**REPORT FORMAT**

**SECTION 1**

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

* In general, candidates received the question paper well. Most of them performed adequately.
* The paper was of good standard, and well-presented according to Circular E2 of 2012 Amendments to the Examination Guidelines for Official Languages. The cognitive level
* The length was acceptable; therefore time allocation of Two hours enabled the candidates to answer all questions.
* The paper was balanced and highlighted the importance of good standards of teaching by integrating with other subjects.

**SECTION 1**

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

* In general, the candidates performed fairly well.
* The question paper was of good standard. It accommodated a range of cognitive levels and abilities of candidates. i.e outstanding, average and underperforming candidates.
* The content presented the life scenarios and does not rely on previous year question papers.

**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**

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| --- |
| **(a) General comments on the performance of candidates in the specific question.**  |

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 1.1.1

* The question was well answered
* It required giving reasons about information explicitly stated in the text.

SUGGESTIONS:

* Even though the question was well answered, candidates need to be drilled and improve on interpretation skill. This must be integrated in the teaching and learning.

Q. 1.1.2

* It was a well answered question.
* Multiple choice question required candidates to choose the correct answer hence most of them did not encounter problems in answering this question

SUGGESTIONS:

* No problems were encountered in this question; therefore candidates need to be encouraged to uphold good practices.

Q. 1.1.3

* The performance was good.
* Candidates were able to apply their general knowledge.

SUGGESTIONS:

* Teachers should encourage candidates to think out of the box.
* Teachers should use multimedia texts for exposure.
* Teachers should encourage candidates to do a lot of private reading. The skill of reading and presentation should be instilled in them since reading is a point of departure in teaching and learning.

Q. 1.1.4

* The performance was fair.
* Candidates were able to engage with information stated in the text.

SUGGESTIONS:

* Teachers are advised to teach candidates the key words of questions in order to have better understanding of what the question intends to assess.

Q. 1.1.5

* A good attempt in answering the question was made.
* It was an open-ended question and candidates were expected to motivate their answers.

SUGGESTIONS:

* Teachers should encourage candidates to always substantiate their opinion seeking answers.

Q. 1.1.6

* A good attempt was made in answering the question.
* It is an open-ended question that required candidates to express their feelings.

SUGGESTIONS:

* Critical thinking should be encouraged.

Q. 1.1.7

* Candidates’ performance was good.
* Candidates were able to evaluate critically and responded well to the question.

SUGGESTIONS:

* Teachers should encourage candidates to uphold the principles of NCS/CAPS and to refrain from using strong language.

Q. 1.1.8

* The performance was very good in this question.
* It is an open-ended question that required candidates to express their opinions.

SUGGESTIONS:

* Teachers must continue to promote the principle of High knowledge and High skills during teaching and assessment.

Q. 1.2.1

* Performance was on average
* Multiple choice question required candidates to choose the correct answer hence most of them did not encounter problems in answering.

SUGGESTIONS:

* No problems were encountered in this question. Teachers should keep on imparting knowledge concerning values and worthiness of South African constitution.

Q. 1.2.2

* Nearly all candidates answered the question well.

SUGGESTIONS:

* Candidates should be advised to write short headings.

.Q. 1.2.3

* The question was well answered.

SUGGESTIONS:

* Candidates should be taught to answer directly from the text when given visual literacy text.
* Teachers should give more informal work to the candidates based on general knowledge.

Q. 1.2.4

* Well answered as all possible answers were accommodated.

SUGGESTIONS:

* Candidates understood it but should be encouraged to make judgement, think and reason logically.

Q. 1.2.5

* Candidates excelled in answering the question.
* They were able to interpret the picture.

SUGGESTIONS:

* Candidates should be advised to give facts not myths.
* Teachers should continue to give more informal assessment on non-verbal texts.

Q. 1.2.6

* The question was fairly answered as it posed a challenge to candidates.
* Candidates were required to give differences between a text and picture.

SUGGESTIONS:

* Critical language awareness must be emphasised.
* Teachers must be capacitated on visual literacy texts.
* Candidates should be encouraged to always substantiate and motivate their personal responses.

Q. 1.2.7

* Good performance of candidates on this question.
* They were able to respond by giving reasons.

SUGGESTIONS:

* Teachers must continue drilling candidates to give complete sentences in their answers.

Q. 1.2.8

* Candidates’ performance was good.

SUGGESTIONS:

* Candidates should uphold the good performance.

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| --- |
|  **(d) Other specific observations relating to responses of candidates.**  |

* The general performance of candidates in this question was good. The majority could have obtained total if they did not rush through the questions.

