

# AFRIKAANS

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Paper 9679/01  
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
- remember to seek information from the Examiner.

## **General comments**

Candidates were well prepared for the speaking test this year. The Examiners put them at ease and prompted them with appropriate questions, which almost invariably led to spontaneous responses and interesting conversations. Candidates made appropriate references to countries where Afrikaans is spoken and most asked the Examiner questions without needing to be prompted.

Most Examiners encouraged the candidates to engage fully in the conversations; however, some Examiners did not prompt their candidates to ask questions at the end of the Topic Conversation and at the end of the General Conversation by asking, for instance, “*Do you have any questions to ask of me?*” If candidates do not ask questions or seek opinions, they stand to lose valuable marks.

Most Examiners made clear distinctions between the Presentation, Topic Conversation and The General Conversation parts of the Test.

All recordings were clearly labelled and recorded. The timings of the tests followed the format specified in the syllabus but some of the marking had to be adjusted, either because it was too severe or too lenient.

The recordings were of a good standard and clearly labeled. Nearly all CDs were packed in covers and padded envelopes to protect them in the post.

## **Comments on specific parts of the Speaking test**

### ***Section 1: Presentation***

The candidates were well prepared and gave well-organised presentations on their chosen topics. In general, they included the main factual points, often spoke well with only slight hesitations, had good pronunciation and used a range of vocabulary.

### ***Section 2: Topic Conversation***

Most candidates responded well to the questions asked, could elaborate on their topics and provided an abundance of relevant factual information. Most candidates could argue their opinions using a wide range of vocabulary, which earned them high marks. The majority of candidates asked their Examiners questions, thereby demonstrating the ability to seek information.

**Section 3: General Conversation**

Most candidates were able to express themselves naturally and spontaneously in this part of the examination. In most cases, Examiners successfully prompted their candidates to achieve their best, regardless of their ability. The majority of candidates were confident and gave relevant explanations and answers to questions without undue hesitation. Most candidates spoke fluently and all made reference to South Africa and/or Namibia and many spoke engagingly about their future plans. Apart from a small number of exceptions, all candidates asked Examiners questions, demonstrating that they were able to seek information.

# AFRIKAANS

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Paper 9679/02  
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 synonyms within a specified portion of the text to match the word given in the question, with most candidates achieving full marks. In **Question 2** candidates were required to rewrite a given sentence to show their ability to manipulate syntax accurately. Only **Question 2(c)** and **2(d)** very occasionally caused problems.

In the two comprehension questions (**Questions 3** and **4**) candidates generally performed equally well. There were a number of very good marks for both questions with some candidates making good use of the high-value questions to boost their scores.

Candidates who followed instructions scored well on **Question 5(a)** with a number achieving full marks. Candidates who answered **5(b)** often lost marks by not referring to the South African/Namibian context or not proffering a personal opinion as required by the question.

As in previous years it was found that for **Questions 3, 4** and **5**, a few candidates copied large parts of the original text as their answers. Candidates should be reminded that they may only quote directly from the texts when they are specifically required to do so in a particular question.

Time is wasted in copying entire paragraphs or in copying out random bits of the texts which bear no relevance to the question apart from one word which may have been recognised. Candidates consistently achieve better marks when they attempt to answer questions in their own words.

Overall, Examiners found a good spread of marks across **Sections 1** and **2** of the examination paper.

Weaker scores for **Section 2** were usually a result of candidates not addressing the topic of *gesondheid* in **Question 5 (a)** or in **5(b)** not understanding “*ongesond*”.

## Comments on specific questions

### **Section A**

#### **Question 1**

Examiners were pleased to note that most of the candidates read and carried out instructions correctly.

- (a) Generally the question was well done.
- (b) Many candidates answered this correctly.
- (c) This question was generally well answered.

- (d) This question was generally well done.
- (e) Many candidates answered this question correctly.

