

AFRIKAANS LANGUAGE

Paper 8679/01
Speaking

Key message

In order to do well in this examination, candidates should:

- choose a suitable subject for the Presentation and Topic Conversation which genuinely interests them and which clearly relates to a country where the target language is spoken
- be ready to engage in natural and spontaneous discussion in the General Conversation and be prepared to take the lead.

General comments

Most candidates were very well prepared for the Speaking Test. In general, Examiners were adept at putting the candidates at ease and prompted them with remarks and questions where appropriate, which often led to spontaneous responses and interesting conversations.

Marking was not always carried out to a satisfactory standard and some examinations did not follow the format specified in the syllabus closely enough. Examiners are reminded that they need to be fully conversant with the format of the examination and the mark scheme. Candidates must ask their teacher questions at the end of the Topic Conversation and the General Conversation in order to show that they are able to seek information and opinions. If candidates do not ask questions they stand to lose marks. If a candidate forgets to ask a question, examiners should remind them to do so with a suitable prompt, e.g. *Wil jy dalk iets (vir my) vra?*

Most Examiners kept a clear distinction between the different parts of the examination and skilfully managed the transitions between each.

Comments on specific sections of the Speaking Test

Section 1 Presentation.

Many candidates were well prepared for this part of the examination and gave well-organized, lively presentations on their chosen topics. Most introduced a variety of relevant factual points for further discussion in the Topic Conversation and displayed a good degree of accuracy in pronunciation. Although a small number of presentations overran, most kept to the timing specified in the syllabus. Examiners are reminded that they should (politely) intervene and stop any presentation that exceeds the time allowed before proceeding to the Topic Conversation.

Section 2 Topic Conversation.

Most candidates did well by giving relevant and detailed answers to questions from the Examiner. They generally showed a good understanding of Afrikaans grammar and usage, in spite of the occasional hesitation. Expressions and pronunciation were sometimes influenced by their mother tongue but most candidates showed a very good feeling for Afrikaans and could readily express views on their chosen topic to good effect.

Section 3 General Conversation.

Candidates and examiners covered a wide range of interesting subjects for discussion and most were able to express themselves confidently and naturally. Most Examiners prompted candidates where necessary and asked appropriate questions, which led to interesting discussions. Relevant answers to questions from the examiner and further explanations were mostly provided without undue hesitation. The best candidates were able to expand on their answers unprompted.

AFRIKAANS LANGUAGE

Paper 8679/02
Reading and Writing

Key message

In order to do well in this examination, candidates should:

- focus only on the required information and communicate it precisely in their answers
- convey the required information in straightforward, unambiguous language
- carefully proofread their responses.

General comments

In **Question 1**, candidates were asked to find a word in the text with a similar meaning to the word provided in the question. Some candidates achieved full marks, while the weakest candidates sometimes scored none. In **Question 2**, candidates were required to rewrite a given sentence to show the ability to manipulate syntax (sentence structures) accurately. Weaker candidates tended to struggle to form grammatically correct sentences; mid-range and stronger candidates did better.

In the two comprehension exercises, candidates generally performed equally in **Question 3** and in **Question 4**.

There was a small number of outstanding marks for both exercises, and most of the candidates took advantage of high-value questions to boost their score. Weaker candidates struggled with questions testing implicit understanding of the text.

Candidates who followed instructions did fairly well in **Question 5(a)**, with a small number of candidates achieving full marks.

Some candidates who answered **5(b)** struggled to gain marks because they did not refer directly to the South African or Namibian context, or because they did not provide a personal opinion, as requested in the question.

As in previous years, it was found that for **Questions 3, 4 and 5**, a large proportion of the candidates often directly copied large parts of the original text as their answers which were often irrelevant. Candidates should be reminded to use their own words as much as possible and only to quote directly from the text when explicitly asked to do so in a particular question. Copying wastes valuable time, especially when quoting entire paragraphs for one-mark questions, as a result of which some candidates often do not finish the paper. It also affects the mark awarded for language negatively. Candidates consistently achieve better marks when they attempt to answer questions in their own words.

Some of the weakest candidates struggled with **Questions 1 and 2**, indicating they were not suitably equipped to tackle a paper in Afrikaans at this level. Weaker scores for **Section 2** were usually as a result of candidates leaving **Question 5** (especially **5(a)**) unanswered or copying large sections from the comprehension texts. There were very few candidates who failed to gain any marks in **Section 1** or **Section 2**.