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

* Teachers, HOD’s and subject advisors should emphasize the skill of reading and viewing in particular interpretation of visual literacy.
* Teachers are encouraged to expose candidates to various types of questions using Bloom’s/Barrett’s taxonomies when setting tasks.
* Spelling activities also need to be given in informal assessment.
* The new Setswana terminology book by PANSALB needs to be availed to teachers and subject advisors by the Department of Education. This will enable all stakeholders to familiarize themselves with the current changes in the Setswana Language.

**SECTION B**

**QUESTION 2**

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| --- |
| **(a) General comment on the performance of candidates in the specific question.**  |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 2.

* Performance dropped as compared to 2012.
* Candidates did follow instruction well. They were unable to synthesise, reorganise and arrange the passage as instructed.
* The instruction was clearly stated.

SUGGESTIONS:

* Candidates need to be encouraged to adhere to the passage and not to digress.
* Candidates must write complete sentences and summarizing the main points/ideas/pros/cons etc.
* Teachers must be capacitated on summary writing skills so as to cascade them to candidates.
* Candidates must be assessed frequently on guided summary writing tasks to be able to synthesize or organise information explicitly.

|  |
| --- |
|  **(d) Other specific observations relating to responses of candidates.**  |

* Candidates are still struggling with language structures and therefore re-writing/plagiarisms were practiced by some of them.
* Summary writing is still a challenge to majority of candidates.

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

* Teachers should assess candidates in summary guided by Circular E2 of 2012 Amendments to the Examination Guidelines for Official Languages in their respective schools across all grades.
* Emphasis at schools should be on the summary writing skills and criteria / marking guideline should be availed to the candidates to improve the skill.

**SECTION C**

**QUESTION 3**

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| --- |
| **(a) General comment on the performance of candidates in the specific question.**  |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 3.1

* The performance was excellent.
* Candidates could recognise what was advertised.
* They could extract information from the advertisement.

SUGGESTIONS:

* Teachers should keep on giving candidates more activities.

Q. 3.2

* Performance was good
* Candidates were able to substantiate with relevant reason.

SUGGESTIONS:

* Visual literacy skills and interpretation should be emphasised by teachers/subject Advisors.

Q. 3.3

* The performance was outstanding.
* Candidates could recognise what was advertised.
* They could extract information from the advertisement.

SUGGESTIONS:

* Teachers should uphold the good standard of teaching and learning.

Q. 3.4

* The question was poorly answered.
* Candidates did not adhere to the instruction by giving answers not depicted from the advertisement.

SUGGESTIONS:

* Teachers should emphasise the interpretation of the visual text by giving more exercises on High Order questions.

Q. 3.5

* The question was fairly answered by the majority of candidates.

SUGGESTIONS:

* Candidates should be taught how to read and view the text for understanding and to interpret it critically.
* They should be taught how to analyse a picture and be able to link interpreted information.

Q. 3.6

* Average performance.
* There is improvement in answering questions on emotive language.

SUGGESTIONS:

* Teachers should emphasise a YES / NO, FACT / OPINION etc questions to candidates.
* Candidates should be taught to motivate their answers.

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| --- |
|  **(d) Other specific observations relating to responses of candidates.**  |

* Candidates could interpret the advertisement but however they committed a lot of spelling errors’.
* Use of different dialects contributed to the performance.

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

* Emphasis should be on editing and adherence to instructions throughout the year to improve the standard of answering questions.

**QUESTION 4**

|  |
| --- |
| **(a) General comment on the performance of candidates in the specific question.**  |

|  |
| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 4.1

* It was a well answered question.
* Multiple choice questions required candidates to choose the correct answer hence most of them did not encounter problems in answering this question.

SUGGESTIONS:

* Teachers should uphold the good standard of teaching and learning

Q. 4.2

* Candidates managed to attempt answering this question.

SUGGESTIONS:

* Candidates should be drilled on a variety of multimedia texts during informal and formal assessment.

Q. 4.3

* Candidates’ performance on this question was average.
* Most candidates were unable to analyse the cartoon by giving relevant reason

SUGGESTIONS:

* Teachers must expose candidates to multimedia texts.
* Teachers should emphasise Critical Language Awareness.

Q. 4.4

* The question was poorly answered.
* If Language awareness not a challenge to candidates; they could have managed to answer the question on “bias”.

SUGGESTIONS:

* Teachers require giving candidates more written and oral activities on Critical Language Awareness focusing on bias, denotation, connotation, stereotyping, font types etc.

Q. 4.5

* Candidates’ performance was average.
* Based on the graph, it is evident that the “open - ended” question was a challenge to candidates.

SUGGESTIONS:

* For each reality, credibility, fact/opinion, candidates must be taught to motivate the answer.

Q. 4.6

* The question was by candidates.
* Most candidates’ responses did not link to the emotion given in the text.

SUGGESTIONS:

* Candidates should read Instructions well with understanding to get interpretation and message of the cartoon.