### Question 2

Some candidates struggled with a few of the more complex sentence structures. Generally it was noted that the candidates understood the objective of the question and were well prepared. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) Generally the candidates answered this question well, recognising the simple rearranged word order.
- (b) This question was generally well answered with many candidates recognising that certain words had to be omitted.
- (c) This question posed difficulties for a few candidates, who did not recognise the need to adapt the word "*toename*" into its split verb form *toeneem*.
- (d) Most candidates answered this question correctly, however, a few created odd word order constructions by breaking up the phrase "*lank en breedvoerig*" incorrectly.
- (e) This question was answered well by most of the candidates.

### Question 3

Overall, the scores for this question were better than in previous years.

With the new format of answering on allocated lined spaces it is recommended that the candidates NOT insert answers in margins or across the typed questions below each space. There is ample space provided below the final subsection of the question or on the blank pages provided at the end of the answer booklet for corrected answers or the completion of answers. Candidates merely need to indicate where to find the answers.

- (a) Many candidates identified that sport impacted on an individual's daily life.
- (b) A few of the weaker candidates gave the solutions instead of the underlying problems required in this question.
- (c) Many candidates did not achieve the full mark allocation as they did not relate the answer to the text.
- (d) Many candidates identified the tradition upheld in many schools and how it could create negativity.
- (e) A handful of candidates did not understand that the question was not directed towards young people themselves but to provide advice to other interested parties on how to encourage young people to become active.
- (f) Many candidates correctly saw the full potential of the question that *hart* relates to the passion for sport as well as to the well-being of one's heart, thereby achieving full marks, while others only mentioned the passion/enthusiasm aspect.

### Question 4

Overall the scores for this question were better than in previous years.

With the new format of answering on allocated lined spaces it is recommended that the candidates NOT insert answers in margins or across the typed questions below each space. There is ample space provided below the final subsection of the question or the blank pages provided at the end of the answer booklet for corrected answers or the completion of answers. Candidates merely need to indicate where to find the answers.

- (a) Many candidates answered this question correctly.

- (b) Many candidates did not understand that the writer's attitude towards the politician was required or the fact that the blame given was exaggerated. This question required a more implicit knowledge than superficial content.
- (c) Most candidates understood that the writer's reaction to an accusation was required.
- (d) Many candidates managed to achieve the three marks available if they used their own words.
- (e) Many candidates coped well with this question if they used their own words.
- (f) Many candidates understood the question required specifics of what can or cannot be controlled by the individual and if they used their own words they scored well.

### Question 5

Candidates who answered the questions appropriately usually scored well.

Candidates may use the extra blank pages for planning (which is highly recommended) but they must remember to cross it out. If they plan on the question page they may write the answer on one of the blank pages as long as they indicate where the answer may be found.

- (a) A variety of answers was possible, and Examiners were mainly concerned with candidates showing an ability to draw valid differences between the two texts based on the topic of *gesondheid*.

A large number of candidates summarised the differences very well.

Candidates who tried to write on each text separately (without adequate planning), ran into problems as the differences were often not revealed.

A suggestion would be for the candidates to find four or five words dealing with the different/contrasting aspects around the theme and then expand them into a paragraph.

- (b) Overall the candidates handled this question very well. A refreshing change was that in many cases a stance was stated which was followed by a personal opinion on the topic.

# AFRIKAANS

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Paper 9679/03

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

In general, most candidates demonstrated good writing skills. Many introduced their essays appropriately before moving on to a relevant and in-depth discussion of their chosen topic. It was evident that many candidates had planned their work effectively, for which their teachers should also be commended. There were a number of well-structured and well-illustrated essays with a noticeable increase in the use of appropriate idioms this year, e.g. “*Eerder bang Jan as dooie Jan*”, “*die skrik op die lyf gejaag*” and “*Ons het die kat aan die stert beet.*”

Most candidates showed a good ability to argue persuasively and provided an appropriate conclusion to their essays in which they gave a summary of the main points and a relevant personal opinion.

Most essays were of an appropriate length. The majority of the candidates were able to develop their ideas fully and sustain the interest of the reader. A small number of candidates wrote essays which were too short. This restricted their arguments and limited the number of examples which in turn had a negative effect on their ability to score higher marks for content.

