

**CHIEF MARKERS REPORT ON MARKING OF 2014  
NATIONAL SENIOR CERTIFICATE EXAMINATION (NSC)**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ACCOUNTING
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<b>PAPER</b>	
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<b>DATE OF EXAMINATION:</b>	28 OCTOBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

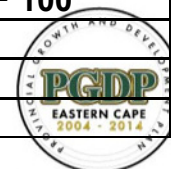
The 2014 Accounting paper was accepted as a fair paper which offered a good balance between all sections across the FET syllabus. All questions offered an introductory section of lower level questions and progressed to more challenging application of accounting principles and procedures. As such candidates were able to attempt all the questions and accumulate marks (compliance to the revised Blooms taxonomy).

The structure of the Accounting paper was consistent with the style and format of previous years. Educators have become accustomed to this format and appear to have prepared learners accordingly. The new sections introduced by CAPS was appropriately integrated into the paper.

Sections of the paper were predictable. The examiners introduced different approaches to test the content. This required a good understanding and insight. A small percentage of learners from the so called advantaged schools did very well whilst the large percentage from the disadvantaged centres once again failed to produce the desired results.

### **SECTION 2: Comment on candidates' performance in individual questions**

<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>		
<b>Average mark from the sample of 100 : 47,1% (<sup>16</sup>/<sub>35</sub>)</b>		
<b>SUB-QUESTION</b>	<b>TOPIC OR ASPECT TESTED</b>	<b>AVERAGE % OF THE SAMPLE OF 100</b>
1.1	VAT and inventory concepts	75%
1.2	VAT calculations	51,2%
1.3	Inventory valuation	40,5%



This question was well answered. It was attempted by all candidates. Most learners failed to distinguish between the periodic inventory system and the perpetual inventory system. The difference between zero rated goods and exempted goods and services was also a problem for many.

The VAT calculation was generally well answered. Marks were awarded for different presentation of figures. The difference between VAT input and VAT output was still not clearly illustrated. Markers had to look for signs that will give candidates the maximum benefit. Many approached to calculate were used.

Inventory valuation has become predicable and the well-prepared candidates were able to do the calculations for closing stock and the missing items with ease. Commenting on the effect of a change in policy to the gross profit was poorly answered.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Questions on VAT mainly focus on some theory, ethical issues and a calculation. This has been the trend over the years. The section on VAT commences in Grade 10 and is extended in Grades 11 and 12. It appears as if educators do not revise this section and tend to spend more time on Financial Statements. Candidates also do not practice many examples and rely on recalling the calculations and formulae learned in previous Grades. Candidates do not show a clear understanding of VAT input and VAT output or how to deal with inclusive and exclusive calculations.

A large percentage of candidates did not take into account the goods returned in calculating the weighted average.

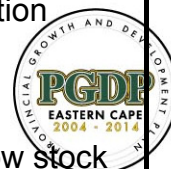
With regards to the effect of a change in stock valuation policy, many did not focus on the nature of the goods and the ethical issue associated with manipulating stock records. Many did not attempt this question.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

With reference to VAT, educators must plan their accounting syllabus to include and integrate the sections that overlap from Grade 10 and 11 into Grade 12. This must include the general concepts as well as VAT calculations. It is not necessary for learners to know **the different ways** to calculate the VAT due to or receivable from SARS. Educators must devise a workable method that is easy to understand. Encourage class discussions on the basic concepts and try to incorporate the implication of VAT to all forms of business enterprises.

Stock valuation systems is an extension of the periodic and perpetual systems taught in Grade 11. Practical examples must be provided and questions from past year examination papers must be used as short informal class tests. Learners will note that the pattern of presenting the information in a table format is almost always constant and predictable. Doing many exercises will fine-tune ones' skill in dealing with the calculations in this section. Teachers must take note that that specific identification method was introduced with CAPS and must not be neglected.

Commenting on stock valuation information require a good understanding of how stock





figures influence the operating efficiency of a business. Candidates must display a good general knowledge and insight. Class discussions and case studies are helpful in this regard.

**(d) Describe any other specific observations relating to responses of learners**

Learners do not know how to deal with goods returned and missing items in calculating the closing stock figures. This is a grey area in the syllabus and different educators have different interpretations of how this should be treated.

In answering the commenting questions, learners lift information from the question. They try to remember the stereotypical answers that educators tell them to write. At times they are totally unrelated to the question and markers have difficulty deciding in awarding marks.

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

Teachers must be mindful of the time constraints in effectively completing the Grade 12 syllabus. A well-constructed year must achieve a balance between the three broad fields. Although this section is considered to be small, it must not be taken for granted. Encourage self-study and enrichment exercises. Have class discussions outside the normal school times. Allocate time to complete SBA tasks at school so that learners do not get their parents to do the tasks or hand in chunks of information downloads from the internet.

Subject advisors must assist educators in developing SBA tasks to suit the needs of their learners. They must adapt the tasks provided by the provincial and national curriculum departments. Educators must also extract exercises from different textbooks and make extensive use of past year papers for revision.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**Average mark from the sample of 100 : 39,4% ( $\frac{12}{30}$ )**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
2.1/2.2	Creditors reconciliation	41,7%
2.3	Ethics and internal controls (Creditors)	34,9%

Question 2.2 on reconciliation was generally well answered. The well-prepared candidates obtained full marks in this section. In preparing the reconciliation statement, learners do



building blocks for growth.

not know where to place the amounts, or the negative or positive effect of the amounts. They write amounts in both columns and lose up to 7 marks for superfluous entries. The importance of preparing a reconciliation statement and internal control measures are also not clearly understood.

The ethical issue tested in Q 2.3 was poorly answered by many. They were able to recognise that it was wrong to privately purchase goods on a business invoice but was not able to provide appropriate courses of action to address the problem. Once again, the clichés such as “fire him” and give him a “warning” was used, for which they were awarded one mark.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners cannot differentiate between the creditor's ledger account and the statement (many confuse the terms creditor and debtor). They do not understand that the entries on the statement would be a mirror image of the entries in the Creditors Ledger. As such they confuse the use of positive and negative amounts.

In 2.3, the answers given implied disciplinary action but language and expression were poor. Markers were encourage to read carefully and give credit where it's due.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners are quite proficient in doing the Bank Reconciliation. Educators must use the principles thought in this section to explain creditors' reconciliation. The emphasis must be on the fact that the business receives an external document (statement) which is the creditor's record of “our” transactions, and that differences need to be rectified.

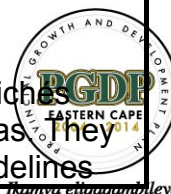
Again, practicing many exercises is useful to pick up the trends. Group work can be encouraged as learners are comfortable learning from their peers. Educators must also insist that discussions take place in English (language of the paper) because transactions in this section must be interpreted correctly for the appropriate actions to be taken.

Short class tests and practical case studies using actual statements will provide a better understanding of how the reconciliation can be used as an effective internal control tool.

**(d) Describe any other specific observations relating to responses of learners**

When completing tables in an examination, the ill-prepared learner write amounts in all columns. This is clearly a lack of understanding of the requirement of the question. They score marks for the positive figures and lose marks for extra entries on each line.

In answering questions on internal controls, learners simply write the generic clichés that educators drill; such as division of duties, check invoices and install cameras. They write these statements without any understanding of the concepts. Marking guidelines



award part marks but are expecting learners to say more for full marks.

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

This section is practical in nature and educators must try to make the information meaningful. Avoid making rules for dealing with specific transactions. Examiners will always attempt to be creative and introduce transactions that require some interpreting. Introduce learners to a number of different scenarios. Start with the very simple (invoice for goods bought was not recorded by the accountant of the business), and progress to the more challenging examples. Give learners a task to devise their own activity with transactions and figures and use these as exercises in class. Matric teachers work under pressure to complete the syllabus. These activities can be done as homework and extension activities.

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**Average mark from the sample of 100 :** 40,9% (<sup>27</sup>/<sub>65</sub>)

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
3.1	Notes to the Balance Sheet	49,3%
3.2	Completing a Balance Sheet	44%
3.3/3.6	Ratios and interpretation	29,2%

The Ordinary Share Capital and Retained Income note was well answered. It was evident that educators focused on these notes due to share buy-back being introduced to the CAPS syllabus. Many were not able to calculate the average share price but were able to disclose their incorrect calculations correctly.

The Balance Sheet was also well answered and a number of method marks were awarded for the transfer of amounts and calculations (for operation). The Balance Sheet had to be completed from the Equity and Liabilities section first and the amounts for non-current asset were the balancing figures. Markers had to test for reasonableness in awarding the marks in this section.

The challenging calculations and disclosure were:

Re-purchase of shares: average share price and the extra portion from the Retained Income;

Final dividends calculation using the correct number of shares;

Loan and current portion of loan.

Once again, the interpretative questions on liquidity and risk/gearing was poorly answered. This question was asked a number of times in many past papers – one wonders what more can be done to make candidate understand that this must be studied and understood.



The conflict of interest in the auditing question (3.6) was poorly answered. Many did not answer this question.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Calculations and formats are not being emphasized and reinforced from Grade 10.
- Learners were not able to calculate the average share price (the extra portion was a method mark in the Retained Income note). They also did not realize that all shareholders (including the shareholders who sold their shares to the company) were entitled to dividends.
- In the Balance Sheet, there were some misplaced items, and many combined the information in Trade and Other Payables.
- The interest was omitted in calculating the current portion of the loan.
- With regards to the ratio analysis, learners were able to identify the trends but failed to comment on the efficiency of business based on the financial indicators quoted.
- In 3.4 they did not make the comparison between the dividend payout of the previous year.
- Combining the returns with market price was a first and learners had difficulty relating one to the other.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Preparing financial statements should be an on-going process and not treated as a separate independent section. Balance sheet accounts and nominal accounts and the accounting equation must be used to introduce all sections. Learners must be able to distinguish between the different types of accounts with ease and to relate them to the specific statements or notes. Educators must use the extended accounting equation to teach this section ( $\text{Assets} + \text{Expenses} + \text{Drawings} = \text{Capital} + \text{Income} + \text{Liabilities}$ ). One must be able to recognize balance sheet account from nominal accounts to avoid being penalised for foreign entries on financial statements. The formats of financial statements must be tested regularly. It must not be taken for granted that account names will always be printed in the answer book. Examples from various textbooks and past year exam papers must be used for short class tests. Remember to adapt older papers to comply with the requirements of CAPS.

When addressing the ratios and interpretation section, educators must try to integrate this into the different sections of the syllabus for example, the balance sheet can test dividend policy, solvency, risk and return; budgets can test debtors collection period and creditors' payment period etc. Start with the basic – test the formulae and calculations, group the financial indicators that are normally used together and focus on the key adjectives that are used to comment appropriately and effectively.

Create activities that will stimulate discussion rather than simply lecturing to learners and giving them prescriptive notes. Try to develop and broaden the learners' knowledge on how ratios are used to make business decisions. Debates and case studies must be used to encourage learners to express themselves. These can also be used as the SBA assignments or projects.



**(d) Describe any other specific observations relating to responses of learners**

Learners showed a willingness to answer the questions. Unfortunately they do not understand the requirements of the questions and tend to write the commonly used phrased used by their teachers. In most cases, these are inappropriate and irrelevant to the question being tested. Example in this paper, 3.5 wanted a trend and a comment. This also proved to be a challenge for the markers.

The auditing question tested an ethical issue of conflict of interest. Many of the learners stated that the business must appoint an independent auditor. They failed to realize that Janet is an employee of an independent audit firm that is performing the audit for this business.

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

Financial statements templates must be used when sections of the financial statements are taught, example: the **Ordinary Share Capital, Retained Income note** or the **Equity And Liability** section of the balance sheet. It is also beneficial to test the formats without using amounts. Give the learners a random list of balance sheet accounts and ask them to place them in the correct financial statements. This will also eliminate the problem of misplacing items on a financial statement. Make use of a variety of resource materials and explore the different types of adjustments and calculations.

Use past year questions for short class tests and assignments. Form cluster groups with teachers from neighbouring schools and share ideas. This will help instill confidence in ones content gaps.

