allocated time?

* The length was right. Learners who did not study or taught are the ones who spoils the examination.
* The inclusion of all Novels and Drama books one question paper confuses learners.

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**5. USE OF APPROPRIATE TEXTS:**

 Were the texts / contexts used appropriately? Substantiate

* Texts are appropriate. But they need support resources such as Sesotho Poetry

 Terminology Thesaurus.

* The resource must be common in Sesotho Poetry Nationally.

**6. MARKING GUIDELINES**

 Is the mark allocation for all questions appropriate? If no provide examples.

 Does the marking guideline cater for all alternative responses? If No please list all

 correct responses which were not include in the memo (indicate the question number

 and response).

* The use of pre-marking memo discussions is of great essential to accommodate all contributions to improve the quality of our marking guidelines.
* At some stage when the memo is beefed up we happen to realize some flaws in the allocation of marks e.g. Section A question 1 Poetry: Answers provided are far more than 10 marks allocation.
* In general the marking guidelines catered for alternative responses.

**7. RECOMMENDATION**

* Let the Government stop undermining our African Languages.
* Let the Subject Advisors be given 100% support in developing teachers.

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| (a) Raw Marks Accepted |  |
| (b) Adjustment Upwards  | **X** |
| (c) Adjustment Downwards |  |

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