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

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* Some candidates were not exposed psychological and aesthetic impact of the text during the course of the year.
* Critical Language Awareness is a challenge.

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

* Critical Language Awareness should be part of the intergral part of teaching and learning.
* Teachers should use visual, audio-visual, oral, written and multimedia texts and other relevant different resources in learning and teaching languages (Setswana) across all grades. Texts should be used as the starting point in all language teaching.
* Intensive workshops should be conducted by subject advisors to capacitate teachers on visual literacy.

**QUESTION 5**

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| --- |
| **(a) General comment on the performance of candidates in the specific question.**  |

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| --- |
| **(b) Reasons why the question was poorly answered. Specific examples, common errors  and misconceptions are indicated.****(c) Suggestions for improvement in relation to teaching and learning.** |

Q. 5.1

* The performance was very poor.
* Candidates could not edit the sentence given.

SUGGESTIONS:

* Editing should be emphasised in informal and formal activities.

Q. 5.2.

* Performance on language structure and usage was well attempted by candidates.

SUGGESTIONS:

* Teachers must emphasise teaching parts of speech in use and not as separate entities.

Q. 5.3

* Performance on language structure and usage was average.
* Some candidates were able to use the pronoun as required.

SUGGESTIONS:

* Teachers must emphasise teaching parts of speech across all language components.

Q. 5.4

* Candidates performed fairly.
* Candidates were supposed to change simple present tense to perfect tense.

SUGGESTIONS:

Teachers must emphasise tenses.

Q. 5.5

* Performance was poor.

SUGGESTIONS:

* Teachers must emphasise teaching parts of speech across all language components and not only when teaching ‘language structure, usage and conventions’.

Q. 5.6

* Candidates performed poorly in this question.
* The figurative language still poses a serious challenge to candidates e.g. proverbs

SUGGESTIONS:

* Teachers should continue to emphasise the proverbs and must form part of all form of assessments, e.g. orals, creative writing, literature, etc.
* Teachers should continue to emphasise teaching and learning idiomatic expressions and must form part of any form of assessment e.g. orals, creative writing, literature, etc.

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| --- |
|  **(d) Other specific observations relating to responses of candidates.**  |

* Generally candidates attempted the question poorly. Based on the graph given, parts of speech are not emphasised/not taught at schools.
* The answers given in 5.1, 5.3 -5.6 are not convincing that candidates took pains to study the language structures.

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

* Teachers should vary the methods, strategies and techniques of teaching language (Critical Language Awareness) and general knowledge in communicative approach and text-based.
* “**Melao le melawana ya go kwala puo ya Setswana**” must be strictly taught and monitored during teaching and learning. This exercise will empower candidates to use and write Setswana efficiently.

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| **REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE**  |

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| **1.** **STANDARD OF THE QUESTION PAPER** **Was the paper of an appropriate standard for Grade 12?Substantiate, using the following  headings:** |

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| 1. **Compliance to NCS, SAG and Examination guidelines.**
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* The question paper fully complies in all respect to NCS policies: The paper adheres to Circular E 2 of 2012 Amendments to the Examination Guidelines for Official Languages as a supporting policies document used in conjunction with the Examination Guidelines of 2009. Comprehension, summary and language (advertisement, cartoon and prose), covered a wide range of texts at different cognitive levels as stipulated in format requirements for Home Language paper.

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| 1. **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?  |

* The weighting and spread of content of LO and AS is appropriate. There was a balance in the distribution of the cognitive levels in terms of the low, middle and high order of questions.

**SETSWANA PAPER 1 2013 GRID ANALYSIS AND COVERAGE OF LEARNING OUTCOMES AND ASSESSMENT STANDARDS**

**BARRET’S TAXONOMY: SECTION A & B**

**COMPREHENSION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q.1.1 | **Literal** | **Reorganization** | **Inference** | **Evaluation** | **Appreciation** | **LO 2AND and Ass** | **LO 4 AND Ass** | **TOTAL PER QUESTION** | Q.1.2 | **Literal** | **Reorganization** | **Inference** | **Evaluation** | **Appreciation** | **LO 2 and Ass** | **LO 4 and Ass** | **TOTAL PER QUESTION** |
| **1.1.1** | 3 |   |   |   |   | 1 |   | 3 | **1.2.1** | 1 |   |   |   |   | 3 |   | 1 |
| **1.1.2** | 1  |  |   |   |   | 2 |   | 1 | **1.2.2** |  |   |  1 |   |   | 3 |   | 1 |
| **1.1.3** | 1 |   |   |   |   | 1 |   | 1 | **1.2.3** |   |  |  3 |   |   | 3 |   | 3 |
| **1.1.4** |  |   |  2 |   |   | 1 |   | 2 | **1.2.4** |   |  |  2 |   |   | 3 |   | 2 |
| **1.1.5** |   |   | 2 |   |   |   | 2 | 2 | **1.2.5** |   |   | 2 |   |   |   | 1 | 2 |
| **1.1.6** |   |   |  | 2  |   |   | 1 | 2 | **1.2.6** |   |   | 2 |  |   |   | 2 | 2 |
| **1.1.7** |   |   |  | 2  |   |   | 2 | 2 | **1.2.7** |   |   |   | 2 |   |   | 2 | 2 |
| **1.1.8** |   |   |   | 2 |   |   | 3 | 2 | **1.2.8** |   |   |   | 2 |   |   | 2 | 2 |
| **TOTAL: 30** | **5** |  | **4** | **6** |   |   |   | **15** |   | **1** |  | **10** | **4** |   |   |   | **15** |

