

# AFRIKAANS

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**Paper 9679/01**

**Speaking**

The entry for this component was too small to validate the writing of a general report.

# AFRIKAANS

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
- pay particular attention to conveying the required information to the examiner in 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 given in the question itself, with most candidates achieving full marks. In **Question 2**, candidates were required to rewrite a given sentence to show the ability to manipulate syntax accurately. Only **Question 2(b)** and **Question 2(d)** very occasionally caused problems.

In the two comprehension exercises, it was felt that candidates generally performed better in **Question 3** than in **Question 4**. There was a small number of outstanding marks for both exercises, and most candidates took advantage of the high-value questions to boost their score.

Candidates who followed instructions scored well on **Question 5(a)**, with a small group of candidates achieving full marks. Some candidates who answered **5(b)** lost marks by not referring directly to the South African context or not proffering a personal opinion, as asked for in the question.

As in previous years, Examiners found that for **Questions 3, 4 and 5**, a small number of candidates often lifted large parts of the original text in their answers. Candidates ought therefore to 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. Lifting wastes valuable time, especially when quoting entire paragraphs for one-mark questions, as a result of which 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.

Apart from the small group of candidates who relied on lifting, however, most candidates achieved high marks.

## Comments on specific questions

### *Section A*

#### **Question 1**

Candidates scored an average of 4 marks for **Question 1**. Examiners were pleased to note that this year's candidates read and carried out the instructions correctly.

- (a) *In-ding* was sometimes offered as an (incorrect) answer here.
- (b) Most candidates answered this question correctly.
- (c) Most candidates answered this question correctly.
- (d) Most candidates answered this question correctly.

- (e) Most candidates answered this question correctly.

### Question 2

Most candidates successfully manipulated the given sentences, achieving an average of 4 marks for the exercise. Occasionally, prepositions and verbs-forms caused problems. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) Most candidates answered this question correctly.  
(b) Most candidates answered this question correctly.  
(c) Most candidates answered this question correctly.  
(d) A good number of candidates managed to answer this question correctly.  
(e) Most candidates answered this question correctly.

### Question 3

Overall, **Question 3** was done better than last year.

- (a) Most candidates answered this question correctly. A small number of answers were incomplete and received only one of the two marks on offer.  
(b) Most candidates answered this question correctly.  
(c) Most candidates scored full marks for this question.  
(d) Almost all of the candidates answered this question correctly.  
(e) A number of candidates appeared not to have read the question carefully, and achieved only one of the three marks on offer.  
(f) Most candidates showed a clear understanding of the concept of a *neseiertjie*.  
(g) Most candidates achieved full marks for this question.

### Section B

#### Question 4

**Question 4** was not attempted quite as well as **Question 3**, but most candidates nevertheless scored high marks.

- (a) A good number of candidates answered this question correctly.  
(b) Most candidates achieved at least one mark for this question.  
(c) This question was not done as well as the others in this exercise.  
(d) Most candidates answered this question well.  
(e) Most candidates answered this question correctly.  
(f) Most candidates achieved full marks.

#### Question 5

Most candidates achieved a fairly high score in this exercise, though some struggled to keep to the word limit in **Question 5(b)**. Very few candidates relied on lifting their answers from the text, often achieving good marks for Language, as well as for Content.

- (a) Most candidates took on board what they were asked to do and discussed the similarities and differences between the two texts to good effect. A small number of responses lacked detail to merit a high score.
- (b) Most candidates scored at least four marks for their personal response. A small number omitted any reference to South Africa, which had a negative effect on their score.

# AFRIKAANS

Paper 9679/03

Essay

## General comments

In general, the candidates demonstrated good writing skills and some provided excellent essays. It was clear that many candidates had planned their work effectively, for which teachers should be commended.

## Comments on specific questions

### Question 1

*Werk en ontspanning.*

1 *Dink jy daar is te min vrye tyd in vandag se gejaagde lewe?*

The topic was found to be particularly appealing to candidates, and some wrote well-balanced essays in which they weighed up both sides of the argument before reaching their own conclusion.

### Question 2

*Media*

2 *Hoe belangrik is persvryheid?*

Some candidates wrote sophisticated essays on this topic, expressing a range of ideas. A small number of candidates wrote responses which lacked proper focus, however.

### Question 3

*Bewaring*

3 *Watter natuurlike of historiese gebied sal jy graag wil bewaar en waarom?*

A small number of candidates chose this topic. Most provided solid and interesting examples on which to build their case, but some struggled to argue *why* they wanted to preserve the historical areas of their choice.

### Question 4

*Onderwys*

4 *Dink jy dat elke person geregtig is op onderrig in die taal van sy of haar keuse?*

Nearly all of the essays on this topic were well-argued and interesting to read. Most supported the idea that candidates should be educated in the language of their choice, but also included a number of counter arguments to show that they could entertain the opposing view for the sake of argument.

### Question 5

*Kulturele lewe en efenis*

5 *Kulturele diversiteit moet gevier word. Stem jy saam? Gee jou siening.*

There were some good responses to this topic, although some essays were a rather platitudinous in parts. The best scripts could approach the issue from more than one angle. Strong candidates could provide relevant examples from recent history to bolster their case.

# AFRIKAANS

Paper 9679/04

Texts

## Key message

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

- read the question with care and think about what they are asked to do
- plan their answer and organise their material with close attention to the question
- take care to include analysis and argument, and avoid simply retelling the story.