## Comments on specific questions

*Patrone van die daaglikse lewe*

- 1 “*Tieners sukkel nie omdat hulle te veel moet doen nie, maar omdat hulle te min slaap en te veel jol.*”  
*Dink jy hierdie mening is regverdig?*

This topic appealed to many candidates and most were able to mount arguments for and/or against the opinion expressed in the statement. Many also provided a relevant personal response to good effect.

*Wet en orde*

- 2 “*Die private besit van wapens moet heeltemal verbied word.*” *Stem jy saam?*

There were a number of interesting essays on this topic. Most candidates presented relevant facts and opinions to support their arguments. Stronger candidates approached the argument from different perspectives in a balanced discussion.

*Fiksheid en gesondheid*

- 3 “*n Gesonde liggaam huisves ’n gesonde gees.*” *Skryf ’n opstel hieroor.*

Many candidates agreed with the statement and gave several examples and relevant quotes from writers and academics to support their arguments and opinions.

*Werk en werkloosheid.*

- 4 “Weerstand teen verandering is die grootste oorsaak van probleme in die arbeidsmark in Suid-Afrika en Namibië.” *Wat is jou mening oor hierdie stelling?*

Only a very small number of candidates chose this topic. Most of them showed they had the required knowledge and vocabulary to construct a persuasive argument and scored good marks as a result.

*Wetenskaplike en mediese vooruitgang*

- 5 “Ruimtevaart is ’n totale vermorsing van geld. In plaas van om geld aan reise na ander planete te bestee, kan ons hierdie geld beter gebruik vir die bestryding van ernsige siektes soos kanker, malaria en ebola.” *Stem jy hiermee saam?*

This question attracted a high number of excellent and subtle responses. Many disagreed with the statement and argued for increasing the amount of money spent on space travel, often for the benefit of mankind rather than out of mere curiosity. Others advised caution by arguing for example along the following lines: “*Ons moet meer oor ons planeet uitvind voordat ons na die sterre reik.*”

# AFRIKAANS

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Paper 9679/04

Texts

## Kern boodskap:

Kandidate moet die volgende in gedagte hou om die vraestel suksesvol af te lê:

- Lees die instruksies en vrae deeglik deur om te verstaan wat verwag word.
- Beplan antwoorde goed en maak seker dat alle aspekte van die vraag gedek is.
- Maak seker dat die antwoord analities en argumenterend is en dat die verhaal nie oorvertel word nie.

## Algemene kommentaar:

Die kandidate se standaard was oor die algemeen baie goed hierdie jaar. Daar was verskeie kandidate wat die vroe uitstekend beantwoord het, selfs op tersiêre gehalte. Die standaard was oor die algemeen hoër as laas jaar. Die meeste kandidate het 'n goeie insig van die boeke se temas, karakters en storielyn gehad. Die kandidate kon analiseer en redeneer oor die vroe en kon meestal die skrywer se doel met die teks uitlig.

Daar moet onthou word dat die antwoorde 500 tot 600 woorde moet bevat. Die kandidate wat minder as dit geskryf het, se antwoorde was gewoonlik gemiddeld. Om punte in 'n hoër kategorie te kry, moet leerders by die aantal woorde bly, aangesien die antwoord dan gewoonlik volledig is en 'n deeglike kennis van die tekste insluit.

Dit is van uiterste belang dat die instruksies baie deeglik deurgelees word. Daar was verskeie kandidate wat nie drie tekste se vroe geantwoord het nie, maar byvoorbeeld twee vroe (**a** and **b**) in dieselfde vraag in plaas van drie verskillende vroe. Daar was baie goeie kandidate wat hierdie fout gemaak het en dit was tot hulle nadeel.

Daar was kandidate wat nie die vroe behoorlik beantwoord het nie, maar slegs die tekste se storielyn oorvertel het. Kandidate moet seker maak dat alle aspekte van die vraag volledig gedek is en moet die vraag weer deurlees nadat hulle dit geantwoord het om seker te maak dat die antwoord volledig is. Sommige kandidate het net die eerste deel van 'n vraag (**a**) beantwoord, byvoorbeeld net (**i**) en (**ii**), maar het daarna (**iii**) uitgelos. Kandidate moet ook bewus wees daarvan dat antwoorde/woorde in 'n ander taal as Afrikaans nie gemerk word nie.

