

GENERAL COMMENTS

Comments on the interpretation of the assessment criteria

It is noticed that there is a general improvement in the overall conduct, approaches and performance of examiners and candidates in this paper. Most examiners master the interpretation of the assessment criteria. The questions asked and the marks awarded are a clear testimony of this aspect. Only a few examiners are showing leniency for weaker candidates and strict with stronger candidates, which are outline in centre specific reports. It is very important to apply the assessment criteria correctly to avoid broad differences during the moderation as this might raise red flags and doubt the awarding of marks by examiners. Highlight the most important aspects for every band and familiarise yourself with the content of all the band requirements; it would also be good if candidates are given the assessment and marking grids.

Other relevant comments

Examiners are advised to observe the preparation stages of the report as outlined in the School-Based Assessment Guidelines (Discussion + Selection + Draft + Final). Please encourage the candidates to select a variation of topics from the same centre, rather candidates choosing one or two same topics. Examiners are advised to discourage themes related to death in their research. Many candidates did not attain the required number of words (700-1000) some reports are very short and thus disadvantaged the candidates. The guidelines provide a proper outline for the structure of the report; please let the candidates make use of it, instead of submitting an essay type report. During the discussion stage inform the candidates to choose a topic which they are comfortable with and of which they could gather relevant and sufficient data with relevant resources at their disposal. The purpose of this exercise is to explore and expand the knowledge of local or native traditional and societal customs and contemporary issues. Therefore examiners are advised to inform candidates to take a topic within our local set-ups. Tān toxoba !āi-xoa-aona ūbe !auga !hūgu !naetin tsī llaxasina llhūi re.

The inclusion of liquid substances could cause damage to the whole scripts, please device other mechanisms when this is to be included as evidence. Even though language usage is not marked, please encourage the candidates to use correct semantics; spelling, diction and syntax to add value to the reports. Candidates should submit evidence of activities of which they were also part in the form of images or audio visuals to validate the report as this would be benevolent to the candidate for crediting marks.

When typing the report in Khoekhoegowab ensure to use the correct font, as random fonts display and misplace letters. Typing in any other font compromises the standard of orthography as the clicks, nasalised monographs; diphthongs and length marked vowels are not properly marked. For the click sounds the use of (#, /, //,) are not of the acceptable standard. This is official examination material and should be treated as such to add value to the language we study. The 6th component of the research topics should read (Māi-ai!ās hō+uin dis) **not** (Māi-ai!ās di hō+uin). It would look more authentic if all comments are tendered in Khoekhoegowab making the comparisons drawn during the moderation more effective. Examiners should please ensure the candidates submit quality work, especially the papers on which the coursework is done. Some candidates submit folios torn out, untidily from exercise books and the margins not even neatly trimmed. (Tā da !khaera sīsenna !āixoa-aona xu ūloa re luni mā#gās !aroma.)