It is suggested that extra attention be given to the following aspects:

- Idioms, proverbs, sayings and figurative language (how to identify and explain them)
- Correct sentence construction and the application of grammar – accuracy in revealing understanding is crucial in an examination at Advanced Subsidiary level
- Careful reading of the questions and not being in a hurry to write an answer, so that the candidate becomes clear as to what is expected of them

- Developing the skill of answering questions in one's own words to increase the chance of good marks for both content and language; answering in one's own words allows the Examiners to consider the candidate's interpretation of text and questions.

Comments on specific questions

Section A

Question 1

Most candidates scored at least three marks for **Question 1**. Many of this year's candidates read and carried out the instructions correctly. It is encouraging that most of the candidates attempted this question.

- (a) *Gesellighede* was a common (incorrect) answer.
- (b) A fair number of candidates answered this question correctly.
- (c) *Oordadig* was often given as an (incorrect) answer.
- (d) Most candidates answered this question correctly.
- (e) Most candidates answered this question correctly.

Question 2

A number of candidates struggled with the complexity of some of the answers. Verb-forms, maintaining the correct tense of the sentences and word order caused problems. Candidates do not need to provide synonyms in this question unless the syntax of the newly constructed sentence requires it. Despite the problems it was clear that most candidates understood the objective of the exercise.

- (a) Weaker candidates struggled to understand the passive form; many average-ability candidates did not always maintain the present tense.
- (b) Many candidates almost answered this question correctly but interpreted *daar* as an adverb rather than as a replacement subject.
- (c) A reasonable number of candidates answered this question correctly.
- (d) Many candidates did not recognise this question required the passive voice.
- (e) The majority (weak, average and good candidates) answered this correctly, recognising the inverted word order construction.

Question 3

Fairly well answered overall, but some candidates did not attempt to use their own words.

- (a) Most candidates answered this question correctly, seeing the need for enjoyment at the end of the year.
- (b) Many candidates answered this question correctly. A few candidates gave only one aspect and received only one mark.
- (c) (i) Most candidates answered correctly, with only a few giving an incomplete quote.
(ii) Many candidates answered this correctly, giving both aspects of the comparison/simile in their own words.
- (d) (i) Many candidates misinterpreted *oënskynlik* literally as 'shining eyes'.
(ii) Most candidates answered this question correctly, identifying a problem from the past in the current relationship.

- (e) Most candidates answered this question correctly, interpreting the topics as good general discussion starters.
- (f) Many candidates achieved full marks for this question. A few lifted answers often missed the point of the question.

Section B

Question 4

Fairly well answered. Some weaker candidates benefitted from the questions with higher mark values, especially if they attempted using their own words. Many who merely lifted from the comprehension text for **Question 4(f)** disadvantaged themselves.

- (a) Some candidates struggled to answer this question requiring recognition of an idiomatic phrase.
- (b) Many candidates answered correctly and attempted using their own words, while a number merely lifted from the text.
- (c) (i) Most candidates answered correctly with a complete quote.
(ii) Many candidates missed '*hiermee*' which referred to the simile, and answered by giving (often merely by lifting words) everything Socrates said.
- (d) Most candidates answered this question correctly in their own words. Those who lifted words were not following the specific requirements of the question.
- (e) Most candidates answered this question correctly, revealing an understanding of the changes in polite manners.
- (f) (i) Many candidates who answered in their own words did well, finding three aspects of bad parenting.
(ii) Many candidates who answered in their own words did well, finding three examples of good role models.

Question 5

When candidates answered the questions appropriately, they achieved fairly reasonable scores in this writing exercise, although many struggled to keep to the word limits. Candidates should be reminded to adhere to the word limits as it could result in weak marks if they write too little or too much.

While many candidates attempted to use their own words, there are still some candidates who copy large amounts of material from the texts, especially for **Question 5(a)**. Candidates are unlikely to score many content or language marks by doing this, and as **Question 5(b)** requires a personal response most candidates who used the copying approach received no marks for language or content. A small number of candidates chose not to answer **Question 5(a)**, possibly not understanding the requirements of the question rather than through any time constraints.