Die kandidate wat beplanning gedoen het voor die vraag beantwoord is, het oor die algemeen beter gevaar. Beplanning is dus belangrik. Dit is egter nie nodig om die beplanning in opstelvorm te doen nie, want dit mors tyd. Breinkaarte is egter 'n goeie manier om beplanning opsommend te doen. Die kandidate wat te veel tyd aan beplanning spandeer het, se laaste vroe was onvolledig, heel waarskynlik as gevolg van 'n tekort aan tyd. Kandidate word egter nie gepenaliseer indien daar geen beplanning is nie.

Die kandidate moet tyd spandeer om die vroe deeglik deur te lees en na te dink oor watter vroe hulle die beste kan antwoord.



**Kommentaar oor spesifieke vrae:**

**Afdeling 1**

**Vraag 1**

***Na die geliefde land – Karel Schoeman***

- (a) (i) Die meeste kandidate kon hierdie vraag korrek beantwoord. Net 'n paar sinne is voldoende, dus tyd moet nie gemors word nie.
- (ii) Hierdie vraag verlang ook net 'n paar sinne. Die meeste kandidate kon iets skryf wat relevant aan die vraag was. Dit was belangrik om uit te lig dat Carla nog nie vir George vertrou nie, maar ook bang was vir sy reaksie op die waarheid.
- (iii) Dit is belangrik om hierdie vraag in twee dele te sien. Baie kandidate het net Carla en George se verhouding oor die algemeen behandel en dit nie direk toegepas op die uittreksel nie. Kandidate moet daarop gewys word dat hulle antwoorde in vraag (i) en (ii), behoort te help om vraag (iii) te beantwoord.
- (b) Daar was baie min kandidate wat gekies het om die vraag te beantwoord.

**Vraag 2**

***Toorberg – Etienne van Heerden***

- (a) (i) Die kandidate het hierdie vraag oor die algemeen goed beantwoord en kon uitlig dat die vruggebruik, biltong is wat aan Amy en Posmeester gestuur is.
- (ii) Hierdie vraag is ook goed beantwoord en die meeste kandidate het 'n goeie insig gehad in Amy en Posmeester se reaksie en gevoelens. Die meeste kandidate het ook verduidelik waarom Amy en Posmeester so driftig reageer op die vruggebruik.
- (iii) Die kandidate kon die verband, asook die skeiding van die drie families goed vergelyk en analiseer. Weereens het die antwoorde in vrae (i) en (ii) hulle hier gelei in hulle antwoord in vraag (iii).
- (b) 'n Aantal kandidate het gesukkel om hier 'n volledige antwoord te gee. Daar is 'n paar kandidate wat hulle eie opinies gegee het, wat nie gestaaf kon word uit die teks nie. Sommige kandidate het net op die skuld van die magistraat gefokus en die tema van verantwoordelikheid geïgnoreer. Weereens, is dit belangrik om die vrae deeglik deur te lees en seker te maak dat alle aspekte van die vraag gedek word.

**Vraag 3**

***Fiela se Kind – Daleen Matthee***

- (a) (i) Hier is meestal insiggewende, relevante antwoorde gekry. Hierdie vraag het die meeste kandidate reg geantwoord en hulle het geweet dat Kaliel se skeel oë die rede was hoekom hy gemerk is.
- (ii) By hierdie vraag het 'n aantal kandidate net die storie oortel en nie gefokus op Kaliel se aanmerking nie. Die antwoorde was nie altyd relevant nie. Dit is belangrik dat kandidate hulle antwoord kan staaf, maar dit moes direk van toepassing wees op Lukas en die Bos. 'n Belangrike aspek was die feit dat hy op Nina van die Bos verlief geraak het en die Bos altyd deel van hom sal wees as gevolg daarvan.
- (b) Die kandidate het 'n uitstekende insig oor die verskillende karakters getoon. Die interpretasie van Fiela, asook die Van Rooyen familie was van hoogstaande gehalte. Die kandidate kon die stelling as letterlik en figuurlik interpreteer en het 'n goeie kennis gehad van die skrywer se doel met die karakters. Daar was wel 'n paar kandidate wat net gefokus het op die materiële verskille/vergelings van die twee families en wat die vraag nie op 'n dieper vlak kon antwoord nie.

