



2017 TERM 2 TRAINING WORKSHOP
EFAL



GRADES 8-9



education

Department:

Education

PROVINCE OF KWAZULU-NATAL

Just-in-Time Training Workshop Term 2 (2017)

Information for Workshop Facilitators

**Grades 8 / 9
English First Additional Language**

Endorsed by:



Jika iMfundo
what I do matters



EFAL Grades 8 and 9

JIT 2 of 2017

Information for Workshop Facilitators

Responses to Questions

Activity 3 - 3.1

1. Examples of responses to introductory questions

1.1 'Easiest' question : (i) ;

1.2 'Most difficult': (vii);

1.3 Greatest range/variation: (iii);
and R Xuma.

1.4 Learners most in need of teacher support: G Sithole

3.2 (a) Learners are likely to do well for these reasons:

- (i) They have been well taught, have understood the new knowledge and learned new skills. They have had opportunities to practise using this new knowledge and skills and to receive feedback on what they have practised (e.g. learning about figurative language, writing answers to questions about a poet's use of figurative language and receiving feedback from their teacher on the strengths and weaknesses in their answers).
- (ii) Texts on which teachers / examiners have asked comprehension, summary, language or literature questions have been chosen at an appropriate level of difficulty for the grade.
- (iii) Questions or other tasks have been clearly set (i.e. the language level and sentence structure is appropriate for the grade and the questions are not ambiguous).
- (iv) The test, examination paper or other kinds of task could be completed in the time allocated (i.e. there was sufficient time for learners to answer all questions or complete all parts of the learning task.)
- (v) Assessment criteria / rubrics/ memoranda were well designed and 'matched' the questions / learning tasks so that teachers could mark fairly and accurately.
- (vi) Learners are used to answering questions of the kind set for the test, examination or task.
- (vii) The test, examination or other kind of task was too easy for the grade level (both in terms of too many questions that required only taking answers directly from a text (cognitive level 1) and in terms of the level of difficulty (e.g. what they were tested on in grade 8 they should already have learned in grade 4).

(b) Learners are likely to perform poorly for these reasons:

- (i) They have not been taught at all or have not been taught well some of the knowledge and skills that they need in order to answer questions or complete learning tasks and have not had opportunities to practise using new knowledge and skills. OR They may have been well taught and had opportunities to practice using new knowledge and skills but still have some conceptual misunderstanding that causes them to answer questions incorrectly.
- (ii) Texts on which teachers / examiners have asked comprehension, summary, language or literature questions are too difficult for the grade level.
- (iii) Questions or other tasks have not been clearly set (i.e. the language level and sentence structure is not appropriate for the grade and the questions are ambiguous).

- (iv) The test, examination paper or other kind of learning task was too long for the time allocated to it (i.e. learners did not have time to answer all the questions or complete all parts of the learning task). page 18
- (v) Assessment criteria / rubrics/ memoranda were poorly designed and did not 'match' the questions / learning tasks and this made it difficult for teachers to mark fairly and accurately.
- (vi) The types of questions or types of tasks were new to learners so they did not know how to answer them (e.g. If they had never been asked 'critical language awareness' questions in class, they would probably not know how to answer such questions correctly.)
- (vii) The test, examination or other kind of task was too difficult for the grade level (both in terms of too many questions that required evaluative or appreciation responses (cognitive levels 4 and 5) or in terms of the kinds of knowledge and experience required to answer them.

If there are patterns of most learners achieving high, average or low marks on particular questions, this suggests that teachers should note:

- what most learners know and can do well and which therefore need little further attention in class;
- what some know and can do well but others need further help with and which therefore requires some further development / reinforcement in class;
- what most learners have not understood and which therefore requires detailed teaching and opportunities for learner practice.

4. Analysing texts on which questions / tasks are set

4.1 This is often a major challenge for teachers. There are many examples of texts that are either too easy or too difficult or unsuitable in terms of content (e.g. a newspaper article describing a rape victim's ordeal used for reading comprehension). *Mother* by Linda Filmer is from Top Class EFAL Grade 8 and *Praise song for my mother* from Platinum EFAL Grade 9. Teachers may find *Mother* as the easier although the inclusion of a glossary helps readers to interpret *Praise song for my mother*. Teachers may say that the vocabulary, the structure and the content are all simpler in *Mother* than in *Praise song*. In fact, *Praise song* is quite difficult for Grade 9 EFAL learners and teachers might decide that it should be used only in FET.

4.4. Analysing questions / tasks set on *Mother*

The cognitive level of each question

- (i) Level 1 (recognition)
- (ii) Level 3 (inference)
- (iii) Level 1 (knowledge recall) plus Level 3 (inference)
- (iv) Level 5 (appreciation)
- (v) Level 1 (recognition)
- (vi) Level 3 (inference)
- (vii) Level 4 (judgement)
- (viii) Arguably Level 5 – difficult to categorise

4.5 The task instructions for question (iii) are not clear. They could be rewritten as follows: Name the tense of the verb in stanzas 1, 2, 4 and 5. (1) Name the tense of the verb in stanza 3. (1) Suggest why the verb in stanza three is in a different tense. (2) OR Explain why the verb in stanza three is in a different tense from the verbs in the other stanzas (3). page 19

4.6 (iv) could be difficult for some learners to answer because they may not know the meaning of each of the four vocabulary choices. The question could be made simpler by asking: Write a word that describes the mood of the poem. (1) Explain why you chose this word. (2).

