

# AFRIKAANS LANGUAGE

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**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 a natural and spontaneous discussion in the General Conversation and be prepared to take the lead.

## **General comments**

Most candidates were well prepared for the speaking test, and, on the whole, the level of performance was higher than last year.

Many Examiners put the candidates at ease and prompted them where necessary by asking appropriate questions, which often led to spontaneous responses and interesting conversations.

Marking was not always carried out satisfactorily and some speaking tests did not follow the format specified in the syllabus. Centres and Examiners are therefore reminded of the need to familiarise themselves thoroughly with the format of the exam and the content of the marking scheme well in advance of the speaking tests taking place. Centres and Examiners are also reminded that candidates must ask questions at the end of the Topic and General Conversation; if candidates do not ask questions, they stand to lose out on marks available under 'seeking information and opinions'. Examiners must also bear in mind that they should prompt in an appropriate way any candidate who forgets to ask questions (please refer to the syllabus for suggestions).

In general, Examiners made a clear distinction between the Presentation, Topic Conversation and General Conversation. Most recordings were clearly labeled, well recorded and appropriately timed.

## **Comments on specific questions**

### **Presentation**

Most candidates were fully prepared and gave well-organized, lively presentations on their chosen topics, included relevant factual points and showed a good degree of accuracy in their pronunciation. Apart from a small number, presentations adhered to the timings specified in the syllabus.

### **Topic Conversation**

The majority of the candidates responded well to questions posed by the Examiner. Many showed a solid understanding of Afrikaans grammar and usage. There was occasional hesitation and some expressions and pronunciations were influenced by the candidates' mother tongue in a number of cases, although this usually did not affect intelligibility. Indeed, most candidates showed a very good feeling for Afrikaans and could elaborate and express their points of view on their chosen topic using a wide range of appropriate vocabulary, which often earned them high marks.

### **General Conversation**

Candidates covered a variety of topical subjects and many were able to express themselves naturally. Most were confident and gave relevant explanations and answers to questions without undue hesitation. Many Examiners expertly guided their candidates into engaging in an interesting and spontaneous two-way

discussion. Some candidates needed more prompting than others, but the majority elaborated on the answers they gave without needing to be asked to do so.

# AFRIKAANS LANGUAGE

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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 given in the question itself, with some candidates achieving full marks and the weakest candidates often none. In **Question 2** candidates were required to rewrite a given sentence to show the ability to manipulate syntax accurately. While weaker candidates tended to struggle to form grammatically accurate sentences; mid-range and stronger candidates did better.

In the two comprehension exercises, it was felt that candidates generally performed better on **Question 3** than **Question 4**. There was a small number of outstanding marks achieved for both exercises and most candidates took advantage of the high-value questions to boost their scores, with weaker candidates struggling with questions testing implicit understanding of the texts.

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

As in previous years, Examiners found that for **Question 3, 4 and 5**, a broad contingent of candidates often directly copied large parts of the original text as 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. Copying wastes valuable time, especially when quoting entire paragraphs for one-mark questions, as a result of which these 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.

Overall, Examiners found a good spread of marks, but unfortunately 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. There were very few candidates who failed to gain any marks on either **Section 1** or **Section 2**. However, weaker scores for **Section 2** were usually as a result of candidates not addressing the topic of *geluk* in **Question 5(a)**, or copying large sections from the comprehension texts.

In summary, as in previous sessions, Examiners would suggest that extra attention to be given to:

- idioms, proverbs, sayings and figurative language
- correct sentence construction and application of grammar – accuracy in imparting understanding is crucial in an examination at Advanced Subsidiary level
- careful reading of the questions and not acting in haste when writing an answer so that it is clear to the candidate what is expected of them
- developing the skill of answering questions in one's own words in order to maximise the chances of being awarded good marks for content as well as language; essentially, answering in one's own words provides Examiners with the opportunity to consider positively the candidate's interpretation of the text and question.

### Comments on specific questions

#### **Section A**

##### **Question 1**

Examiners were pleased to note that almost all of this year's candidates read and carried out the instructions correctly. It was also encouraging that only less than a handful of candidates ignored this question in its entirety.