## General comments

Most candidates displayed a sound knowledge of the prescribed texts in their answers, and generally showed a good awareness of the themes and characters in the texts. There were also some very good and fluent answers that showed excellent insight into the characters and events. Most candidates were able to contextualize their answers reasonably well, but some candidates were unable to do so effectively. In order to be able to contextualize the questions, it would be necessary for the candidates to be wholly familiar and at ease with the text.

It should also be noted that the length of answer required is 500 to 600 words per essay. Writing too little or too much is, more often than not, self-penalising as candidates end up giving too little detail – in the case of the former – or – in the case of the latter – giving an answer that is not focused and concise enough for the task in hand.

## Comments on specific questions

### **Section 1**

#### **Question 1**

#### ***Na Die Geliefde Land* – Karel Schoeman**

- (a) The response to this question was generally good, with candidates handling the division of **Question (a)** into sub-questions **(i)**, **(ii)** and **(iii)** well. There were some instances of candidates writing very short answers to all three sub-questions, however.

Regarding **Question 1 (a) (ii)**, which queried what was meant by '*die moeilikhede*' ('the difficulties'), some candidates suggested that 'the difficulties' mentioned in the text *specifically* referred to the apartheid years in South Africa. This was not accurate as 'the difficulties' was used in its particular sense of the fictionalised unrest of the South Africa described in the novel, which may or may not be linked directly to apartheid.

- (b) Most candidates presented solid answers, and there were some good personal responses to the questions posed in the text. At the same time, in a number of cases there was not enough contextualization of characters' positions/situations. Candidates should not simply, for example, start talking about George's experiences in South Africa. They need to explain who George is and why he is an outsider. Similarly, candidates need to explain who the other groups of South Africans in the novel are, and why they have their different and specific relationships with 'the land'.

## Question 2

### *Toorberg* – Etienne van Heerden

- (a) There were some very coherent and clear answers to this question. It was apparent, however, that some of the candidates had a rather superficial knowledge of the plot and characters. Perhaps because they were unfamiliar with the plot-line regarding Floors and the reason why he was expelled from Toorberg, some candidates searched for the answer within the extract. The extract is meant to be only a starting point/springboard to the questions, and does not itself contain the answers to the question(s).
- (b) Candidates presented some excellent answers, showing their ability to look below the surface and show an understanding of the underlying themes and the author's intentions. There were also some solid but more indiscriminate answers that would have benefited from a clearer analysis of the Moolman family tree over the generations, and discussion of whether all the successive generations of the extended Moolman family (the 'pure' Moolmans, the *Skaamfamilie* and the *Stieffamilie*) share in the guilt that seems to bind the family to Toorberg.

## Question 3

### *Vatmaar* – A.H.M. Scholtz

- (a) A small number of candidates only managed to present very limited answers that contained factual inaccuracies, signifying that they were not familiar enough with Charlie (Chai) and Corporal Lewis' relationship. Again, as with **Question 2(a)** above, candidates will not be able to source their answer entirely from the extract. Sound knowledge of the plot and the characters in the text is an absolute prerequisite.
- Some candidates answered the sub-questions together in one answer. Candidates who did not answer (i), (ii) and (iii) separately typically wrote less than the candidates who answered the subsections separately, and therefore usually gained fewer marks. This is not due to any negative approach to the marking but rather a result of the length of some of the unstructured answers being well under the required 500 word minimum.
- (b) Candidates generally displayed a good knowledge of characters and relationships when answering this question. Some essays only focused on the relationship between Norman van der Westhuizen and his adopted mother, while it should be noted that the question asked the candidates to explain the relationship between Norman and his mother in the wider context of other *Vatmaar* characters. Some candidates were able to do this, and discussed other relationships in terms of the issues raised in the question.

## Section 2

### Question 4

#### *Bonga* – Elsa Joubert

- (a) Candidates who selected this question had a coherent, detailed approach and used aptly chosen illustrations from the text. The answers were generally of a very high standard.
- (b) Too few candidates answered this question to enable an analysis of the overall performance.

### Question 5

#### *Kringe in 'n Bos* – Dalene Matthee

- (a) The responses to this question generally showed a fair knowledge of the text, although some responses were not fully developed into a thorough examination of Kate's role in the text. Some candidates were not able to structure their answer so as to highlight Kate's position and relevance, discussing Saul's role and general themes of the text instead.
- (b) Candidates' answers revealed a good general understanding of the text, although some essays lacked solid detail relating to the question posed, and did not discriminate effectively enough

between discussing details in the text that would be relevant to this specific incident mentioned in the question effectively, however, and delivered solid and coherent responses by discussing their general knowledge of the text. Many candidates were able to contextualise the incident mentioned in the question effectively, however, and delivered solid and coherent responses by discussing their general knowledge of the text.

### Question 6

#### *Lied van die Vallei* – Athol Fugard

- (a) The majority of candidates were able to discuss and evaluate the material and come to a clear conclusion about Die Skrywer and Buks' attitudes to Veronica. Candidates were required to discuss the attitudes of both adults, not just one. Candidates showed a good general feel for the text and many were able to engage personally with Veronica's dreams for the future while also sympathetically discussing the positions of the two adults.
- (b) There were some very strong answers to this question - answers with a controlled structure, perceptive use of illustration and very good insight when discussing characters. Although a majority of the answers engaged with the underlying themes to some degree, in some answers the occurrences of singing in the text were discussed or listed without a very thorough response being developed regarding the role of singing in the text. Candidates generally seemed at ease with this text however, and again, as with **Question 6(a)**, they were able in some cases to engage personally with the characters, especially Veronica.