**QUESTION 4**

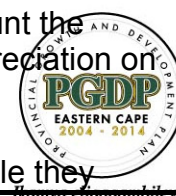
**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**Average mark from the sample of 100 : 34,4% (<sup>26</sup>/<sub>75</sub>)**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
4.1	Calculations - depreciation	31,2%
4.2/4.3	Cash Flow Statement and decisions	40,5%
4.4- 4.7	Ratios and Analysis	28,1%

- It was disappointing to note that the depreciation calculation was so poorly answered. The concept of depreciation and simple depreciation calculations are introduced in Grade 10 and disposal of fixed assets is taught in Grade 11. Learners were able to calculate the depreciation on the new equipment but did not take into account the number of months and the accumulated depreciation in calculating the depreciation on the new and the old (remaining) assets.

- More candidates are now attempting the cash flow statement question. While they



appear to know the format and placement of information, they still experience difficulty with the calculations and interpreting whether the amount is an inflow or outflow of cash (use of brackets). Tax paid, dividends paid and fixed assets purchased required calculations. These were assumed to be familiar and routine application of principles. Financing activities which included a cash outflow for shares re-purchased was well answered.

- Ratios and interpretation continue to be the stumbling block for many learners (as well as educators).  
Answers given is a clear indication about the lack of commitment to the task. The well-prepared learner gives the expected responses as explained in textbooks and marking guidelines of past papers. A fair percentage of learners do not attempt these questions.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners are familiar with the structured format which is dogmatically taught at schools. They therefore find it difficult to interpret different presentations of information used in examination papers. Marks are also lost when workings are not shown next to each item on the statement.

The calculation of the net change in cash and cash equivalents was also poorly answered.

The use of brackets in a Cash Flow Statement is important as it denotes inflow and outflow of cash. Many attempt the calculations but do not indicate the inflow or outflow.

The average learners can prepare the Cash Flow Statement but were not able to identify the poor decisions of management that caused a large bank overdraft (or a strain on the cash reserves of the business).

The interpretative questions required learners to engage with the financial indicators and comment, showing understanding and insight. Simply mentioning the trends (increase or decrease) was not good enough.

English (FAL) learners were not able to express themselves clearly. The subject-specific terminology were beyond the vocabulary of a large percentage of candidates (example: positive and negative gearing, financial risk and return on equity).



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Firstly, educators must address *their* content gap so that they can approach this chapter with confidence. It is also important to take note of the changes to the syllabus. Have copies of the Companies Act and the King Code 111 and use them in preparing lessons for class discussions.

Secondly, each section of the Cash Flow Statement can be taught in isolation (operating activities, investing activities and financing activities). This will allowed the average learners to progress from the simple to the complex.

Use the different resources available, especially the past year papers and become familiar with the different ways in which this question can be asked.

Encourage learners to show all workings – experience has shown that this can add up to many marks throughout the question, as well as earning method marks for operation.

Some educators do not teach the sections on ethics, ratio analysis, internal control and auditing as they take up much time. Learners are expected to read and understand this part of the syllabus on their own. SBA tasks are also used to cover this section. These topics lend themselves to interesting discussions. A confident educator would encourage learners to debate and discuss ratios analysis. Using real-life examples from financial magazines and newspapers such as the audit reports on municipalities, and published financial statements of companies would show the practical nature of the subject thereby making the content more meaningful.

Feedback on Assignment and case studies must be given. Learners benefit more if this is done as a class discussion rather than notes on the assignment only.

Discussions are also useful in addressing the language barriers of learners provided that educators insist that the language of the paper is used in class discussions (English and/or Afrikaans).

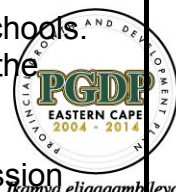
**(d) Describe any other specific observations relating to responses of learners**

- Candidates still have difficulty in calculating the net change in cash when there is a bank overdraft.
- The share buy-back (outflow) needs some attention. The average share price is not relevant here.
- Comments are very brief and at times inappropriate generic statements.
- Easy marks are lost for not quoting figures which are generally given in the question paper. The trends are also not clearly stated. (Increase/decrease, use of arrows, or the difference).

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

The province conducts many workshops and programmes throughout the year. Educators must get the programme from their subject advisors. Attend cluster meetings, workshops and form subject committees with educators from local schools. Sharing ideas and assessment tasks will ensure uniformity as well as broaden the scope of activities you can offer your learners.

From my experience, Cluster moderation sessions still engage in “shadow” moderation with educators wanting to complete the session and leave. This session



can be used more effectively to highlight key challenges are take corrective measures. The groups can also be structured to have a mix of experienced and novice teachers.

Areas needing attention include:

The quality of the assessment tasks and the quality of marking.

The length of papers and the allocation of marks (weighting).

The flawless presentation of assignments prepared with outside assistance.

## QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

**Average mark from the sample of 100 :** 36,2% ( $\frac{15}{40}$ )

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
5.1/5.2	Concepts and collection schedule	42,2%
5.3/5.4	Calculations and interpretation	33,3%

- Basic concepts and the difference between a cash budget and a projected income statement was generally understood. Some general account names were offered but learners were required to extract the information from the budget on the question paper.
- The creditors' payment schedule was also answered well (learners are familiar with the debtors collection schedule and applied their knowledge here).
- The calculations were a challenge for many. They however, took advantage of the part marks for workings.
- 5.4.1 and 5.4.3 was poorly answered. Commenting on the stock holding period was average. Many related the change in the mark-up to sales and not to the Gross Profit.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- 5.3.3 – learners calculated the increase portion but did not add it to the gross salary. (1 mark).
- 5.3.4 – candidates did not multiply by 12 to get the annual interest rate.
- 5.4.1 – the learners did not consider the shelf life of the product in their comments.
- 5.4.2 – many tried to use the budgeted figures to calculate the mark-up percentage.
- 5.4.3 – the main focus was on sales and not on the gross profit.

(c) Provide suggestions for improvement in relation to Teaching and Learning

This section requires a solid grounding from the Grade 11 syllabus. In Grade 12, the

building blocks for growth.



*Ikamva eliqaqambileyo!*



emphasis is on calculations and analysis of the budget information. Once again, start this topic by going back to basics and recap the Grade 11 content. A short test to assess readiness will suffice. A good understanding of the concepts (cash and non-cash; income and expenses vs receipts and payments; capital and current; trends and percentages) is a good starting point. The focus must then shift to the calculations and interpretation.

A variety of exercises must be given and time must be spent in doing the corrections in class. Problem solving exercises and case studies are very useful in broadening the understanding of the concepts of under-budgeting and over-budgeting.

**(d) Describe any other specific observations relating to responses of learners**

Learners have difficulty calculating percentages and pro-rata amounts. The integration on ratios in this section was also not expected (stock-holding period).

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

For assessment purposes, it is important that past year papers are revised. Short informal class tests are also useful. Projects can be used to develop the management skills of learners, such as organising a field trip. Practical application of the principles will be more meaningful. Hopefully this will filter into the responses they offer in examination papers.

**QUESTION 6**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**Average mark from the sample of 100 : 43,3% ( $\frac{24}{55}$ )**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
6.1	Production cost statement and notes	59,7%
6.2	Problems solving – cost concepts and interpretation	16,7%

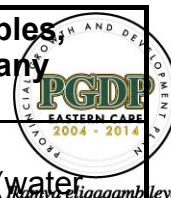
6.1 was answered well. Almost every candidate answered this question and were able to score good marks.

6.2 was very poorly answered. Learners have not acquired the skill to engage with data given in a table format and answer questions.

6.2.2 and 6.2.3 were either poorly answered or left out.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- 6.1.1 – learners could not calculate the bonus.
- There were some difficult calculations in the factory overhead cost account (water).



and electricity and insurance).

- 6.2.1 – identifying the cost accounts was manageable; providing a possible cause and advice was problematic.
- 6.2.2 – many variation of calculations were provided. Lack of understanding.
- 6.2.3 – learners identified pies but were not able to comment on the effect on the net profit.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

The Production Cost Statement and the notes is predictable and it was well covered by educators.

To improve the marks here, they simply need to pay more attention to the different calculations using percentages and ratios. Examiners will try to be more creative in testing this section because it is so straight forward.

A good understanding of the ledger accounts from Grade 11 is carried into the Production Cost Statement.

To extend learners, educators must shift the emphasis to the unit cost calculations, break-even analysis and problem-solving scenarios. Some attention must be given to the abridged Income Statement as this is part of the CAPS syllabus.

**(d) Describe any other specific observations relating to responses of learners**

Some candidates did not deal with the adjustments to the factory overhead cost accounts effectively.

The comments in the problem-solving question were very vague and clichéd.

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

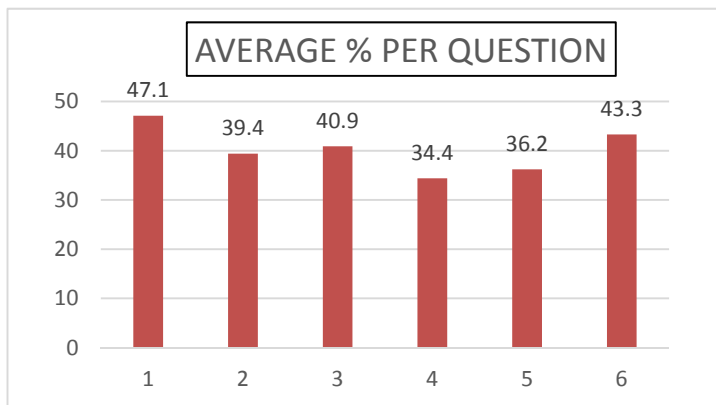
Educators must not take for granted that this is an easy section. They must maintain the momentum of drilling the questions from past year examination papers and provide many activities from the various textbooks available.

Exercise some creativity and devise case studies to illustrate the relationships between the different cost centres in a manufacturing concern. If possible, visit a manufacturing plant (Mercedes Benz) and observe the production process in action.

## ANALYSIS OF THE SAMPLE OF 100 SCRIPTS

### SAMPLE RANGE :

80%	(240 - 300)	5
70%	(210 - 239)	5
60%	(180 - 209)	10
50%	(150 - 179)	10
40%	(120 - 149)	15
30%	(90 - 119)	20
20%	(60 - 89)	15
10%	(30 - 59)	10
0%	(0 - 29)	10
<b>Total number of scripts</b>		<b>100</b>



### AREAS OF CONCERN

QUESTION	AVERAGE %	DESCRIPTION / NATURE OF QUESTION
2.3	34,9%	Creditors Reconciliation – Commenting on ethical issue and internal control
3.3/3.6	29,2%	Balance Sheet – Ratios analysis : commenting on business decisions quoting figures and trends
4.1	31,2%	Calculation of depreciation involving old, new and sold fixed assets.
4.5 – 4.7	28,1%	Commenting in liquidity, risk and gearing, and effect of share-repurchase on majority shareholding.
5.3/5.4	33,3%	Calculating budgeting ratios (stock holding, mark-up percentage) and commenting on the results
6.2	16,7%	Analysing a table of data, identifying problems and offering advice (Problem solving).