- (a) *diegene* was a common wrong answer here.
- (b) A fair percentage of candidates answered this question correctly.
- (c) A good percentage of the candidates answered this question correctly.
- (d) Weaker candidates occasionally struggled with identifying *maatstaf* as the correct answer.
- (e) Most identified *eenders* correctly.

##### **Question 2**

Some candidates struggled with the complexity of some of the sentences. However, even some of the weaker candidates produced well-manipulated answers, indicating that they were properly prepared for this task. Prepositions and verbs-forms were problematic for some, but most candidates clearly understood the objective of the exercise. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) A good number of candidates managed to answer this question correctly by recognising the negative structure.
- (b) A reasonable proportion of the candidates gained a mark for this question.
- (c) This question posed difficulties for weaker candidates; even some average-ability candidates struggled with forming the correct structure of the sentence and in maintaining the sense of the original.
- (d) A large number of candidates managed to answer this question correctly.
- (e) A large number of both stronger and weaker candidates who attempted this question received the mark.

##### **Question 3**

Overall, the scores for **Question 3** were better this year than last year, but some candidates still did not venture to write in their own words.

- (a) Many candidates identified the fact that IQ testing for children and adults cannot be the same thereby achieving the mark allocated.
- (b) A good majority of the candidates achieved the two marks for identifying that sport and beauty with the resulting fame and fortune are the new criteria of success.
- (c) Most candidates identified the role of the media correctly, and the majority of those achieved the second mark by providing supportive examples.
- (d) Examiners were pleased to find that a large number of candidates from across the board were able to identify that true beauty or personality requires more than mere looks or sporting ability.
- (e) Many candidates did not appear to understand how the study of certain subjects at school helps the individual find a future.

- (f) While better candidates identified the different implications between *slim* (factual knowledge) and *wys* (wisdom or experience) many weaker candidates merely rewrote the final paragraph revealing a lack of insight.
- (g) Many candidates confused the words *ten gunste* and *daarteen* and interpreted *ten gunste* as being negative in meaning but they provided the correct supporting evidence for the negative *daarteen* which meant they could only achieve some of the marks for the question.

## Section B

### Question 4

Candidates fared marginally less well in **Question 4** than in **Question 3**, but weaker candidates especially benefited from attempting to answer those questions with a higher mark value as this tended to boost their language mark.

- (a) A large number of candidates answered this question correctly achieving the two marks.
- (b) Many candidates assumed the quotation marks indicated the metaphor thereby missing the actual metaphor of *skild* or *wapen*.
- (c) Most candidates managed to achieve the three marks available if they used their own words.
- (d) Most candidates did very well in this question in connecting exercise and happiness therefore achieving the two marks.
- (e) Many candidates coped well with this question.
- (f) (i) Candidates did well in this question quoting the simile correctly.
- (ii) Many candidates did not explain the “madness” aspect of the simile and merely rewrote the whole sentence in which it appeared, therefore not achieving any marks.
- (g) Most of the candidates understood *wenresep* and achieved at least two of the marks although in many cases the supportive explanation was repetitive.

### Question 5

When candidates answered the questions appropriately they usually scored reasonably well. With every session that goes by, candidates resort less and less to copying from the texts. There were, nevertheless, a few candidates who still copied large amounts of material from the texts for **Question (a)**. Candidates are unlikely to score content or language marks by doing this.

A small number of candidates chose to answer only **(a)** or **(b)**, although it does not always appear to have been a decision based on time constraints. Centres are reminded to ensure that their candidates adhere to the word limits for both **5(a)** and **5(b)** as it is likely to result in weak marks for these questions if they write too little or too much; a fair number of candidates struggled to keep to the word limit in **5(b)**.

- (a) A variety of answers was possible, and Examiners were mainly concerned with candidates showing an ability to draw valid comparisons between the two texts based on the topic of *geluk*. Candidates usually achieved satisfactory marks when they attempted the question, and a number of candidates summarised various differences between the texts very well.

However, some candidates struggled to articulate clear differences between the two texts (e.g. ‘*Teks een sê geluk kan deur geen IK-toets gemeet word nie, en Tekse twee sê niks oor IK nie*’) or struggled to provide any relevant differences at all. Candidates who focused on each text separately often ran into problems, and Examiners would discourage candidates from taking this approach as it does not address the question directly enough. A good answer for two points would be: ‘*In die eerste artikel dink die skrywer dit is nie altyd sport wat geluk bring nie, terwyl die skrywer van artikel twee voel dit is beter om te oefen sodat die endorfien hormoon ons gelukkig kan laat voel.*’

A suggestion would be for the candidate to find four or five words dealing with aspects in both texts around the central theme and then expand the words into balanced sentences.

