

AFRIKAANS LANGUAGE

Paper 8679/01
Speaking

There were too few candidates to inform the production of a meaningful report.

AFRIKAANS LANGUAGE

<p>Paper 8679/02 Reading and Writing</p>
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Key message

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

- focus on the requirements of each of the questions and communicate it as precisely as possible
- convey the information in their own words and in unambiguous language
- proofread their responses very carefully.

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 some candidates achieving full marks. In **Question 2** candidates were required to rewrite a given sentence to show their ability to manipulate syntax accurately. While weaker candidates tended to struggle to form grammatically correct sentences, mid-range and stronger candidates coped better.

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. Some of the weaker candidates struggled with questions testing an implicit understanding of the texts.

Candidates who followed instructions scored well on **Question 5(a)**, with a small group achieving full marks. Candidates who showed a better understanding of **Question 5(b)** by referring to a South African or Namibian context and proffering a personal opinion did better than candidates who did not take these requirements on board.

As in previous years it was found that for **Questions 3, 4 and 5**, a number of candidates often copied large parts of the original text, with no adjustments, as their answers. Candidates should be reminded that they may only quote directly from the texts when they are specifically instructed to do so in a particular question.

Time is wasted in copying entire paragraphs or in copying out 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 *verskille* in **Question 5 (a)**, or of copying large sections of the comprehension texts. **Question 5(b)** showed that many candidates wrote sincerely and from experience.

Examiners would suggest that extra attention be given to:

- correct sentence construction and application of grammar as 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 answers so that it is clear that the candidates are aware of 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 for language.

Answering in one's own words provides Examiners with the ability to consider the candidate's understanding of the text and questions in a positive light.

Comments on specific questions

Section A

Question 1

It was pleasing to note that almost all of the candidates carried out the instructions correctly.

- (a) Generally the question was well done.
- (b) Many candidates answered this question correctly.
- (c) This question was generally well answered although *vergesogte* and *swoeg* did appear.
- (d) This question was generally well done although *vergesogte* did appear in some cases.
- (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 that there was a conjunction and re-arranging of the word order in the first part or embedding the *wat*-clause within the main part.
- (b) This question was generally well answered with many candidates recognising that the past tense wording would change.
- (c) This question was well answered.
- (d) Many candidates answered this question correctly recognising that the component parts of *deurbring* belong together. Examiners did, however, accept as a minor spelling error if it was not written as one word.
- (e) This question on the passive voice (*lydende vorm*) was answered well by both stronger and weaker candidates

Question 3

Overall the candidates coped well and the text appeared to be relevant to their interests. Some candidates did not venture to write in their own words.

The new format of answering in allocated lined spaces worked well. In some cases the candidates used the spaces at the end of the section or on the blank pages at the end of the booklet to complete or rewrite the correct answers. It is recommended that candidates need to indicate where to find the answers by giving a page number next to an asterisk in the margin next to the question that they had crossed out. This also applies to **Question 4**.

- (a) Many candidates identified that personification was used to show the sophistication of modern technology.
- (b) A number of candidates missed the comparison implied by *soos* required in this question. *Identifiseer* implies a quote is needed.
- (c) This question about the forces controlling development in technology was well handled but candidates should try to answer using their own words.
- (d) Many candidates coped well with this question although some did not achieve the full mark because they did not explore the links made between technology and family life.
- (e) Most candidates could explain why some people were sceptical about technology.

- (f)(i) Many candidates correctly explained the figurative language used.
- (ii) This question was well answered if the candidates understood the word *teenwerk*.

Question 4

Overall the scores for this question were reasonable, despite the fact that the text used more sophisticated figurative language than the previous text. As in the previous question, some candidates did not venture to write in their own words.

- (a) A large number of candidates answered this question correctly by identifying the problems older people experience with technology.
- (b) Many candidates did not understand that the figurative language referred to the continual development in technology and not to travel or the changing background image on a computer desktop.
- (c) Most candidates understood the reasons inhibiting the writer's attempt at researching the developing technology.
- (d) Many candidates managed to understand the figurative language used and achieved at least two of the three marks
- (e) Many candidates understood the positivity implied in the writer's words.
- (f) Many candidates understood the question required a view of both the older and younger generations' experiences with technology. Others who only lifted sections from the source texts did not reveal this understanding.

Question 5

Candidates who answered the questions appropriately usually scored reasonably well. There were still a number of candidates who copied large amounts of material from the texts which had a negative impact on their language marks. Only a very few candidates did not answer **5(a)** and/or **5(b)**.

Candidates may use the extra blank pages for planning (which is highly recommended) but they must remember to cross out the planning. If they plan on the lined 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 discuss valid differences between the opinions of the writers concerning technology. A large number of candidates summarised the differences very well; only a few looked at the similarities between the two texts.

There were a number of candidates who only wrote about one text and merely mentioned *die ander sê niks daaroor nie*. This indicated that they had either not understood the differences or had not understood both texts adequately, or both.