**SUMMARY**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Q.2 | **2** | **2** | **4** |  | **2** |   |   | **10** |   |   |   |   |   |   |   |   |   |

**BLOOM’S TAXONOMY: SECTION C**

**LANGUAGE**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|   | **Knowledge** | **Comprehension** | **Application** | **Analysis** | **Synthesis** | **Evaluation** | **LO2 AND Ass** | **LO 4 AND Ass** | **TOTAL** |
| **3.1** | 1 |   |   |   |   |   | 1 |   | 1 |
| **3.2** | 1 |   |   |   |   |   | 1 |   | 1 |
| **3.3** |  2 |  |   |   |   |   | 2 |   | 2 |
| **3.4** |   |  2 |   |  |   |   |   | 1 | 2 |
| **3.5** |   |   |  |   |   | 2  |   | 2 | 2 |
| **3.6** |   |   |   |   |  | 2  |   | 2 | 2 |
| **Total** |   |  | **10** |
| **4.1** | 1 |   |   |   |   |   | 3 |   | 1 |
| **4.2** |  | 1  |   |   |   |   | 3 |   | 1 |
| **4.3** |   | 2 |   |   |   |   | 2 |   | 2 |
| **4.4** |   |   |   | 2 |   |   |   | 2 | 2 |
| **4.5** |   |   |  |  2 |   |   |   | 2 | 2 |
| **4.6** |   |   |   |   |   | 2 |   | 3 | 2 |
| **Total** |  | **10** |
|  |
| **5.1** | 1 |   |   |   |   |   | 1 |   | 1 |
| **5.2** |   | 1 |   |   |   |   | 3 |   | 1 |
| **5.3** |   |   |  2 |   |  |   |   | 1 | 2 |
| **5.4** |   |   |  2 |  |   |   |   | 2 | 2 |
| **5.5** |   |   |  2  |   |  |   |   | 3 | 2 |
| **5.6** |   |  2 |   |   |   |  |   | 3 | 2 |
|  |  | **10** |
| **TOTAL/SEC** | **6** | **8** | **6** | **4** |  | **6** |   |   | **30** |

**DISTRIBUTION OF COGNITIVE LEVELS OF QUESTIONS IN TERMS OF LOW, MIDDLE, AND HIGH ORDER**

**COGNITIVE LEVELS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **LOW Order**  | Req. mark | **MID. Order** | Req. mark | **HIGH Order** | Req. mark |
| **Norm** | **40%** |  | **40%** |  | **20%** |  |
| **2013** | 34.3% |  | 40% |  | 25.7% |   |
| **Total per Sec.** |  |
| **SEC A** | 6 | **12** | 14 | **12** | 10 | **6** |
| **SEC B** | 4 | **4** | 4 | **4** | 2 | **2** |
| **SEC C** | 14 | **12** | 10 | **12** | 6 | **6** |
|  | 24 |  | 28 | **28** | 18 |  |
| **NORM**  | 23 | **28** | 23 |  **28** | 24 | **14** |

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| 1. **RECOMMENDATION.**
* Candidates did not perform well in Q.2, 3.4; 4.3; 4.4; 4.6; 5.1; 5.2., 5.5; 5.6.
* In summary, there must be a correlation between the question and the marking guideline. The type of text chosen for the summary should afford candidates the opportunity to demonstrate ability to identify the main points/arguments from the examples which illustrate them.
* Emphasis should be on the teaching skills of analysing and interpretation of visual literacy texts, language usage during learning and teaching to improve candidates’ skill in answering these questions.
* Examination Guideline, Taxonomies i.e cognitive levels (40% low, 40% middle and 20% high order) of questions should be used to assess all tasks by teachers. This will expose candidates to questions of all cognitive levels on a continuous basis.
* Content training: Visual Literacy, language structures and conventions, critical language awareness and techniques/methodologies of language training is needed to bridge the content gap.
* Collaborative teaching as part of teacher development is encouraged across FET schools to share the good practices.
* In- school monitoring and moderation should be intensified in order to ensure standardised form of marking at school level to benefit the candidates.
 |