**Afdeling 2**

#### Vraag 4

##### *Die kwart-voor-sewe-lilie – Eleanor Baker*

- (a) Die meeste antwoorde was uitstekend gewees en die kandidate het 'n goeie idee van Johanna se karakter en die rol wat sy vervul. Daar was sekere kandidate wat slegs gefokus het op die rol van Johanna op Iris se lewe en nie die tweede deel van die vraag beantwoord het nie. Die beste kandidate het dit reggekry om iets te noem oor Johanna se rol in Iris se "blomomblik", aangesien dit die sentrale tema in die boek is. Dit was ook belangrik dat die antwoord al Iris se familieleden moes insluit, maar daar moes hoofsaaklik gefokus word op Iris, die hoofkarakter.
- (b) Baie kandidate het ook hierdie vraag beantwoord. 'n Aantal kandidate het net die tweede deel van die vraag beantwoord, naamlik hoe die "blomomblik" in die loop van die roman verander het. Daar is min gefokus op die uitspraak self en slegs die beste kandidate het die stelling verduidelik en spesifiek genoem waar en waarom Iris hierdie uitspraak gemaak het. Dit was 'n integrale deel van die antwoord en dit is selde reggekry. Hierdie uitspraak moes in verband met die teks gebring word. Weereens, die vrae moet deeglik deurgelees word en alle aspekte van die vraag moet volledig gedek word.

#### Vraag 5

##### *Mis – Reza de wet*

- (a) Daar was verskeie kandidate wat die teks in die algemeen bespreek het en net die storie oortel het. Baie kandidate het veral gefokus op die tema van oorheersing en het die tema van bevryding net kortliks beskryf of dit uitgelaat. Die kandidate het goeie kennis getoon oor die verhouding tussen Miem en Meisie. Dit was veral belangrik om antwoorde en stellings te staaf met voorbeelde uit die teks, aangesien dit die antwoord meer volledig sou maak. Die voorbeelde wat gegee is oor die tema van oorheersing, moes duidelik aanleiding gegee het tot die tema van bevryding, aangesien dit die rede was hoekom Meisie wou vry wees en saam met die Konstabel gegaan het.
- (b) Kandidate het baie goed gevaar in hierdie vraag. Daar was duidelike onderskeid getref tussen die drie verskillende vroue karakters en hoe hulle die Konstabel se teenwoordigheid ervaar het. Die meeste kandidate het ook toepaslike voorbeelde uit die teks uitgelig om hulle antwoorde te staaf. Hulle kon ook redeneer oor die moontlike redes waarom die vroue so opgetree het teenoor die Konstabel. Goeie, insiggewende antwoorde is hier gevind.

#### Vraag 6

##### *Raka – N. P. van Wyk Louw*

- (a) Daar was 'n aantal kandidate wat hierdie vraag geantwoord het. Party kandidate het gesukkel om al drie die ruimtes korrek te bespreek en tussen hulle te onderskei. Dit was ook belangrik dat die verskillende ruimtes se simboliek moes verstaan word en om dit in verband te bring met die verskeie karakters se eienskappe en persoonlikhede. 'n Aantal kandidate het ook net die ruimtes bespreek, maar nie die belangrikheid van die spesifieke ruimte genoem nie. 'n Aantal antwoorde was onvolledig en soms irrelevant.
- (b) Die top kandidate kon 'n vergelyking tussen Raka en Koki in hulle antwoord insluit. Daar was kandidate wat gevoel het dat Raka wel 'n bevryder was, maar hulle kon nie die stelling behoorlik staaf met opinies en voorbeelde nie. Voorbeelde uit die teks was ook belangrik hier om die antwoord meer geloofwaardig te maak.