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AFRIKAANS FIRST ADDITIONAL LANGUAGE (FAL)
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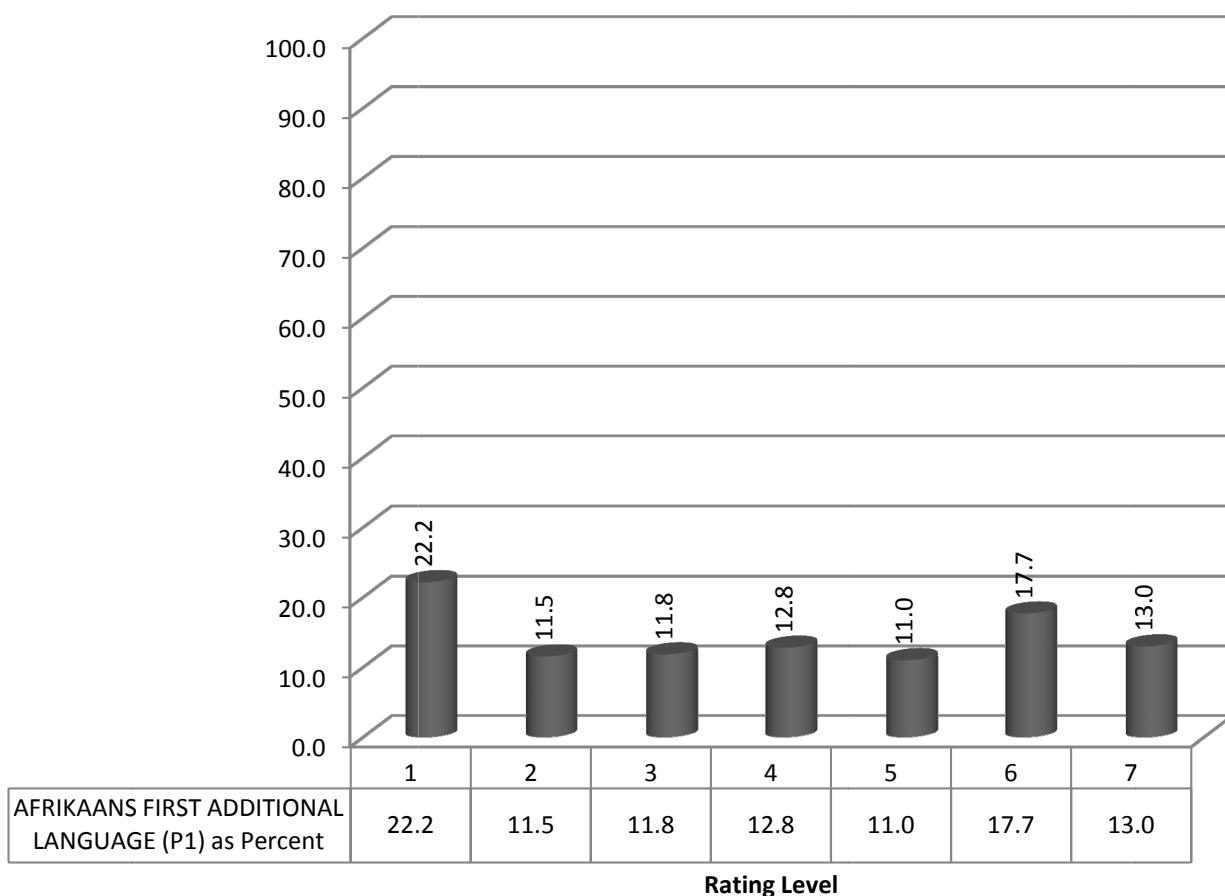
<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	29 OCTOBER 2014	<b>DURATION:</b>	2 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

**OORSIG VAN SLAAGPERSENTASIE VIR DIE VRAESTEL**

## Learners Per Rating Level as Percent



Aangesien dit die eerste jaar van die KABV-leerplan en -eksamen is, word daar verwag dat kandidate in die 2015-eindeksamen in hierdie vraestel beter sal vaar.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1 (Comprehension / Leesbegrip)

**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Kandidate se prestasie in hierdie vraag het gewissel van geen punte tot volpunte. Daar het sekere vrae voorgekom wat laterale denke vereis het. Vanuit sommige antwoorde is dit duidelik dat die kandidate wel die antwoord geken het, maar nie oor die taalvermoë beskik het om hulself uit te druk nie – kernwoorde is in Engels geskryf.
- Baie van hierdie vrae se antwoorde is ook verkeerdlik direk uit die teks aangehaal – veral waar dit duidelik was dat kandidate nie die vraag verstaan het nie. Kernwoorde is uit die teks geïdentifiseer wat ook in die vraag voorkom en is (soms verkeerd) aangehaal met die hoop dat dit die regte antwoord kan wees.



SLAAGPERSENTASIE VOLGENS 'N STEEKPROEF VAN 100 SKRIFTE: AFDELING A – LEESBEGRIP						
Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
8%	11%	5%	13%	11%	16%	36%

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. (General mistakes)**

- Kandidate lees nie die vrae noukeurig met die doel om te verstaan wat hulle lees nie.
- Hulle het veral gesukkel met die interpretasie van die visuele teks in konteks.
- Kandidate het baie Engelse en ook sleng-woorde gebruik om hulself uit te druk.
- Baie direkte aanhalings is gegee waar interpretasie verlang is.
- Kandidate sukkel met, **woordeskat**, idiomatiese taal, insig en **interpretasie**.
- Baie kandidate het nie die visuele teks korrek geïnterpreteer / verstaan nie en daarom is daar baie foute gemaak om die vrae **binne konteks van die teks** te beantwoord.
- Kandidate het nie geweet wat *ooreenkoms* en *verskille* beteken nie.
- Kandidate sukkel om afleidings te maak. Indien die vraag 'n afleiding vra, het baie kandidate direk aangehaal. Baie punte is hierdeur verloor.
- Vrae wat veral probleme gegee het, was 1.2; 1.4; 1.5.2; 1.6; 1.7; 1.8; 1.13; 1.16.2; 1.17; 1.20 & 1.22

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Meer onderrigtyd moet aan die beantwoording van leesbegrip en visuele tekse gewy word.
- Praktiese voorbeelde moet gegee word om afleidings te maak.
- 'n Leesprogram vir kandidate sal geweldig help vir die uitbreiding van woordeskat en ook om hulle aan die Afrikaanse idioom bloot te stel.
- Kandidate moet afgerig word om die kern van die vaag te identifiseer.
- Nadat die kern identifiseer is, moet hy/sy besef dat dit die fokuspunt van die antwoord is en nie onnodig uitbrei nie.

**(c) Describe any other specific observations relating to responses of learners**

- Kandidate beantwoord nie die vraag nie en skryf daarom te veel met die hoop dat die antwoord êrens in die antwoord voorkom.
- Kandidate moet bewus wees van die feit dat indien 'n aanhaling gevra word, die kandidaat die aanhaling woordeliks moet oorskryf.



**(d) Any other comments useful to teachers, subject advisors, teacher development, etc.**

- Onderwysers moet aan kandidaat verduidelik hoe om vrae te ontleed, hoe om 'n vraestel te beantwoord en ook hoe punttoekenning gemaak word.

**QUESTION 2 (Summary / Opsomming)**

**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Kandidaat het oor die algemeen gemiddeld gevaar.
- Kandidaat bied steeds algemene stellings as wenke aan.

SLAAGPERSENTASIE VOLGENS 'N STEEKPROEF VAN 100 SKRIFTE: AFDELING B– OPSOMMING						
Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
10%	5%	11%	5%	25%	16%	28%

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Kandidaat het wenke as algemene stellings aangebied wat blyk dat dit nie deeglik in die klas onderrig is nie.
- Van die wenke is in die verleedetydvorm aangebied.
- Kandidaat, wat veral oor 'n beperkte woordeskat en taalvaardigheid beskik, het van die wenke lukraak uit die leesstuk oorgeskryf (en soms herskryf wat dan onsamehangend aangebied is).
- Basiese woordorde- en sinskonstruksiefoute is begaan.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Kandidaat moet onderrig word in die kuns van opsommingskryf.
- Wenke moet soos volg begin:
  - Jy moet ...
  - Jy moenie ... of
  - Met 'n werkwoord.
- Kandidaat moet onderrig word om die instruksies te analiseer en die kern van die vraag te identifiseer. Elke sin van die opsomming moet dan direk verband hou met die kernaspek.

**(c) Describe any other specific observations relating to responses of learners**

- Dit blyk asof baie min kandidaat die kuns van opsommingskryf bemeester het.
- Die swakke kandidaat het woordeliks aangehaal, maar het punte verloor aangesien die feit uit 'n stelling afgelei moes word. Vir stellings is daar nie 'n punt toegeken nie.
- Kandidaat moet bewus wees dat daar nie meer as een feit per sin gegee moet word nie.





**(d) Any other comments useful to teachers, subject advisors, teacher development, etc.**

- Onderwysers kan op 'n dag tot dag basis (5 minute per periode) kandidate 'n paragraaf laat lees waarna hulle die kern van die paragraaf moet identifiseer. Hiertydens kan kandidate uitspraak en spelling oefen, nuwe woorde aanleer en ook die gebruik van 'n woordeboek.

**QUESTION 3 (Advertisement / Advertensie)**

**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Dit is duidelik dat die meerderheid van die kandidate nie in die analise/interpretasie van advertensies onderrig is nie.
- Hulle het daarom min begrip gehad van hoe om die vrae te benader en te beantwoord.

**SLAAGPERSENTASIE VOLGENS 'N STEEKPROEF VAN 100 SKRIFTE: AFDELING C – TAAL VRAAG 3**

Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
28%	10%	9%	10%	13%	12%	18%

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Kandidate het nie die vrae verstaan nie.
- Beperkte woordeskat het verhoed dat kandidate die vrae in suiwer Afrikaans aangebied het. Die invoeging van Engelse- en sleng-woorde het hulle gepootjie.
- Vrae 3.1, 3.2; 3.8 en 3.9 is swak beantwoord weens beperkte insig en kennis van advertensietegnieke.
- By vrae 3.3; 3.4; 3.5; 3.6 & 3.7 was beperkte woordeskat die grootste probleem.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Kandidate moet meer blootgestel word aan visuele tekste en *advertensietaal*. Dit is duidelik dat kandidate nie genoeg oefening in die klas kry nie.
- 'n Daadwerklike en kreatiewe poging moet aangewend word om maniere te vind sodat Afr EAT-kandidate se woordeskat kan verbeter.

**(c) Describe any other specific observations relating to responses of learners**

- Tekort aan woordeskat en die kennis van algemene uitdrukkings en intensiewe vorme het kandidate punte laat verloor.

**(d) Any other comments useful to teachers, subject advisors, teacher development, etc.**

- Onderwysers moet hulle vergewis van die KBV-vereistes en kandidate sodanig onderrig.



**QUESTION 4 (Cartoons / Strokies)**

**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Dit is duidelik dat kandidate gesukkel het met die analise / interpretasie van strokies.
- Visuele prikkels is swak interpreteer en ook hier het beperkte woordeskat 'n negatiewe invloed op die uitkomstes gehad.

SLAAGPERSENTASIE VOLGENS 'N STEEKPROEF VAN 100 SKRIFTE AFDELING C – TAAL VRAAG 4						
Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
18%	13%	6%	4%	13%	9%	37%

Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
18%	13%	6%	4%	13%	9%	37%

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Kandidate het van die vrae nie verstaan nie.
- Beperkte woordeskat het ook hier verhoed dat kandidate die vrae in suiwer Afrikaans aangebied het.
- Kandidate beskik duidelik nie oor idiomatiese taalvermoë nie.
- Basiese taalstrukture wat gevra is, is swak beantwoord. (Sien kommentaar by vraag 5.)
- Vrae 4.1, 4.3; 4.4; 4.7 4.8 & 4.9 is weens beperkte insig en kennis van strokiestaal en -tegnieke swak beantwoord.
- Met vrae 4.2; 4.5 & 4.6 was beperkte woordeskat ook die grootste probleem.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Kandidate moet blootgestel word aan en onderrig word in visuele tekste asook strokiestaal en -tegnieke.

**(c) Describe any other specific observations relating to responses of learners**

- Kandidate is geneig om direk uit Engels in Afrikaans te vertaal wat sinsbetekenis kan beïnvloed.
- Liggaamstaal en gesigsuitdrukkinge kon nie deur baie van die kandidate geïnterpreteer word nie.

**(d) Any other comments useful to teachers, subject advisors, teacher development, etc.**

- Onderwysers moet die KBV-dokument tesame met die eksamenriglyne bestudeer om 'n deeglike oorsig te kry van wat van die kandidate verwag word. Dit is onredelik om 'n kandidaat nie volgens vereistes te onderrig nie en dan van hulle te verwag om die finale eksamen met vlieënde vaandels te slaag.

## QUESTION 5

**General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Kandidaat het in hierdie afdeling swakker as verwag gevaar.
- By die prosavraag het kandidaat nie oor die kennis van taalkonvensies beskik nie.
- By die visuele teks was beperkte woordeskat weereens die grootste probleem.

