



**ASSESSMENT & EXAMINATIONS**

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## **ABET L 4 CHIEF MARKER'S REPORT**

<b>LEARNING AREA</b>	<b>LLC-AFRIKAANS</b>
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<b>ABET</b>	<b>LEVEL 4</b>
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<b>DATE OF EXAMINATION:</b>	<b>14 NOVEMBER 2011</b>	<b>DURATION:</b>	<b>3 hours</b>
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### **SECTION 1:**

**(General overview of Learner Performance in the question paper as a whole)**

The performance of the learners on the whole question paper was good. 75%
Learners passed the question paper and only 24% learners failed the question paper.
It was evident that the question paper was challenging for 2 <sup>nd</sup> and 3 <sup>rd</sup> language learners. There were a lot of spelling mistakes made by learners, vocabulary limited and punctuation marks not used at the appropriate places.
Question 1 was answered best by most learners, followed by question 2. There were a lot of cases where learners did not answer question 3 or they misinterpreted the question. This caused the learners to lose a maximum of 10 marks for that question. Question 4 and 5 was based on creative writing. There were learners who had a good creative writing technique, though it was a small percentage of learners who could express themselves. The rest of the learners' vocabulary were limited, punctuation was not used appropriately, spelling and grammar was full of mistakes.

## SECTION 2:

**Comment on candidates' performance in individual questions**

**(It is expected that a comment will be provided for each question on a separate sheet).**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The case study was up to the level 4 standard and the topic relevant to the country's current economic status. In other words the learners could relate to the topic. The majority of the learners answered question 1 very well, but there were a few questions that the learners had difficulty in answering.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Some of the questions in the case study that the learners had difficulty answering was question
1.2. The learners were asked to quote a sentence out of the text, but they did not use inverted commas to show that the sentence is quoted. Therefore they lost one mark there. Question 1.6,
learners could not interpret "Dit lyk of die skelms 'n moontlike blaaskans gevat het." It is evident
that the learners did not know what "blaaskans" means. Although learners were guided to the lines in which they should find their answers, they still failed to specify and write down two or three words. They opted to write the whole paragraph with many of them not underlining the exact words expected of them, e.g. "Watter TWEE middele het die polisiegedurende....."
In this question, some of the learners wrote the whole paragraph instead of writing only two words.
In question 1.8, the learners were asked what they think of the statement, "Yes" or "No" and motivate the reason for their answer. Some of the learners failed to give a motivation for their answer of they just gave a motivation without "Yes" or "No."
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must ensure that learners understand that when they quote directly from the text, they
must always use inverted commas. Educators should give learners more idioms exercises , where they should interpret or express idioms.
<b>(d) Describe any other specific observations relating to responses of learners</b>
The learners responded very well to question 1.1,1.3 and 1.4. Although the learners were guided
to the lines in which they find their answers they still failed to specify and write down two or three
words. They opted to write the whole paragraph, with many of them not underlining the exact words expected of them. For example in Question 1.7 " Watter TWEE middele het die polisie gebruik gedurende ...". In this question some of the learners wrote the whole paragraph
instead
of writing only the two words expected of them.

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators should encourage learners to carefully read the instructions of a question,
Learners should underline important keywords in an instruction. This will help them to
ensure that they indeed answer what they have been asked. For example Question 1.7
“ Watter <b>TWEE middele</b> het die <b>polisie</b> gedurende die wêreldbekertoernooi gebruik om
<b>misdaad</b> vas te vat?”
<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Question 2 was answered well by most learners. The rest of the learners who did not
perform well, they struggled in the following questions:
Question 2.1.1 to Question 2.2.2,- The learners spelled the words wrong when they had to
write words in the singular and plural form. They also struggled to spell the words correctly
for which they had to give the diminutive form.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
In questions 2.1.1 and 2.2 .2 the learners lacked critical language awareness skills. With
question 2.11 it appeared that the sentence was too long for the learners and it confused them
when it came to the word order. More learners could have been rewarded the maximum mark
if they clearly understood spelling and punctuation rules.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators should do more exercises on direct and indirect speech. The learners often
confused tenses ( past, present and future) when they had to translate direct and indirect
speech. It would be beneficial to the learner if the educator explains the rules regarding
direct or indirect speech, when constructing the sentence.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners responded very well to questions 2.4.1, 2.4.2. Question 2.5 was
answered poorly, because they did not understand the question. They gave answers
that were not related to the question.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators should incorporate more reading activities into the daily teaching routine.
It is clear that some of the learners have poor reading skills, by the manner in which they
answered the questions. I f a learners can't read or interpret words how will they be able
to answer a question?