4.7 Some learners might not realise that A is not correct because the phrase refers to children (plural) rather than to a single child and that C is not correct because the focus of the poem is the mother and not the child. While B is correct some learners might not choose it for one of two reasons: firstly, the phrase refers to parent rather than to mother; secondly understanding that 'responsibilities' is correct requires ability to make an inference.

4.8 It is one thing to recognise a metaphor and quite another to write one – especially to capture what may be, for some learners, a complex or a non-existent relationship. While this could be an appropriate activity for class work, it is not appropriate in a test. Also, on what grounds could a teacher assess a metaphor as appropriate or inappropriate should a learner manage to write one?

5 The answer given to the first part of this question in the *Platinum Teacher's Guide* is as follows:

- (i) The poet decided to put many metaphors in the last stanza to show that the speaker is overwhelmed by her feelings for her mother (feels so strongly about her mother) and one metaphor is not enough. In the fourth stanza she tries to express everything that the speaker's mother means to her.
- (ii) The answer for the second part is given as follows:

Accept any suitable Answer such as 'The mother is compared to the spread of a flame tree has beautiful red flowers and provides beauty and shade for people to rest under. This tells readers that the speaker sees her mother as beautiful but also that she shelters and shades others from harm'.

Learners could also write that fish and crab and plantain are all foods that are nourishing just like the mother is when she provides love and care for her child.

While the questions are clearly set, this is a poem in which some of the references are likely to be culturally unfamiliar. Grace Nichols is from Guyana in N-E South America, a country that is culturally part of the Caribbean, where there are flame trees and where plantain is a staple food like mealie meal. Unless learners had already studied the poem in class, many of them would probably have difficulty answering questions on it in a test or examination (i.e. it is not very suitable at Grade 9 EFAL level as an 'unseen' poem).

5.1. Analysing learners' responses to questions/ task instructions

(i) Award 1 mark but not 2 because the learner has given a literal or denotative answer: steals grief so that it is no clear whether he or she really understands what the poet means.

(ii) Award 0 because the answer indicates that the learner does not really understand the poem. The poet gives the mother only positive qualities – not negative ones like being a thief.

(iii) Award full marks for an excellent answer that shows that the learner really understands the poem.

(v)– (vii) Only (vi) is technically incorrect because it is a simile rather than a metaphor (though a lovely one). It could be argued that (iv) does not focus directly on the relationship between the learner and his or her grandparent. As indicated in section 3 of this workshop, this is a difficult question to mark and could generate some interesting discussion.

Visual Literacy

Picture 1 - advertisement

Firstly, some learners may need to be taught about **logos** and **slogans** in order to identify the logo and slogan of ABSA bank in the bottom right hand corner. They could be asked about other logos and slogans that they know and about how they respond to these.

Secondly, some learners may not realise that they are looking at what feet are made up of. Once teachers have explained this (and the meaning of joints and ligaments), learners' attention needs to be drawn to the significance of the 'build up' in the numbers: 26-33-107 followed by 'And the power to change the world'. Some discussion of the connection between feet and the power to change the world would be needed at this point.

Thirdly, this should lead on to discussion of the words at the bottom of the advertisement: AND ALL IT TAKES IS A SINGLE STEP. Today's learners may not be familiar with the famous 'one small step for man, one giant leap for mankind' (sexist!) statement made by Neil Armstrong when he walked on the moon's surface in 1969 but this is the connection to the statement in the advertisement.

Fourthly, learners' attention should be drawn to the pronouns: Who is 'you;' and who is 'we' in SO WHEN YOU DECIDE TO TAKE IT WE'LL BE THERE TO HELP YOU PUT YOUR BEST FOOT FORWARD?

Finally, all of this information should enable learners to respond to the questions, some of which are 'personal opinion, supported by reason' questions.

Picture 2 - Cartoon

Learners can only be expected to understand and comment critically on this cartoon if they know the following:

- (i) that the figure is Sports Minister Fikile Mbalula;
- (ii) that what he is trying to pull is a rickshaw, a tourist attraction along the Durban beachfront;
- (iii) that the City of Durban (Ethekewini) recently decided to withdraw from its bid to host the Commonwealth Games in 2022;
- (iv) that the city (and country) had good reasons for doing so because the Commonwealth Games organisation kept increasing the costs.

All of this suggests that while this cartoon may be a good teaching text for the classroom, it could be an unfair one to use in an examination, especially for learners unfamiliar with the Durban beachfront.

Once a teacher has helped learners to understand all the background knowledge required, they could then decide whether they agree or disagree with Yalo's message / position which seems to be critical of Durban for not being 'good enough / rich enough' whereas another position is that the city and country were right to withdraw because the costs kept escalating and both city and country need to spend money on meeting the basic needs of local people.