### SLAAGPERSENTASIE VOLGENS 'N STEEKPROEF VAN 100 SKRIFTE: AFDELING C – TAAL VRAAG 5

Vlak 1	Vlak 2	Vlak 3	Vlak 4	Vlak 5	Vlak 6	Vlak 7
13%	10%	11%	13%	15%	16%	22%

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Kandidaat het nalatige foute begaan en dele van antwoorde wat in die vraestel voorgekom het, is verkeerd oorgeskryf.
- By die beantwoording van vrae het kandidaat óf woorde ingevoeg of uitgelaat óf verander.
- Basiese taalvaardigheidsvrae (verlede tyd, ontkenning, lydende vorm, direkte rede) is verkeerd beantwoord.
- Vrae wat op woordeskat fokus, is verkeerd beantwoord.
- Algemene foute by vrae was:
  - 5.1.1 Afkorting: met hoofletter en sonder 'n punt.
  - 5.1.3 Interpunksie: is verkeerd gebruik.
  - 5.1.5 Infinitief: kandidaat het steeds **om** saam met **behoort** gebruik.
  - 5.1.7 Ontkennende vorm: kandidaat beantwoord die vraag en begin met Nee...
  - 5.1.8 Verlede tyd: kandidaat het selfs met hierdie aspek gesukkel!
  - 5.1.10 Voegwoorde: kandidaat ken nie die 3 groepe nie en die werkwoord word steeds op die verkeerde plek in die sin geplaas.
  - 5.1.11 Lydende vorm: kandidaat sukkel om die sin in die lydende vorm te herskryf. Woordordefoute was volop.
  - 5.1.12 Herskrywe van die sin: verbasend min kandidaat kon hierdie vraag korrek beantwoord.
  - 5.1.2; 5.1.4; 5.1.6; 5.1.9; 5.1.13 & 5.2.1-5.2.6 Woordeskat: kandidaat het baie swak in dié vrae gevaar.
  - 5.2.1-5.2.6 Woordeskat: onnodige oorskryffoute, direk van die vraestel, is gemaak. Een woord antwoorde is as twee woorde oorgeskryf.



<p><b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Weens die drukte met die groot hoeveelheid voorgeskrewe werke, is taalonderrig- / -hersieningstyd in graad 12 beperk. Daar moet egter steeds taalwerk en / of taalhersiening gedoen word sodat die kandidate deurgaans aan formele taalonderrig blootgestel word ter voorbereiding van hulle finale eksamen.</li> <li>• Kandidate moet aangemoedig word om te lees; dit sal woordeskat en taalidroom verbeter.</li> <li>• Ouers moet by die onderrigprogram betrek word wat tog 'n positiewe aanmoediging vir die kandidate sal wees.</li> </ul>
<p><b>(c) Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>• Die gebrek aan kennis van taalkonvensies en woordeskat blyk die grootste probleemareas te wees.</li> </ul>
<p><b>(d) Any other comments useful to teachers, subject advisors, teacher development, etc. (General / Algemene kommentaar.)</b></p> <ul style="list-style-type: none"> <li>• Onderwysers moet dit op die kandidate se hart duk dat hulle nie <ul style="list-style-type: none"> <li>○ flaterwater mag gebruik nie en</li> <li>○ slegs een kleur pen moet gebruik.</li> </ul> </li> <li>• Onderwysers kan leerders aanmoedig om Afrikaanse webwerwe te besoek.</li> <li>• Onderwysers, wat die middele het, kan PowerPoint-aanbiedinge uitwerk en dit bv. via Taalarsenaal met kollegas deel.</li> <li>• Leerders kan positief beïnvloed word deur e-leer en blootstelling aan tegnologie.</li> <li>• Distrikte moet met mekaar in gesprek tree om kennis uit te ruil deur bv. werkwinkels te hou wat die hele provinsie kan betrek. (Aanbieders kan dan buite die streek se grense die aanbiedings hou.) Hierdie vakkennis moet dan teruggeploeg word na die onderwysers wat voor die klas staan.</li> <li>• Afrikaans moet as lewende taal aangebied word sodat die leerders 'n liefde vir die taal ontwikkel. Hierdie positiewe gesindheid sal dan in hulle uitslae weerspieël word.</li> <li>• Afrikaans moet in Afrikaans aangebied word en so min moontlik Engels moet in die klas gepraat word.</li> </ul>



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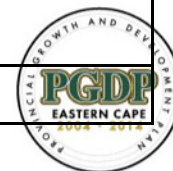
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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AFRIKAANS FAL		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	2 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Afdeling A: Roman Vraag 1: Kringe in 'n Bos – DaleneMathee 120 Kandidate het hierdievraagbeantwoordenoor die algemeen swakgevaardaar in. Uit die skriftekon ons geen probleemvrae uit wys nie aangesien die vrae so swakbeantwoord is.
Vraag 2: Die ongelooflike avonture van Hanna Hoekom – Marita van der Vyver Ongeveer 5 skole het die vraagbeantwoord. Dit was oor die algemeen was die vraag billiken kon die leerders die vraagbeantwoord
Vraag 3: Meeulanders – Esta Steyn Geen skool het die roman behandel nie slegs 5 kandidate het verkeerde keuses gemaak
Afdeling B: Die drama Vraag 4: Poppie – Elsa Jouberten Sandra Kotzé Geen skool het hierdie roman aangebied nie slegs 5 kandidate wat die vraagbeantwoord het, het verkeerde keuses gemaak.



Vraag 5: Paljas – Chris Barnard
Naas die kortverhale was dit die gewildstevraag. Oor die algemeen kon die kandidate die vraag redelik beantwoord.
Vraag 6: Kortverhale
80% van die kandidate het die vraag beantwoord.
Vraag 7: Gedigte
99% van die kandidate het die vraag beantwoord

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>QUESTION 1 – Kringein die Bos – Dalene Mathee</b>
Aangesien so min kandidate die vraag beantwoord het kon ons nie probleemvrae uitlyn nie.
<b>QUESTION 2: - Ongelooflike avonture van Hanna Hoekom</b>
Sommige van die kandidate watter die vraag beantwoord het konditoor die algemeen goed beantwoord.
<b>Vraag 4: Poppie – Elsa Jouberten Sandra Kotzé</b>
Heelwat minder kandidate het hierdie jaar hierdie vraag beantwoord en die vraag is oor die algemeen swak beantwoord.
<b>Vraag 5: Paljas – Chris Barnard</b>
Ooralgemeen was die vraag makliker as die ander genres en is goed beantwoord.
<b>Vraag 6: Kortverhale</b>
Die grootmeerderheid het hierdie vraag beantwoord. Hoewel daar verwagsou word dat die slimme kandidate volpunte of bynavolpunte in die vraagsoubehaal het teleurstellend min kandidate bo 30 punte vir die vraagbehaal. Dit kan hoofsaaklik toegeskryf word aan die



“oopvrae” waarin die kandidatenieseker was wat van hulverwag is nie. Baie candidate het aanvaarbareantwoordeverskaf maar was nieaanvaarnie, want dit was nie duidelik wat die eksaminatorverwag het nie.

### **Vraag: 7 – Gedigte**

Meer as 90% candidate het die vraag beantwoord maar het baie swak punte behaal.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

### **QUESTION 2: - Ongelooflike avonture van Hanna Hoekom**

2.16. Hierdie vraag is uiters swak beantwoord

### **Vraag 4: Poppie – Elsa Jouberten Sandra Kotzé**

4.9. Ironie – Lees kommentaar by Vraag 2.

### **Vraag 6: Kortverhale**

6.6.1. Min candidate het verstaan wat nuwe ontkomings beteken

6.7. Min leerders het die vraag verstaan en was verward.

6.10. Die candidate het meer gefokus op die betekenis van die naam as waarom die naam betekenisvol was.

6.13. Addisionele taalsprekers verwag as vry met vriendelikheid.

6.15. Candidate het die vraag baie verwagrend gevind. Candidate verstaan nie wat die woordsuggerie beteken nie. Candidate het gefokus op die feit dat sy bang is en nie gemotiveer hoekom sy bang is nie.

### **Vraag 7: Gedigte**

7.5. Die swakke candidate verwar die voornaamwoord wat veroorsaak dat die betekenis van die antwoorde verander.

7.6. Candidate ken nie die kenmerke van die eerste persoonvertellernie

7.13. Die term tipografie is problematies en min candidate kon die vraag beantwoord.

7.17. Hierdie vraag was baie swak beantwoord.



(b) Provide suggestions for improvement in relation to Teaching and Learning
Die leerkragtemoetmeeraandag gee aan die term ironie as ook die punttoekenning van hierdietetipevraag. Albeikante van ironiemoetgestel word om 2 puntete verdien.
Kandidatesukkel met die toepassings die funksie van beeldspraak. Leerkragtemoettoesiendathierdietetipevrae by hulleerlingingeskerp word.
Leerkragtemoethulleerlinge atentmaak daarop om die veelkeusige vrae noukeurige lees voordathul die vrae beantwoord.
Die korrekte gebruik van voornaamwoorde moetingeskerp word.
Kenmerke van die eerste persoonverteller is meer intensief vir die kortverhale as in die gedigte. Leerkragtemoetasseblief dit by die leerlingetuisbring.
Die kenmerke van tipografiesowel as die funksies daarvan moetingeskerp word.
KABV vereis dat daar "oopvrae" en soortgelyke vrae op die vraestel verskyn. Leerkragtemoetasseblief in hultoe te sien eksamen die leerlingehieropvoorberei. Die vereistes in die KABV – dokument moet bestudeer en toegepas word sodat die leerders die verskillende tipe vraes alkan beantwoord.

(d) Describe any other specific observations relating to responses of learners
Die kandidaat se woordeskat is baie swak en hulsukkel om die antwoorde te formuleer.
Die gebruik van Afrikaans is baie swak. Leerling dink dathul kan 'n mengsel van Engels en Afrikaans skryf maar dit is nie aanvaarbaar nie en hulle word daarvoor geïgnoreer.
Candidate volg nie die instruksies nie van spesifieke vrae en eendaar word 'n beroep op leerkragte gedoen om die instruksies op vraestelle en spesifieke vrae te verduidelik byvoorbeeld waaraan word gevra word moet leerders nie meer as een woord skryf nie.
Leerders moet hul vrae nommers oordit op die vraestel verskyn.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Leerkragtemoetasseblief hulle leerders aanmoedig om te lees en leerders moet vertrouwd gemaak word met die letterkundige terminologie.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AFRIKAANS FAL		
<b>PAPER</b>	3		
<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	2½ HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Alhoewel die vraestel 'n besondersleerdervriendelike vraestel is, is die gehalte van 'n Eerste Addisionele Taal matriekvraestel glad nie ingeboet nie.

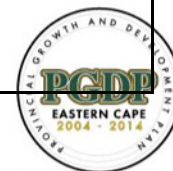
Elke Suid- Afrikaanse matrikulant kon 'n onderwerp vind waarmee hy/ sy hom/haarself kan identifiseer.

Die onderwerpe was kort en kragtig gestel, wat dan die kanse vir misinterpretasie uitgeskakel het.

Meeste meisies het die onderwerp: my grootste liefde (1.1) gekies, wat dan vir 'n lekkerlees storie gesorg het. Self seuns het dit gekies en die onderwerpe het dan gestrek van sport tot jag!

Dwelmmisbruik en alkohol is ook gewilde temas wat by Sê nee! (1.4) uitgekom het. En baie kandidate kon ook onderskei tussen familie en vriende (1.5).

'n Absolute gunsteling was die prentjie van Madiba(1.6.3). Dit was besonders hartroerend om met die herdenking van Madiba se eerste jaar na sy afsterwe, is hy nog lank nie uit die hart van Suid – Afrikaners nie. Alhoewel ons memorandum toegelaat het dat kandidate selfs oor 'n oupa se liefde vir sy kleinkind kon skryf, sou daar iemand weeswat nie Madiba ken nie, het dit glad nie gebeur nie. Almal het met gemak sy geskiedenis oorvertel of wat hy vir die land: Suid- Afrika beteken het.



## **AFDELING B: LANGER TRANSAKSIONELE SKRYFSTUKKE**

Hierdie afdeling se onderwerpe was ook lekker gepas vir die leerders, want restaurant (resensie: 2.3) is iets wat leerders graag besoek en klere (dialoog: 2.2) is iets wat leerders graag koop.

So baie leerders het die dialoog (2.2) gekies omdat hulle kon identifiseer met die onderwerp. Die dialoog en brief was die gewildste omdat die formaat die maklikste is. Daar is ook heelwat kandidate wat die huldeblyk gekies het, alhoewel hulle in die minderheid was.

Die resensie is ook deur leerders gedoen, maar omdat dit, sowel as die huldeblyk 'n baie gespesialiseerde skryfstuk is, het nie baie kandidate goed daarin gedoen nie.