Candidates who tried to write on each text in separate paragraphs (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 or ideas dealing with the different/contrasting aspects around the theme and then expand on them in a paragraph.

- (b) Overall the candidates handled this question very well. In many cases a stance was stated followed by a personal opinion on the topic. This approach is a welcome improvement on how the question was often tackled in the past.

Centres are encouraged to point out to the candidates that they must always link their answer to **Question 5(b)** to the South African and/or Namibian context.

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<p>Paper 8679/03 Essay</p>
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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, candidates demonstrated good writing skills and most essays were of an appropriate length. It was clear that many had planned their work effectively, and teachers are to be commended for helping their candidates prepare well for the examination.

Candidates appeared to give the essay topics and questions more thought than in previous sessions and generally wrote responses that were consistently relevant. Questions were numbered and many essays were clearly structured.

Candidates are reminded of the need to proofread their answers in order to gain higher marks for Language. Most candidates were able to argue their stance persuasively using idioms that were appropriate to the task and enhanced the quality of their essay.

Comments on specific questions

Question 1

Die Jeug

- 1 *“Jongmense kry deesdae alles op ’n skinkbord en hoef niks meer self te doen nie.” Is hierdie mening geregtig?*

The responses to this question were generally good. Most candidates demonstrated the ability to use arguments and counterarguments and drew conclusions based on the presented facts and on their personal views. Most candidates were convinced that young people had to work hard at school to achieve good results, irrespective of talent. Many essays on this topic showcased the candidates' ability to use complex verbs and to place them in the correct part(s) of the sentence.

Candidates are reminded of the need to proofread and, where necessary, edit their essays, as the following sentences show:

- “In die einde daar is tieners dat deesdae alles op ’n skinkbord en wil nie werk vir dit nie.” (missing verb, anglicised idioms)
- “Dit is slegte as hulle leer nie om wat geld kan koop nie.” (incorrect form of the adjective, incorrect position of the first *nie*, incorrect preposition with the verb *leer*, all of which combine to obscure the meaning).

Question 2

Die media

2 “Die media speel ’n te groot rol in hoe tieners hulself sien.” Stem jy saam?

From the number of responses it attracted it seems that this topic was particularly relevant and appealing to many candidates. It was interesting to note that many candidates reached the conclusion that the media had a very strong influence on lives, including, in most cases, on their own lives. Again, many mistakes might have been corrected had some of the essays been proofread properly:

“Deesdae word die jeug al hoe meer deur die media.” (omission of the verb beïnvloed)

“Tieners is deur die media beïnvloed.” (the passive here requires word)

“Tieners want die beste nuwe dinge.” (direct translation)

“Al die goete maak dat tieners dink dus hoe hulle moet lyk en aan trek.” (insufficient attention to detail)

Question 3

Onderwys

3 “Jy kan meer buite die skool as by die skool leer.” Wat is jou siening van hierdie saak?

Many candidates wrote well-structured essays here, sustaining the Examiner’s interest with factual points and examples. Most candidates were of the opinion that they need to focus on academic subjects at school and on practical skills after they leave school. Many candidates demonstrated the ability to express a range of ideas but correct prepositional usage, producing idiomatic Afrikaans and spelling in particular were found to be challenging for some candidates:

“Jy moet nie jou geld mors wat jy so hard vir werk nie.” (instead of a construction with waarvoor)

“Soms mense lyk nie die traditinale opsie van skool.” (direct translation from English)

“Mense moet ten minste matriek kla maak.” (incorrect spelling)

Question 4

Tegnologiese vernuwing

4 “Daar word nie genoeg geld bestee aan tegnologiese vernuwing in Suid-Afrika en Namibië nie.” Bespreek.

On the whole, the essays on this topic were interesting and well-structured, with relevant factual points. Many candidates shared their personal views and succeeded in identifying the most important regional factors behind the lack of investment in technology, e.g. the need to prioritise investment in the provision of basic needs, such as food, suitable housing and education.

As with some of the essays on other topics, a large number of candidates struggled with using correct prepositions, e.g.:

“Ek gaan verduidelik hoekom daar meer geld bestee word in die vernuwing van tegnologie.”

Question 5

Die omgewing

5 “Daar word in Suid-Afrika en Namibië genoeg gedoen om die omgewing te beskerm. Om meer te doen is ’n mors van tyd en geld.” Stem jy saam met hierdie standpunt?

The response to this question was in many cases excellent and most candidates gave relevant examples to illustrate their point of view. From the number of responses seen it seems that the topic and the question were important to candidates, many of whom suggested practical solutions to the problems. Some candidates neglected to use punctuation to clarify the meaning of their sentences and to separate clauses in sentences. Again, candidates are urged to proofread their essays. Words were sometimes left out of sentences, which meant that they often did not make sense:

“As elke mens gee net ’n minder bietjie tyd, ons kan die wêreld te bewaar.” (instead of As elke mens net ’n bietjie tyd afstaan, kan ons die wêreld bewaar)

“Omgewingsbewustheid is ’n belangrike faktor want ons moet.”