



Province of the  
**EASTERN CAPE**  
 EDUCATION

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## CHIEF MARKER'S REPORT

### INSTRUCTIONS

1. The Chief Markers are required to complete this report during the marking session. The aim of the report is to provide a feed back and to help subject advisors and educators to improve teaching and learning.
2. The report should be informed by discussions between the **Chief Marker, moderator, senior markers and markers** of the particular subject. **NB: There should be one report per subject per paper.**
3. The report must be detailed, informative and indicate question by question performance of the candidates and mark distribution of centres.
4. Reference may be made to the topics identified below as well as any aspect the Examiner wishes to bring to the attention of the subject advisors and educators.
5. **The report must be submitted in hard copy and an electronic version to the centre manager at the marking centre.**
6. All markers reports must be handed in with the hard copy.
7. The electronic report should be emailed to varkchan.joseph@edu.ecprov.gov.za
6. The centre managers then forward the reports to the Directorate of Assessment and Examination (Att: Mr. V A Joseph) in King William's Town.

<b>SUBJECT:</b>	<b>MECHANICAL TECHNOLOGY</b>
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<b>GRADE:</b>	<b>12</b>	<b>PAPER:</b>	<b>1</b>
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<b>DATE OF EXAMINATION:</b>	<b>29 / 10 / 2009</b>	<b>DURATION:</b>	<b>3 hours</b>
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### 1. ANALYSIS OF QUESTION BY QUESTION PERFORMANCE OF THE CANDIDATES

Give a detailed account of how the candidates performed in each question. In doing this, the following steps should be followed:

- 1.1 The aim/objective for setting the question (what skills, knowledge, values and attitudes were being tested by asking the question)
- 1.2 Relevance or relation of the question to the Los and Ass.  
How did the candidates perform in the question?
- 1.3 Where did candidates lack expertise or fail in giving an appropriate answer to score high marks in the question?

## **QUESTION 1**

### **L.O.3 A.S.1- 9 (Multiple choice questions)**

- Most of the learners relied on guessing which resulted in poor marks.
- This section was poorly answered by majority of the learners.
- Q. 1.7,1.16, 1.17 1.18 examiner to add in brackets (Ref: to formulae sheet) this will guide the learners in answering the calculation questions.

## **QUESTION 2**

### **L.O. 3 / A.S. 6 &8 (Forces, Systems & Control)**

- Generally most learners scored marks in this question.
- However Q.2.2.1 & 2.5 was a challenge to some learners due to the fact that in previous question papers the examiner gives the diameter, learners fail to answer this question.
- Q. 2.5 confused the learners when stating “ double – start thread” instead of a “two – start thread”
- Further more in most of the text books learners are subjected to a three – start thread and not a two – start thread.

## **QUESTION 3.**

### **L.O. 3 / A.S. 2 (Tools & Equipment)**

Most of the learners find it difficult in answering this question

- Learners were unable to define the term Hook’s law and this leads to .....
- Q. 3.2.2 Stress & strain diagram most learners could not answer, but instead labelled the sketch.
- This is an indication that learners no very little about stress & strain.
- Q.3.5 could have assisted the learners if the abbreviation was added (MIG / MAG), the illustrated picture seems deceiving to the learners.

## **QUESTION 4**

### **L.O.3 / A.S.3 (Materials)**

- This question was poorly answered.
- Learners cannot differentiate between properties and uses of material.
- .Q.4.7 abbreviation PVC learners could not answer.

## **QUESTION 5**

### **L.O.3 / A.S.1,4,& 5 (Safety, Terminology & Joining Methods)**

- Most learners answered this question satisfactory
- However problem surface with the practical knowledge on indexing (most learners were disadvantaged due to a lack or no equipment) for them to gain the knowledge.
- Q 5.4 / 5.4 learners show very little interest in answering these questions, not taught or do not understand how to determine.
- Q.5.4 - 5.6.6 and 5.8 covers mostly the (Nated 550) Fitting & Turning terminology.
- Very little of Joining Methods was added compare to the previous question papers.

## **QUESTION 6**

### **L.O.3 / A.S. 7 & 9 (Maintenance and Turbines)**

- Learners approach to this section was fair.
- Most learners could not define Viscosity and Pour point.
- Q. 6.8./ 6.9 were not answered by most learners, either not taught / inadequately informed text books.

## **7. ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS.**

1. Expose learners to special equipments and tools by taking them out for field  
Visits to observe and physically see those equipments like the MIG are used if possible.  
Learners' will understand better when the theory applied goes along with the relevant tools and equipments.
2. Educators should make time for revision using past question papers and  
To ensure that learners reach their expected level.
3. Teach learners to make use of given information sheets like formulae.

## **8. ANY OTHER COMMENTS**

- So far educators have done fairly well with learners in terms of calculations  
In learning outcome 3: Assessment Standard 6 and 8. This is great but new strategies like intensive revision to improve LO 3: Assessment Standard 2,  
LO 3: Assessment 3 and LO3 Assessment Standard 7 and 9 must be considered.

**SIGNATURE OF EXAMINER/MODERATOR:** \_\_\_\_\_



**SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING**  
*Quest for Excellence through high powered performance*