## **AFDELING C: KORT TRANSAKSIONELE TEKS**

Die korter tekste is baie gewild by die leerders. Hier is dit gewoonlik maklik vir leerders om goeie punte te kry omdat dit 'n korter skryfstuk is. Die meeste leerders het die dagboekinskrywing gekies en hulle redelik goed van hul taak gekwyd.

## **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).

### **QUESTION 1**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

#### **VRAAG 1.1**

Hierdie onderwerp het by baie kandidate aanklank gevind. Hulle kon dit goed beantwoord want hulle kon daarmee identifiseer. Daar was weinig gevalle waar misinterpretasie gevind is, want die memo het hom daartoe geleen dat leerders op enige deel van die titel kon fokus.

#### **VRAAG 1.2**

Hierdie onderwerp was ook maklik beantwoord omdat almal een of ander tipe van liefde in hulle lewens ervaar. Die leerders het meestal beskrywende opstelle hier aangedurf en baie het gepaste/ raak / gedetailleerde beskrywinga van die liefdes in hulle lewens gegee. Sommige het erg soetsappig geword, maar die nasieners kon sien dat die kandidate die onderwerp goed verstaan.



### **VRAAG 1.3**

Hierdie was nie een van die gewildste onderwerpe nie, maar die leerders wat dit wel gekies het, was leerders wat die taal goed kon besig.

Leerders wat op 'n kreatiewe vlak kon dink en selfs die figuurlike kon aandurf.

### **VRAAG 1.4**

Sommige leerders het hierdie vraag gekies en kon onderhoudend oor die onderwerp gesels. Geen mistasting het plaasgevind nie.

### **VRAAG 1.5**

Ook 'n baie gewilde onderwerp. Waar leerders goed kon redeneer wie die belangrikste is, met gepaste voorbeelde. Heelwat wysshede is kwytingeraak en meeste leerders het tot die slotsom gekom dat familie tog die belangrikste is.

### **VRAAG 1.6.1 – 1.6.3**

Heelwat leerders het die prentjie van die skoene/ Madiba gekies. Interessante stories is rondom die prentjies geweef en leerders kon hulself uitleef met die prentjies. Die prentjie van die vuurwerke was minder gewild.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

### **VRAAG 1.1 – 1.6**

Leerders het oor die algemeen baie goed gevaar. Omdat daar nie koeelpunte was nie, het leerders op die man af besef wat die respons op die onderwerp moet wees.

Dit was ook makliker om goeie punte te verdien, aangesien leerders nie aan een spesifieke tipe opstel gebind was nie.

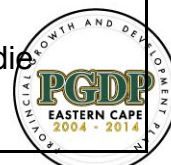
Enige leerder wat die vraag hier swak beantwoord het, was as gevolg van 'n gebrek aan woordeskat en taalvaardigheid.

Leerders wat vraag 1.3 gekies het, het soms te lank gevat om by die kern van die opstel uit te kom en dit het ook geblyk dat candidate opstelle onder daardie onderwerp ingeforseer het.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Daar is heelwat algemene foute wat leerders gemaak het, bv.

Die tweedetaal leerder skryf graag lang sinne, wat dan lomp klink as hy/sy nie die groep 3 voegwoord reg gebruik nie.



Daar is ook heelwat foute rondom klankleer gemaak: moeilike i.p.v. moeilike, Voornaamwoorde is ook gereeld verkeerd gebruik, veral by die besitlike voornaamwoord: sy.

Die Engelse invloed was ook sterk te bespeur in die skryfwerk, leerders skryf bv. Dat i.p.v. wat.

Die verlede tydsvorm: Toe, word ook gereeld as wanneer gebruik.

Die gebruik van die betreklike voornaamwoorde: op dit i.p.v. daaqrup ens.

**INSKERPING van hierdie taalreels en meer tyd aan vraestel 3 moet deur die onderwyser toegestaan word. Dis per slot van sake die vraestel wat die swaarste weeg.**

**(d) Describe any other specific observations relating to responses of learners**

Leerders wat die skryfstuk beplan, vaar beter as die leerders wat Nie beplan nie.

Daar is ook leerders wat nie in paragrawe skryf nie

Sterker kandidate maak hulle skuldig aan mooiskrywery- waar hulle 'n klomp idiome en intensiewe vorme in 'n skryfstuk indwing wat glad nie in die konteks pas nie.

Baie kandidate eindig dan met niksseggende skryfstukke as gevolg hiervan en verdien dan minder punte as wat hulle kon, sou hulle 'n definitiewe storielyn gevolg het.

Kandidate het ook 'n neiging om nie 'n titel boaan hulle skryfstuk te skryf nie, maar hulle doen dit wel by die beplanning.

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

Spandeer meer tyd aan kreatiewe skryfwerk om die leerder goed vir die eksamen voor te berei.

Woordeskat is een van die GROOT uitdagings waarmee 'n tweedetaalspreker sukkel.

Maak seker dat die kandidate so veel as moontlik skryfstukke inoefen- nie net vir punte nie, maar somer net vir genot. So word selfvertroue vir die vraestel opgebou.

Maak ook seker dat die leerders goed verstaan wat die eksamenprosedure is in verband met eksamen nommers, die uitskeur van blaaie, flaterwater, ens is.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 2: LANGER TRANSAKSIONELE TEKSTE

**(a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

#### **VRAAG 2.1 – 2.4**

2.1 Die vraag was nie baie gewild nie, slegs enkeles kon goeie punte hier verdien.

2.2 By verre die gewildste vraag. Kandidate praat elke dag en kom in verskeie situasies waar hulle dalk vir hulle regte moet opstaan. Oor die algemeen is die vraag goed beantwoord. Tog is daar gevalle waar die kandidaat nie ontevrede was nie, maar wel tevrede was met die T-hemp.

2.3 Hierdie is ook 'n minder gewilde vraag omdat die resensie so 'n gespesialiseerde skryfstuk is. Leerders het oor die algemeen nie te goed hierin gevaar nie.

2.4 Die informele brief was deur baie gekies nie, maar nie goeie punte is hier verdien nie.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**2.1** Leerders het nie geweet wat dit beteken om eer aan iemand se lewe te bring nie. Hulle sou miskien meer fokus op 'n persoonlike verouding wat hulle met die oupa/ouma gehad het. Hulle het ook nie die kenmerke van die tipe teks verstaan nie.

**2.2** Leerders het nie altyd die korrekte register hier gebruik nie. Sommige sou sommer kru taal ook hier gebruik.

**2.3** Die resensie is nie goed beantwoord nie, leerders het nagelaat om die plek aan te beveel al dan nie omdat hulle nie die kenmerke van die resensie geken het nie.

**2.4** Die informele brief is deur meeste gekies, maar hier het leerders definitief nie goed gevaar nie. Etlike leerders het eerder gefokus op die simpatie as op daadwerklike raad.

Leerders het ook baie keer aan die pa i.p.v. sy maat geskryf.

Leerders kan nou nog nie 'n adres in Afrikaans reg skryf nie.



Daar is ook 'n neiging om Lewe i.p.v. Liewe te skryf.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

2.1 – 2.4

- Doen baie remediërende skryfwerk.
- Maak seker dat leerders al die skryfstukke wat in die CAPS document is, al deeglik ingeoefen het, wanneer hulle in matriek kom.
- Die brief se adres moet ook deeglik geoefen word
- Leer die korrekte teksvereistes vir elke transaksionele skryfstuk.
- Gee kwaliteit aandag aan die oefening van vraestel 3.
- Leerders moet ook geleer word dat korter sinne kragtiger is en minder foute word in korter sinne gemaak.

**(d) Describe any other specific observations relating to responses of learners**

- Leerders weet nie om 'n punt na liefde/groete te sit nie.
- Leerders kan nou nog nie 'n adres in Afrikaans reg skryf nie.
- Daar is ook 'n neiging om Lewe i.p.v. liewe te skryf.

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

- Cass vergaderings kan gebruik word om terugvoering oor vraestel 3 se beantwoording te doen
- Gebruik die literaturstudie onderwerpe om leerders 'n kans te gee om die skryfstukke te oefen.
- Oefen die formaat van transaksionele skryfstukke deeglik.

## SECTION 3: Comment on candidates' performance in individual questions

### QUESTION 3: KORETER TRANSAKSIONELE TEKSTE

**(b) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

#### **VRAAG 3.1 – 3.3**

3.1 Hierdie vraag was nie deur baie leerders aangedurf nie, moontlik omdat leerders nie weet hoe om die ABBA- beginsel toe te pas nie.

3.2 Dit was die gewildste vraag wat deur seuns en meisies beantwoord is. Leerders het verstaan dat jy gebeure moet beskryf en dan jou gevoelens of opinie daaroor lug.

3.3 dit was ook 'n gewilde keuse by leerders.

**(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Dit wil voorkom asof leerders nie die teksvereistes vir die verskillende tekste verstaan nie

3.1 Leerders het nie genoeg informasie in die advertensie ingesluit sodat dit 'n geslaagde advertensie sou wees nie. Baie leerders het nie 'n telefoonnommer ingesluit sodat graad 8's wat belangstel, kontak kon maak nie.

3.2 By hierdie vraag het leerders die hoogste punte behaal. Daar is egter leerders wat die opdrag nie so mooi verstaan het nie en dan slegs EEN in plaas van TWEE inskrywings gemaak het. Sommige leerders het ook gedink dat hulle 100 woorde per inskrywing kan maak. En het dalk die kern van hul skryfstuk gemis.

3.3 Leerders het nie geweet HOE om instruksies te skryf nie. Baie wat dit wel reggekry het, het dit soos 'n opsomming behandel en glad nie op die instruksies uitgebrei nie.

**(d) Provide suggestions for improvement in relation to Teaching and Learning**

3.1 – 3.3

- Doen baie remediërende skryfwerk.
- .Maak seker dat leerders al die skryfstukke wat in die CAPS document is, al deeglik ingeoefen het, wanneer hulle in matriek kom.
- Die dagboek en instruksies se formaat moet weer geoefen word.
- Leer die korrekte teksvereistes vir elke transaksionele skryfstuk.
- Leerders moet ook geleer word dat korter sinne kragtiger is en minder foute word in korter sinne gemaak.

**(d) Describe any other specific observations relating to responses of learners**

Die taalkwessie blyk deurgaans 'n probleem by sekere skole te wees. Leerders weet soms nie wat daar spesifiek gevra word nie..

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

- Cass vergaderings kan gebruik word om terugvoering oor vraestel 3 se beantwoording te doen
- Gebruik die literaturstudie onderwerpe om leerders 'n kans te gee om die skryfstukke te oefen.
- Oefen die formaat van kort transaksionele skryfstukke deeglik.
- Vakadviseurs moet ook 'n groter rol speel en werkswinkels reël waar onderwysers opgelei word om vraestel 3 te onderrig.





**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

Bundy Park, Private Bag 4571, King William's Town, 5600

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## **NSC 2014 CHIEF MARKER'S REPORT**

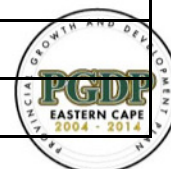
<b>SUBJECT</b>	Afrikaans Huistaal
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	29 OCTOBER 2014	<b>DURATION:</b>	2 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

'n Groot persentasie leerders het deurgaans bevredigend tot gemiddeld by	
Vraag 1 (Leesbegrip) en goedgevoelend by Vraag 2 (Opsomming) gevaar.	
Afdeling C: Taalstrukture en –konvensies Vraag 3.4 en 5 bly maar nog steeds vir	
leerders 'n uitdaging.	
Leerders het veral vasgeval by: Idiomatiesetaalgebruik	
Woordeboekwerk	
Tye van werkwoord en lydende vorm	
Verwarrende woorde “vervelig” en “verveeld”. Vr 4.5	
“n Steekproef uit 100 geskifte het die volgende gemiddelde opgelewer :	
<b>Punt</b>	<b>Persentasie</b>
Vraag 1: 16.89 / 30	= 56.3%
Vraag 2: 6.87 / 10	= 68.7%
Vraag 3: 4.54 / 10	= 45.4%
Vraag 4: 6.08 / 10	= 60.8%
Vraag 5: 2.91 / 10	= 29.1%
<b>Hoe kan onderwysers se vakkennis uitgebrei word?</b>	



Met behulp van gereeldewerkswinkels / slypskole.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1 Leesbegrip

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Die leesbegripvraag was 'n artikeloor die taalwatmuf en 'n advertensieoor die Innibos Laeveldnasionalekunstefees.