- (b)** Candidates typically scored between two and four marks for their personal responses. A large number of the answers appeared to be the actual opinions of the candidates rather than only concentrating on the opinions expressed in the texts which is a pleasant improvement.

Some candidates focused on a single idea, such as the stress teenagers experience in general in being 'cool', or because of peer pressure concerning drugs without expanding further on the situation of teenagers in South Africa or Namibia.

Excellent answers took an immediate stance in relation to the question ('Yes, I do/No, I do not/I think it depends on') and then went on to consider the demands placed on teenagers such as the quality of education between various South African or Namibian groups or the dearth of reliable job opportunities in the countries.

# AFRIKAANS LANGUAGE

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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

In general, many candidates demonstrated good writing skills and provided relevant responses to the essay questions set. It was clear that the majority had planned their work effectively, something for which teachers and Centres should be commended. There was a noticeable increase in the number of well-structured and well-illustrated essays this year. It was also pleasing to see that most candidates stuck to the task and that the number able to produce a consistently relevant response was much higher than in previous years.

It was evident that many candidates did not proofread their answers thoroughly, however, and spelling mistakes, omitted verbs and informal usage often cost them potential marks available for Use of Language.

Nevertheless, most showed a good ability to argue their case persuasively and remembered to provide a suitable conclusion in which they summarised the main points.

## Comments on specific questions

*Menslike verhoudings*

### **Question 1**

*Wat beteken die begrip “kameraadskap” vir jou en hoe het jy dit al in jou lewe ervaar?*

This question proved to be quite popular with candidates. Many provided a full response to either the first or the second part of the question. Stronger candidates showed they had read the question properly and successfully addressed both parts in a balanced essay. The weakest responses lacked structure and were unconvincing, partly as a result of this. Candidates ought therefore to be reminded that they should reflect on the specifics of the question and plan their essay before writing their final response.

*Stedelike en plattelandse lewe*

### **Question 2**

*“Mense trek na stede soos Johannesburg, Kaapstad en Windhoek met die vals hoop dat hul omstandighede daar sal verbeter.” Stem jy saam, of is die lewe in groot stede beter as op die platteland?*

Most of the candidates who chose this question possessed a fair degree of relevant knowledge with which to tackle the issues raised. Weaker scripts overlooked the phrase *vals hoop* in the statement, however, and were unable to provide sufficient evidence of an understanding of the social background to this topic. Stronger candidates were able to compare and contrast life in the city and in the countryside and wrote engaging essays.

*Vrye tyd*

**Question 3**

*'Vrye tyd is 'n mors van tyd.' Bespreek.*

Nearly all candidates agreed there was not enough leisure time but a fair number struggled to formulate a suitably convincing counterargument to the statement made in the question. Most were able to describe the negative impact of a lack of free time on people's everyday lives, however.

*Oorlog en vrede*

**Question 4**

*'Oorlog is nooit geregverdig nie.' Wat is jou mening?*

This topic was often chosen by the stronger candidates in this year's entry as it demanded an assured grasp of relevant vocabulary and current affairs. Arguments were made for and against armed engagement, often within one essay. Weaker answers tended to take their stance for granted and passed up on the opportunity to consider opposing points of view.

*Besoedeling*

**Question 5**

*'Dit help nie om internasionale ooreenkomste oor die beperking van besoedeling in die wêreld te maak nie, want sommige land ignoreer hierdie reëls.' Stem jy saam, of glo jy ons moet nog steeds probeer om besoedeling te bekamp?*

There were a number of strong responses in which candidates were able to bring a host of relevant facts and opinions to bear on this topic. Most argued in favour of stiffer penalties for countries which acted in breach of international agreements made at climate change summits but only the strongest recognized the problems associated with trying to hold such countries to account in an effective way. The weakest answers lacked an understanding of the deeper issues at play and tended to be quite superficial and over-reliant on opinions rather than pertinent facts.