- (a) There was a variety of possible answers. The question required the candidates to identify and discuss five similarities between the two articles, illustrating that good manners create good character traits. Many candidates could identify at least three similarities concerning the development of good characteristics and made a reasonable attempt to discuss them. However, some candidates struggled to articulate their ideas clearly (e.g. '*Teks een dink om vriendelik te wees is goed en teks twee sê ook so*'). Candidates who focused on each text separately often ran into problems as they lost track of the point they were making. A good answer for two marks would be: *In die eerste artikel voel die skrywer dat hoflike mense goeie maniere het en dat hulle vriendelik teenoor almal optree, terwyl die skrywer van artikel twee sê dat mense met goeie maniere welkom in enige werk- of vriendekring is.*
- (b) Most candidates scored at least four marks for their personal response. A very small number omitted any reference to South Africa or Namibia, which affected their scores negatively.

AFRIKAANS LANGUAGE

Paper 8679/03

Essay

Key message

In order to do well in this examination, candidates should:

- choose a title on which they have something to say and for which they have command of appropriate structures and lexis
- plan their essay to produce well-structured and persuasive arguments
- write complex sentences when appropriate, but without losing the thread of the argument.

General comments

Although this year's performance was not quite as good as last year's, most candidates demonstrated good writing skills and produced consistently relevant essays. It was clear that many had acquired the skill of properly structuring their essay for which teachers and candidates alike are to be commended. Such candidates showed a good ability to argue persuasively and to provide a suitable conclusion in which they briefly summarised the main points of their argument and their own views on the topic of their choice.

Candidates who wrote prepared responses on the broad topic headings neglected to address the specific demands of the question in the paper and lost marks as a result. The broad topics are given in the syllabus to allow candidates to gain relevant knowledge and to help bolster their vocabulary but they must stick to the specific terms of the question when writing their essay at all times.

Spelling mistakes, omitted or incorrect verbs and informal language affected the marks awarded for Language negatively, and it was apparent that many candidates had not proofread their answers thoroughly.

Comments on specific questions

Question 1

Kos en drank.

"Jy is wat jy eet". Bespreek hierdie stelling.

The topic appealed to many candidates. Most discussed relevant examples from everyday life in detail to show why they agreed or disagreed with the statement.

A small number of candidates who had prepared their essay in advance of the examination failed to write sufficiently relevant essays, which affected their marks for content and as well as for language negatively.

Many mistakes might have been avoided had candidates carefully proofread their essays. There were frequent spelling mistakes of relatively straightforward words such as *kitskos*. Some candidates omitted verbs and/or conjunctions in their sentences and/or used vague words such as *dinge* and informal language, highlighting a shortfall in their ability to use an appropriate register and style, as well as an insufficient vocabulary, for a writing task at this level.

Question 2

Die ontwikkelende wêreld

Behoort Suid-Afrika tot die eerste of derde wêreld?

Many of the responses to this question were of a high standard and most candidates concluded that South Africa belonged to the Third World.

Most candidates expressed their thoughts clearly and sustained the reader's interest by discussing several interesting facts and relevant examples in relation to areas where it was felt that South Africa needed to improve in order to compete with First World countries. Ideas flowed logically in clear topical sentences and many candidates were able to use relevant vocabulary to clearly outline the aspects of the local economy they wished to see receive further investment.

Question 3

Reis en toerisme

Wat sal jy doen om toerisme in jou land te bevorder?

It was good to see that this question attracted a large number of responses that engaged with the topic on a personal level. Candidates discussed specific examples of areas in their country they would like to develop and promote to tourists. Many candidates suggested methods such as improving the infrastructure and offering cheaper package holidays to attract more tourists.

Question 4

Die generasie gaping

Bestaan die generasiegaping werklik, of is dit net 'n illusie?

Many essays on this topic were well-structured and engaging. Most candidates supported the view that the generation gap does indeed exist and provided several examples in support. Some candidates argued that it is possible to bridge the gap and pointed out that different generations can learn from each other. Most candidates demonstrated a good ability to express a range of ideas with relevant vocabulary but some struggled to use the correct prepositions.

Question 5

Gelyke geleenthede

Het almal in jou land gelyke geleenthede?

The majority of candidates responded well to this question and expressed a range of complex ideas and personal views. Weaker candidates took a restricted view on this topic and produced rather uneven essays as a result. Many agreed that not everyone is given an equal opportunity in their country and used moving accounts from episodes in their own lives, as well as persuasive and logical arguments, to illustrate their opinion on the matter. Good use of appropriate structures and vocabulary added flavour and interest and helped candidates achieve higher marks.