Die verspreiding van die korrektekognetiewevlakke van 40-40-20 leenhomdaartoe datselfs die swakkandidaatredelik met gemak (12/30) konbehaal.

1.1.3 Behalwevir die logieseantwoorde (idiome) verskaf die memo 'n reeks ander korrekteantwoorde. Die meesteleerderskon 1.4 se verskilletussenPlattelandse en Stedeliketaalgemeenskappevaspen en vierpunteinpalm. Die hoë-ordevraag 1.10 se memorandum was leerdervriendelik, maarweinigleerderskon die volle 3 punteinpalm.

Ditblyk 'n billikevraagteewe, waarleerdersgemaklik 50% plus konbereik.

'n Steekproefgemaakuit 100 geskifte het 'n gemiddeldepersentasie van 56.3% opgelewer.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Die swak tot ondergemiddeldeleerderskon by die hoë-ordevraebv. 1.10 wel by die omskrywing van die titeluitkom, maar konnienaspesifiekestelling in die teksverwys ofalgemeneafleidingmaak om hulantwoordetestaafnie.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

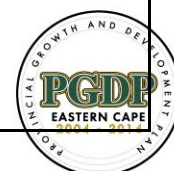
By die Begripstoetsmoetleerders in staatwees om te lees en tekykvirbegripasook Omkritiesteevalueer en op 'n wye verskeidenheidtekste response tekanlewer.



<b><u>Wenkevirverbetering.</u></b>
Doen soveel as moontlik begripstoetse.
Doen die verskillende leesstrategieë: vluglees, soeklees, studielees, begriplees, en kritiese lees.
Leerders moet geleer word daar is verband tussen tekste.

<b><u>Uidaging</u></b>	<b><u>Ingryping</u></b>
1. Leerders sukkel met advertensie en reklametaal	1. Leerders moet baie meer daaraan blootgestel word.
2. Ken nie idiomatiesetaalgebruik nie	2. Laat leerders deur koerante en tydskrifte werk
3. Emotiewe versus neutrale taalgebruik.	3. Maak leerders voorendebewus daarvan.
4. Verskeidenheid tekste: Vr. 1.5 Artikel, Vr. 1 Advertensie, Vr. 4 Visuele teks.	4. Gereelde blootstelling daaraan.
5. Implisiete boodskappe en betekenis.	5. Moet gereeld geoefen word.

<b>(d) Describe any other specific observations relating to responses of learners</b>
1.1.1 en 1.1.2 Billikevrae.
1.1.3 Sekere leerders kon nie by "idiome" uitkom.
1.2 – 1.3.2 Billikevrae.
1.3.3 Antwoorde kon maklik in paragraaf 5 en paragraaf 3 raakgelees word.
1.4 – 1.9 Billikevrae.
1.10 Vraag waarmeeste leerders gesukkel het om volpunt te kry. Hulle kon titel maklik omskryf vir een punt, maar het vasgeval om spesifieke stelling in teks raak te sien en kon ook nie algemene afleiding maak om hul antwoord te motiveer nie.
Teks 2: Advertensie
1.11 – 1.13 Billikevrae.



<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Begripstoets se lengte-voorskrif is dat 'n Matriekleerder 800 woorde Begripstoets moet kan hanteer.
Begripstoets hersiening moet op 'n deurlopende basis plaasvind.
Gereelde oefening behoort knelpunte uit die weg te ruim.
<b>Vaardigheid om 'n begripstoets te beantwoord :</b>
<ul style="list-style-type: none"> <li>• Leesteksvirgeheelbeeld (vluglees).</li> <li>• Leesteks en vraedaar meesaam.</li> <li>• Leestekse weergoed en onderstreep moontlike antwoorde in teks.</li> <li>• Beantwoorde dan vrae en laat punt toekenning jou lei.</li> </ul>

<b>QUESTION 2 Opsomming</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Die opsomming het gehandeloor "wenke vir verliefdes" wat 'n suksesvolle verhouding wil verseker. Hierdie is 'n baie goeie teks wat by leerders se ervaringswêreld pas en 'n uitstekende opsommingsvraag.
Die vraag is goed beantwoord. Leerders het nie probleme ondervind en kon maklik die 7 wenke vir verliefdes raaklees en identifiseer.
'n Steekproef gemaak uit 100 geskrifte het 'n gemiddelde persentasie van 68.7% opgelewer.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Enkele leerders het die volsin-voorskrif verontagsaam en party leerders het hulself skuldig gemaak aan direkte aanhalings uit die teks wat hul finale punt uit 10 negatief beïnvloed het.

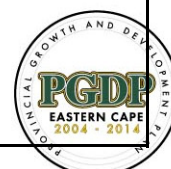
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer leerders om die instruksiesteverstaan:
<ul style="list-style-type: none"> <li>Kandidatemoet die opsomming in die vereisteformaataanbied.</li> <li>Rofwerkmoetduidelikaangedui word.</li> <li>Korrektegetalwoordemoetaangedui word.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Waakdaarten, want soms word dieselfdefeit net op 'n andermaniergestel in die leesstuk. Hierdeur word daargetoets of die leerderskerpgenoeg is om hierdie herhalingsteherken.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Help leerders om self dieopsommingnatesien. 'n Liggaan op as hullebesef hoe dit nagesien word.
Doenkortersommingsviroefeninge.
Oefen, oefen, oefen.
<b><u>Wenkevirverbetering</u></b>
<ul style="list-style-type: none"> <li>Leesopsommingdeeglikdeur.</li> <li>Kykwat word gevra.</li> <li>Leesweersomming en houvraag in gedagte.</li> <li>Plaashakiesomelke id�� watvraagaanspreek.</li> <li>Bepaalhoofsinoorelkefeit.</li> <li>Skryfhoofsinn�� in paragraaf of puntsgewysneer, afhangendewatvraagverlang.</li> <li>Tel dieaantalwoorde- verkortindiennodig.</li> <li>Skryfgetalwoordeneer.</li> </ul>

<b>QUESTION 3Taalstrukture en -Konvensies</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Die advertensie-vraag het gefokus op Taalgebruik in konteks, Advertensietegnieke en hetVisuelegeletterdheidgetoets.
Die vraag is gemiddeld tot ondergemiddeldbeantwoord.
'n Steekproefgemaakuit 100 geskifte het 'n gemiddeldepersentasie van 45.4% opgelewer.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Teveelleerders leer niemeerintenshulTaalkundeafdelingnie. Klankverskynselkennis ontbreekook by leerders. Baieleerdersssukkelook met emotiewe versus neutrale .taalgebruikVr. 3.2.2

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
As leerdersssukkel met advertensie- en reklametaal,moethullemeerdaaraan blootgestel word. Kykfisiesnaadvertisies in koerante en tydskrifte en ditsal veroorsaakdatleerdersgemaklik die nodigeadvertensietegniekebaasraak.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Leerdersmoet op 'n deurlopende basis aan 'n grootverskeidenheidteksteblootgestel word.
Afkortingsmoetookingeoefen word en gekoppel word aanwoordeboekgebruik Vr 3.5 (Afkorting van "Beperk").
Daar is ook nog steedsleerderswatnie die infinitiefVr. 3.6 kanidentifiseernie.



<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Doen soveel as moontlik taal oefeninge en gee huiswerk wat op Advertensies fokus.</li> <li>• Gee gereelde blits toetsies wat leerders sommers self kan nasien.</li> </ul>
<b>QUESTION 4 Taalstrukture en –Konvensies</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Hierdie vraag was 'n visuele teks met 'n strokie wat Taal- en Leesvaardighede getoets het. Die vraag is gemiddeld tot redelik goed beantwoord. 'n Steekproef gemaak uit 100 geskifte het 'n gemiddelde persentasie van 60.8% opgelewer.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Sommige leerders sukkel met verwarrendes woorde 4.5 “vervelig en verveeld”.
Sekere leerders kan ook nie die onderstreepte woord in Vr. 4.7 as werkwoord identifiseer nie.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ruim weeklikstyd in waartaalstrukture vasgelê kan word.
Taal oefeninge in CAPS-handboek kan ook met vruggebruik word.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Leerders moet sekere afleidings uit die sprekers se taalgebruik en liggaamshouding kan maak Vr. 4.9.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Laat leerders soveel moontlik strokies prentes kool toe bring en toets dan aspekte soos lees tekengebruik, taalgebruik en liggaamshouding. Leerders sal dit geniet!



<b>QUESTION 5</b> Taalstrukture en -Konvensies
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Hierdievrae was op 'n Rubriekartikel "E vireietydseeiegoed" gebaseer.
Die ondergemiddelde en swakkeleerder het egterswakker in hierdievraaggevaar.
'n Steekproefgemaakuit 100 geskrifte het 'n gemiddeldepersentasie van 29.1% opgelewer.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Baieleerderskonnie die onderstreeptewoorde "blatjang" en "bobotie" as leenwoorde identifiseernie.
By 5.5 moesleerderseenwoordverskafvir (tydperke van tienjaar) en hoewelsommige by "dekades" konuitkom, het die meervoudsvorm die res in die stoflaatbyt met 'n verkeerde "dekade" antwoord.
Leerderssukkelook om "soek" as basis van "gesogte" teidentifiseer.
Talleleerders het ook nog nie die lydendevormonder die knienie.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Skerpveral die tye van werkwoord en die lydendevorm by u onderrig in.
Maakhersiening met 'n verskeidenheidtekstedeel van u weekliksebeplanning.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Gee die leerdersmeeroefening in Herkoms van woorde, Woordsoorte, Taalverskynsels en Taalkunde in die algemeen.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Verduidelik die Taalreëls en –Struktureaan die leerders.</li> <li>• Maaktaallesseinteressantbv. taalspeletjies.</li> </ul>





<ul style="list-style-type: none"> <li>• Werkouвраestelleuit.</li> </ul>
<ul style="list-style-type: none"> <li>• Breiwoordeskatuit.</li> </ul>
<ul style="list-style-type: none"> <li>• Woonallewerkswinkels en slypskole by.</li> </ul>







**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AFRIKAANS HUISTAAL
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	2h30min
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Seer sekerlik sou 'n mens kon sê die kandidate kan beter, maar daar is al 'n groot verbetering oor die afgelope paar jaar. Hierdie jaar het enkele kandidate twee kontekstuele vrae gedoen. Baie dankie aan elke onderwyser wat onverpoosd werk en uit hierdie verslag neem wat hy/sy glo sy/haarkandidate nodig het.

Ek glo dat daar ook aandag/afrigting oor die beantwoording van 'n vraestel gegee sal moet word, bv. kandidate moet oplet na die punttoekenning, want dit bepaal die hoeveelheid feite; kyk na alle kontekstuele vrae en maak dan 'n keuse; let op na woorde soos "frase" en 'n "sin"; verduidelik hoe gaan mens te werk by die stapelvrae ens.

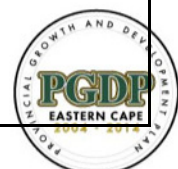
### **AFDELING A: GEDIGTE**

#### **VRAAG 1: *last grave at dimbaza***

##### **(a) General comment on the performance of learners in the specific question.**

##### **Was the question well answered or poorly answered?**

Wéér het te min kandidate hierdie vraag probeer. Hierdie was beslis 'n doenbare vraag – indien nie die maklikste een nie. Daar was welmeerkandidate as vantevoren wathul handaanhierdievraag gewaag het. Oor die algemeen het hulle nitiesleghierin gevaarnie. Dit het definitief beter gegaan as vorige jaar.



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Nogmaals het die literêre begrippe (kontras en ironie) sommige kandidate gepootjie. Dit is nie altyd duidelik genoem dat die voorbeeld waarmee hul besig is, 'n voorbeeld van kontras is nie. Kandidate moet leer om duidelik uit te lig met watter gedeelte van die vraag hulle besig is, bv. *die titel van die gedig skep die verwagting van 'n graf, maar die gedig handel oor die geboorte van beauty. Daar is dus reeds in die titel ironie.* Hier en daar is daar nog steeds kandidate wat die opstel sonder 'n inleiding en slot aanpak. Of nog erger: alles in een paragraaf skryf!