<b>QUESTION 3</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
This question was answered poorly by most of the learners. The learners did not know how to answer the question or some of them did not attempt to answer the question. It is evident that they did not know how to do a summary at all. The question rises- Did the educator implement the unit standards?
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
It was evident that the learners did not do enough summaries in the classroom. It could also be that they misinterpreted the question. For example- “ Noem <u>vyf punte</u> uit die paragraaf en <u>noem slegs een feit per sin</u> ” The learners interpreted the question by giving one word that could also be stated as a fact in the sentences of the given text. Many did not write full sentences. Consequently they lost the marks.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must explain to the learners what a summary is. They must also allow their teaching and learning to be guided by the unit standards. The structure of a summary is very important therefore educators must practice it with the learners. They must ensure that learners indicate the number of words they used.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some of the learners just wrote the whole text over into their answering sheets. Those learners who did attempt to do the summary, wrote more than the required number of words. Some of them did not indicate the number of words they used, which was one of the requirements of the question.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators can use resources like old newspapers or magazines clippings for learners to practise their summarizing skills.
<b>QUESTION 4</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Creative writing- The performance of the learners were very poor. Only a small percentage of learners excelled n the essays. Those who did poorly in the esays did not adhere to the format of an essay. There was no link between thought and development of the essay.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
There were a lot of grammar and punctuation mistakes. There were learners who didn't know that a sentence starts with a capital letter and ends with a fullstop. Their sentences were too long which led to more grammar and punctuation mistakes. Learners unfortunately had to be penalized for this. The learners' vocabulary were limited, and they did not know how to express themselves. Some of the learners did not write the format of an essay correctly. E.g. There was no introduction or paragraphs.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be encouraged to read more books to expand their vocabulary and imagination. The educators should explain the importance of body content and creative writing technique. Once again, learners should read more literature. Educators can use the mind-map technique to teach the learner how to plan their thoughts, and structure what they want to say before attempting to write the essay. Educators must emphasize the importance of paragraphs, because without paragraphs in an essay it is just a chunk of words.
<b>(d) Describe any other specific observations relating to responses of learners</b>
The few learners who displayed creative techniques, made reading their essays an absolute pleasure. Question 4.1.1 – “Dit was my spesiale dag” was the most popular topic. Learners wrote to their hearts content and did a good job.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators should ensure that learners are registered at the nearest library and check on their reading records.
<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The performance of the learners were fair. Some of the learners adhered to the format of the informal letter, while others did not even write an address in their letters. This led to many learners missing out on marks. There was also no clear development in the essays of many learners.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
The learners did not stick to the format of a letter, the address was written at the wrong place. Example for Afrikaans the home number comes after the street name. They wrote their addresses in the English format. Many times the date was not included beneath the postal code. When it comes to content, the learners did not know how to express themselves in the letter. The vocabulary was limited, a lot of spelling and grammar mistakes.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators should teach the learners to be creative and imaginative. They can achieve this through role-play. Educators should also teach learners what the address format for Afrikaans looks like and how they can ensure that their ideas link up with each other. Mind-maps are very useful tools when structuring your thoughts for an essay and letter. Educators can use this tool to assist the learners with planning for creative writing.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners opted for the informal letter instead of the Curriculum Vitae. Very few learners did adhere to the topic. Learners gave too little content in the letter. They should follow the instructions closely.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

SIGNATURE OF EXAMINER/MODERATOR: \_\_\_\_\_

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