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Herinner die kandidate dat hierdie opstel net soos afdeling B en C se opstelle gehanteer word – gemotiveerde feite. Moet asseblief nie die kandidate afraai om hierdie vraag te doen nie. Soos reeds vermeld, was hierdie die maklike vraag by afdeling A. Laat die kandidate 'n opstelvraag sommer in die klas saam met u aanpak nadat die gedig afgehandel is. Ek glo kandidate moet net meer oefening hierin kry.

**(d) Describe any other specific observations relating to responses of learners**

Kandidate is nog steeds geneig om die gedig net oor te vertel. Hierteen moet hul waak. Leer hier ook die kandidate PIV – feit EN uitbreiding/voorbeeld uit die gedig

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

Dit sal dalk goed wees om die rubriek met die kandidate deur te werk. Indien hul weet waarvoor die punte toegeken word, sal die aanbieding ook verbeter. Indien u *Versjoernaal* gebruik, is daar na die kontekstuele vrae oor 'n gedig ook 'n langer vraag. oefen dit met die leerders. Andersins kan u op die DBE se webwerf na die ou vraestelle se vraag 1 gaan kyk.

<b>VRAAG 2: Eensprongvir ... - Joan Hambidge</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Die meeste leerders het hierdie vraag gedoen en ook redelik gevaar.
<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>
Kandidate lees nie die “stapelvrae” volledig nie. Of hulle probeer nie eens die moeiliker gedeelte van die vraag beantwoord nie, bv. <b>2.4</b> Hier lees die kandidate net tot by “ <i>Benoem die stylfiguur.</i> ” Die res word net uitgelos. Alle vrae wat handel het rondom emosie en/stemming ( <b>2.6</b> ) is swak beantwoord. Die kandidate het gesukkel om ‘n stemming/emosie by die spreker of die gedig te plaas. <b>2.7</b> het ook pyne gegee. Hierdie jaar is <i>tipografie</i> net met “ <i>uiterlike vorm</i> ” vervang en die kandidate het gesukkel! By hierdie vraag is daar ook nie by die tweede gedeelte uitgekom nie.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Indien die vraag vra dat kandidate ‘n versreël/ woord moet aanhaal, moet hulle die opdrag uitvoer. Geen punte word toegeken as ‘n sin /versreël geskryf word, indien ‘n woord gevra word nie. Punte word slegs so verdien, mits die woord in die sin onderstreep is. Kandidate moet ook daarop gewys word dat indien die vraag 3 punte tel; word 3 feite verlang.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Die hoër denkvlak vrae probeer die grootste getal kandidate glad nie beantwoord nie. Sekere sentrums het vir ‘n twee-punt-vraag halwe bladsye vol geskryf en teen die einde by die antwoord uitgekom. Sulke kandidate benadeel net hulle self.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Gaan bestudeer die NKBV-dokument bl. 26. Daar word duidelik uiteengesit wat verwag word tydens die behandeling van ‘n gedig. Moenie aanneem dat u nog kan onderrig wat u in 2013 onderrig het nie. Mnr. Hubert Krynauw, vakadviseur van die Graaff Reinet - distrik, het wonderlike beeldmateriaal. Maak gerus daarvan gebruik.

<b>VRAAG 3: Nuusuit die binneland – Peter Blum</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Kandidate het BAIEswak in die vraaggendoen.
<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>
<p><b>3.1.1</b> het baie duidelik vir die kandidate gevra om die versreël neer te skryf en die alliterende klanke te onderstreep. Kandidate het hul eenvoudig nie aan die opdrag gesteur nie.</p> <p><b>3.1.2</b> Soos reeds vermeld, het die kandidate gesukkel om stemming te bepaal. Dit wil voorkom asof daar min aandag hieraan in die klasse gegee word.</p> <p><b>3.3.1</b> Baie kandidate het hierdie vraag verkeerd. 'n Digter is nooit aan die woord in 'n gedig nie.</p> <p><b>3.4</b> Min kandidate het die betekenis van die vergelyking geken. Dit laat mens wonder of dit uitgelig/behandel is in die klas.</p> <p><b>3.5</b> Die interpretasie van die beeldspraak het verwarring veroorsaak.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ek glo, by veral so 'n gedig wat buite ons kinders se verwysingsraamwerk val, sal die beeldmateriaal van mnr. Krynaauw hul baie kan help. Gebruik ook hier die internet om leerders visueel die verskil tussen die twee wêrelddele te wys.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Die idee word gekry dat die kandidate hul notas uit hul kop gaan leer en dan, sonder om werklik na die vrae te kyk, antwoorde verskaf - in die hoop dat dit as korrek aanvaar sal word.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Die belangrikste wat u aan 'n kind kan gee, is dat hy die gedig sal verstaan. Dán kan u notas aan hul uitdeel. Drilwerk nadat die gedig behandel is, is glad nie so 'n slegte idee nie.

<b>VRAAG 4: Vroegeherfs – NP van WykLouw</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Ook hier het die kandidate BAI Eswakgedoen.
<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>
<p><b>4.1.1 en 4.1.2</b> Kandidate het eenvoudig nie die opdrag uitgevoer nie en sinne i.p.v. frases geskryf.</p> <p><b>4.5</b> Die funksie van die omgekeerde woordorde het ook die kandidate gepootjie. U moet tog aan die kandidate uitlig waarom 'n digter die woordorde anders om inspan.</p> <p><b>4.6.</b> Hierdie vraag het die kandidate óf nie verstaan nie óf hulle het hul boodskap heeltemal los van die gedig s'n gemaak.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
U moet die kandidate daarop attent maak om die opdragte uit te voer. Verder is dit ook tog belangrik om te weet wat die funksie van beeldspraak; halfrym; woordorde ens. in 'n gedig is. Daar moet tog 'n rede voor wees.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Wanneer daar 'n eie mening/opinie of boodskap van die kandidaat gevra word, moet hulle onthou dit moet nog altyd in konteks van die gedig/roman of drama wees.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Hierdie eie mening kan ook geoefen word. Vra gereeld aan die kandidate wat is sy opinie oor dit wat in die gedig gebeur ens. Luister fyn dat hul dit uit die gedig motiveer.

<b>VRAAG 5: Nelson Mandela – Johan Lodewyk Marais</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Die kandidate het eintlik besonder goed gedoen in vergelyke met anderjare. Ek dink dit is omdat die persoon oor wie die gedig handel aan hul almal bekend was.
<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>
<p><b>5.1</b> Het verwarring onder die kandidate veroorsaak. Die woord <i>tipe</i> het hul verwar. Dit was bloot gewoon die rymsoort wat verlang was.</p> <p><b>5.2</b> Hier was kandidate se motivering doodgewoon swak. <i>Die gedig gaan mos oor hom</i> is nie motivering genoeg nie.</p> <p><b>5.3</b> Net soos by emosie, kon die kandidate ook nie die <i>ingesteldheid</i> bepaal nie.</p> <p><b>5.7</b> Kandidate het die woord <i>invloed</i> eenvoudig geïgnoreer. En die sin wat hul aangehaal het, het nie noodwendig by die motivering gepas nie.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Wanneer u 'n gedig behandel, moet u by die titel begin en aan die einde moet u wys hoe hou die titel verband met die inhoud. Leer kandidate om te motiveer met 'n <i>want/omdat</i> .
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Sorg dat daar altyd 'n onbekende gedig in u vraestelle is. Gee sommer 'n onbekende gedig met die intrapslag in die klas aan hulle en wees gereed met 'n paar vrae. Laat hulle dit sommer in 'n groep mondelings beantwoord. Leer die kandidate ook om fyn te kyk na wat gevra word in 'n vraag.

<b>AFDELING B</b>
<b>VRAAG 6 : KWART-VOOR-SEWE-LELIEOPSTELVRAAG</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Die opstelvrae is vanjaar beter beantwoord. Die gemiddeld van dié vrae was dan ook hoër as die kontekstuele vrae. Die nuwe rubriek is definitief meer kindervriendelik.





(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Kandidate moet onthou dat hul **nie** die storie net so kan oorvertel **nie**. Alle feite moet gemotiveerd wees; dus *want/omdat*. Hulle moet ook altyd die stelling in gedagte hou met die beantwoording van die vraag. Hier was dit die skep van 'n fantasiewêreld deur Iris.

(c) Provide suggestions for improvement in relation to Teaching and Learning

### Breinkaart

- **Lees** die opstel **vraag deeglik**.
- Vra jouself af **wat** die **vraag vereis**:
  - ❖ Waaroor gaan die onderwerp?
- **Sleutelwoorde** van die vraag:
  - ❖ Doen woorde: dui aan wat gedoen moet word, bv. beskryf/vergelyk/beoordeel/ens.
  - ❖ Kennis: inhoud van die vraag
  - ❖ Beperking: hoe word jou antwoord beperk?

### Waaroor handel die vraag?

milieu + keuses

- Die milieu waarin Map Jacobs homself bevind, het 'n invloed op keuses wat hy uitoefen en hierdie keuses kontrasteer met dié van Cavernelis, Blanchie en Tommy.

- Bespreek dié stelling in 'n opstel van 400 – 450 woorde en beoordeel ook die keuses wat Map/Johnnie uitoefen.

#### Beperking van antwoord:

- Milieu van Map Jacobs - invloed op keuses
- Kontrasteer: Cav., Blanchie, Tommy
- Beoordeel Map se keuses

Doen woorde (gewoonlik ww'e):

Bespreek  
Kontrasteer  
Beoordeel

## Breinkaart (en die verskillende paragrawe)

Die milieu waarin Map Jacobs homself bevind, het 'n invloed op keuses wat hy uitoefen en hierdie keuses kontrasteer met dié van Cavernelis, Blanchie en Tommy.

Bespreek dié stelling in 'n opstel van 400 – 450 woorde en beoordeel ook die keuses wat Map/Johnnie uitoefen.

### Inleiding

In watter milieu bevind Map hom?

Watter keuses oefen hy in hierdie milieu uit?

Kontrasteer sy keuses met Cavernelis, Blanchie en Tommy

Beoordeel die keuses wat Map uitoefen

Slotparagraaf

#### Beperking van antwoord:

Milieu van Map Jacobs - invloed op keuses

Kontrasteer: Cav., Blanchie, Tommy

Beoordeel Map se keuses

## Breinkaart

Inleiding	→	Parafraseer vraag
In watter milieu bevind Map hom?	→	Minstens 1 PVI
Watter keuses oefen hy in hierdie milieu uit?	→	Minstens 3 PVI
Kontrasteer sy keuses met Cavernelis, Blanchie en Tommy	→	Map –Cavernelis: minstens 1 PVI Map –Blanchie : minstens 1 PVI Map –Tommy: minstens 1 PVI
Beoordeel die keuses wat Map utoefen	→	Minstens 3 beoordeling (PVI) Goed omdat .../swak omdat ...
Slotparagraaf	→	Parafraseer vraag as antwoord

Nie minder as 8 PVI in totaal vir gemiddelde antwoord.

## PVI ... want/omdat ... bv. ...

### Punt

Woon in Kaapse Vlakte

### Verduidelik

Verpligte verskuiwing na milieu met min infrastruktuur

### Illustreer (bv.)

Hulle woon in matchboxes/die sypaadjies is sementstrippies

## In watter milieu bevind Map hom?

Map bevind hom op die Kaapse Vlakte omdat hulle deur die regering verplig was om na 'n milieu met min infrastruktuurte verskuif. Hulle het bv. in huurhuise gewoon wat soos matchboxes gelyk het.

### (d) Describe any other specific observations relating to responses of learners

Daar is nog steeds kandidate wat opskrifte maak. Die kandidate word hiervoor gepenaliseer.

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

Die nuwe rubrieke sê presies waarna u moet kyk met die merkslag. Onthou styl en taal staan los van die feite wat u by die inhoud bepunt. Dit sal ook goed wees om



rubriek met die kandidate te behandel. Druk dit op die kandidate se hart dat die stelling moet altyd in gedagte gehou word.

#### **VRAAG7 :KWART-VOOR-SEWE-LELIEKONTEKSTUELEVRAAG**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Soos reeds vermeld het die lkandidateswakker in die kontekstuelevraag as die opstelvraaggedoen. Die idee is gekrydat die kandidatenieweetwat die vrae van hulwouhênie.

**(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**7.2** Kandidate moet die inhoud van die boek goed ken en nie die vraag gebruik om die antwoord te gee nie, bv.*Hy is nie 'n versinsel nie*. Die korrekte antwoord sal wees: *Die werklikheid saam met Peter is beter as enige fantasie*.

**7.4**Kandidate het gesukkel om 'n karaktertrek te verwoord. Hulle het net die voorbeelde gegee.Kandidate moet ook oplet na die meervoudsvorm (voorbeelde) wat dus sê meer as een.

**7.5.**Kandidate word hier na die roman verwys. Dit is dus nie die algemene voordele van 'n eerstepersoonsverteller nie. Hulle moet dit aan die spesifieke roman knoop.

**7.6.**Hierdie vraag het die kandidate slordig beantwoord. Hulle het nie die vraag stuk-vir-stuk beantwoord nie en ook nie opgelet na die woorde *verwagtinge vervul* nie. 'n Tipiese antwoord het as volg gelyk : *Iris en hy het verwag dat sy sy hand moes vashou.Haar engel het sy geërf en hy het haar nie altyd beskerm nie*.

Die vraag vra: **wie was hul onderskeie engele** : *Iris was mnr. Bruwer se engel en Iris het haar engel vanaf haar ouma gekry*. **Gee 'n rede hoekom hulle verwagtinge van hulle engele vervul is of nie** :*Mnr Bruwer se verwagting is nie vervul nie, want sy was tydens Peter se besoek nie daar om sy hand vas te hou nie.Iris se verwagting van die engel is nie vervul nie, want hy het haar nie altyd beskerm nie*.

**7.8.** Dieselfde het hier gebeur. Die kandidate het nie in hul antwoorde na die onderskeie tekste verwys nie.

**7.11.**Ook hier was dit nie altyd duidelik wat haar *aanvanklike siening* was nie.

**7.13.**Alhoewel die kandidate se siening gevra word, moet dit altyd aan die teks vasgemaak word.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Kandidate se woordeskat laat hul in die steek om bv. karaktertrekke met 'n woord weer te gee. Dalk moet die onderwyser sommer so met die lees vir die leerders vra watter karaktereienskap openbaar die karakter met die handeling ens. Leer die kandidate om die stapelvrae te “dissekteer”. Kandidate moet vrae deeglik lees en seker maak dat hul al die dele beantwoord. Leer hulle om 'n ja/nee te skryf indien die vraag dit verlang. Kandidate moenie in die breë vrae beantwoord nie

**(d) Describe any other specific observations relating to responses of learners**

Wéér het dit duidelik na vore gekom dat die leerders die inhoud nie goed genoeg ken nie. Dít is die sleutel tot sukses.

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

Ons kan op die ou manier seker maak dat die inhoud deeglik geken word deur klastoetsies na 'n sekere aantal bladsye. Die volgende alternatiewe metodes is deur die merkers voorgestel: Terwyl daar in die klas gelees word, maak die leerders kriptiese kant-opsommings/ na 'n sekere aantal bladsye gee jy hul geleentheid in die klas om die opsomming te maak. Maak 'n spinnekopdiagram van elke karakter en vul in soos wat daar gelees word. Na 'n aantal bladsye maak die onderwyser 'n opsomming, laat sekere woorde uit en die leerders vul dit die volgende dag in. Die gelese gedeelte kan hul ook die volgende dag opvoer voordat daar weer gelees word.

**AFDELING B EN C: ASSESSERINGSRUBRIEK VIR LITERÊRE OPSTEL – HUISTAAL: ROMAN EN DRAMA [25 PUNTE]**

Kriteria	Uitsonderlik	Knap	Gemiddeld	Elementêr	Onvoldoende
<b>INHOUD</b>	12–15	9–11	6–8	4–5	0–3
Interpretasie van onderwerp	- Uitsonderlike respons: 14–15	- Toonbegrip van die onderwerp en het die onderwerpgoeie interpretasie	- Redelike interpretasie van die onderwerp, nie alle aspekte in detail ondersoek nie	- Onbevredigende interpretasie van die onderwerp: byna geen aspekte in detail ondersoek nie	- Geen begrip van die onderwerp nie
Diepte van argument, verantwoordbaarheid en insig in teks	Uitstekende respons: 12–13	- Respons redelik gedetailleerd	- Enkele goeie punte ter ondersteuning van die onderwerp	- Min puntewat die onderwerpondersteun	- Swak poging om die vraag te beantwoord
15 PUNTE	- Diepgaande interpretasie van onderwerp	- Enkele deeglike argumente gegee, maar nie almal ewe goedge motiveer nie	- Enkele argument word ondersteun, maar bewys nie altyd doortuigend nie	- Baie min relevante argumente	- Argumente oortuig nie
	- Reeks treffende argumente wat behoortlik uit die roman/drama gerugsteun is	- Begrip van genre en teks duidelik	- Basiese begrip van genre en teks	- Weinig begrip van genre en teks	- Leerder het nie die genre en teks onder knie nie
<b>STRUKTUUR &amp; TAAL</b>	8–10	6–7	4–5	2–3	0–1
Struktuur, logiese vloei en aanbieding	- Samehangende struktuur	- Duidelike struktuur	- Enkele bewyse van struktuur	- Struktuur toont tekens van swakke planning	- Gebreke aan beplande struktuur belemmer vloei van argumente
Taalgebruik, toon en stylgebruik in opstel	- Uitstekende inleiding en slot	- Logiese vloei van argument	- Logika en samehang is duidelik, maar met foute	- Argumente nie logies gerangskik nie	- Taalfoute en foutiewe styl/laathierdies kryfsuk misluk
10 PUNTE	- Argumente goedgestruktureer en daar is duidelike ontwikkeling	- Inleiding, slot en ander paragrawes amehangend georganiseer	- Enkele taalfoute; toon en styl meestal gepas	- Taalfoute beduidend	- Styl en toon nie geskik nie
	- Taalgebruik, toon en styl is volwasse, dit beïndruk en is korrek	- Taalgebruik, toon en styl is grootliks korrek	- Paragrafe ringmeestal korrek	- Toon en styl nie geskik nie	- Paragrafe ring foutief
<b>VERSPREIDING: PUNTE</b>	20–25	15–19	10–14	5–9	0–4



**VRAAG8 : MANAKA PLEK VAN DIE HORINGSOPSTELVRAAG**

**(a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

Die opstelvrae is vanjaar beter beantwoord. Die gemiddeld van dié vrae was dan ook hoër as die kontekstuele vrae. Die nuwe rubriek was ook meer kindervriendelik.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Kandidate moet onthou dat hul **nie** die storie net so kan oorvertel **nie**. Alle feite moet gemotiveerd wees; dus *want/omdat*. Hulle moet ook altyd die stelling in gedagte hou met die beantwoording van die vraag. Hier was dit Baas se karakter-ontwikkeling en die rol van medekarakters.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

SIEN VOORBEELD VAN HOE VRAAG GELEES MOET WORD BY VRAAG 6 :  
KWART-VOOR-SEWE-LELIE.

**(d) Describe any other specific observations relating to responses of learners**

Daar is nog steeds leerders wat opskrifte maak. Die leerders word hiervoor gepeenaliseer.

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

Die nuwe rubrieks sê presies waarna u moet kyk met die merkslag. Onthou styl en taal staan los van die feite wat u by die inhoud bepunt. Dit sal ook goed wees om die rubriek met die kandidate te behandel. Druk dit op die kandidate se hart dat die stelling moet altyd in gedagte gehou word.



<b>VRAAG 9 : MANAKA PLEK VAN DIE HORINGSKONTEKSTUELEVRAAG</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Die candidate het nie goed gedoen in die spesifieke vraag nie.
<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>
<p>Dit wil voorkom of die meerderheid van die candidate die inhoud baie sleg ken</p> <p><b>9.1</b> Die welsynswerk het verwys na die khuta – dis tog waarom die uitreksel handel.</p> <p><b>9.3</b> Die candidate het nie geweet waarna die simboliese skoenlappers verwys nie.</p> <p><b>9.4.</b> Die meeste candidate het net die eerste gedeelte van die vraag beantwoord. Die wat wel verder gelees het, het slegs die een kant van die ironie genoem.</p> <p><b>9.6</b> Candidate word hier na die roman verwys. Dit is dus nie die algemene voordele van 'n derdepersoonsverteller nie. Hulle moet dit aan die spesifieke roman knoop.</p> <p><b>9.10.</b> Hierdie vraag het om een of ander rede die candidate verwar. Die leerders het klaarblyklik nie die reël waarna hulle verwys is, in gedagte gehou nie.</p> <p><b>9.11.1</b> Die leerders het nie aangedui van watter teks hulle praat nie. Candidate moet geleer word om die vraag duidelik, stapsgewys te beantwoord, bv. <i>In teks 1 klap sy verskonend hande en by die khuta klap sy uit respek hande.</i></p> <p><b>9.12.</b> Al word die kandidaat hier gevra vir sy eie mening/opinie/woorde moet sy antwoord nog altyd in verband staan met die sentrale tema van die boek.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer die candidate om die stapelvrae te “dissekteer”. Candidate moet vrae deeglik lees en seker maak dat hulle al die dele beantwoord. Candidate moenie in die breë vrae beantwoord nie; wees spesifiek in jou antwoord.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Wéér het dit duidelik na vore gekom dat die leerders die inhoud nie goed genoeg ken nie. Dit is die sleutel tot sukses.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Ons kan op die ou manier seker maak dat die inhoud deeglik geken word deur klastoetsies na 'n sekere aantal bladsye. Die volgende alternatiewe metode is deur die merkers voorgestel: Terwyl daar in die klas gelees word, maak die leerders





kriptiese kant-opsommings/ na 'n sekere aantal bladsye gee jy hul geleentheid in die klas om die opsomming te maak. Maak 'n spinnekopdiagram van elke karakter en vul in soos wat daar gelees word. Na 'n aantal bladsye maak die onderwyser 'n opsomming, laat sekere woorde uit en die leerders vul dit die volgende dag in. Die gelese gedeelte kan hul ook die volgende dag opvoer voordat daar weer gelees word.

#### **VRAAG10 : VATMAAROPSTELVRAAG**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Die opstelvrae is vanjaar beter beantwoord. Die gemiddeld van dié vrae was dan ook hoër as die kontekstuele vrae. Die nuwe rubriek was ook meer kindervriendelik.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Kandidate moet onthou dat hul **nie** die storie net so kan oorvertel **nie**. Alle feite moet gemotiveerd wees; dus *want/omdat*. Hulle moet ook altyd die stelling in gedagte hou met die beantwoording van die vraag. Hier was dit die kontras en ooreenkoms tussen Vatmaar se mense se idee van besitreg en dié van die Britte EN Boere.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

SIEN VOORBEELD VAN HOE VRAAG GELEES MOET WORD BY VRAAG 6 :  
 KWART-VOOR-SEWE-LELIE.

**(d) Describe any other specific observations relating to responses of learners**

Daar is nog steeds leerders wat opskrifte maak. Die leerders word hiervoor gepeenaliseer.

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

Die nuwe rubrieks sê presies waarna u moet kyk met die merkslag. Onthou styl en taal staan los van die feite wat u by die inhoud bepunt. Dit sal ook goed wees om die rubriek met die kandidate te behandel. Druk dit op die kandidate se hart dat die stelling moet altyd in gedagte gehou word.

<b>VRAAG11 : VATMAARKONTEKSTUELEVRAAG</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Die leerders het BAIEswak in die kontekstuelevraegedoën.
<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>
<p>Die kandidate ken glad nie die inhoud van die boek nie. Ek het vantevore gesê en ek sê weer: dit is onbillik om hierdie boek met leerders te behandel. Daar is 149 karakters!!</p> <p>Hoe op aarde onthou 'n leerder almal EN die ontwikkeling, al dan nie, van die karakters.</p> <p><b>11.2</b>Min kandidate het regtig van hierdie besoek geweet. Die meeste het net by George Lewies se rol met die stigting uitgekom.</p> <p><b>11.3</b>Kandidate het glad nie geweet teen watter agtergrond die verhaal afspeel nie. Die CAPS-dokument is baie duidelik hieroor. Sien bl. 27</p> <p><b>11.4</b>By hierdie tipe vraag moet die kandidate altyd eers noem wat die titel beteken dan oom Chai se woorde verduidelik en dan die ooreenkoms uitlig.</p> <p><b>11.6</b>Die eerstepersoonsverteller se voordeel moet gesien word soos dit in die teks voor kom en nie in die algemeen nie.</p> <p><b>11.8</b>Kandidate moet oplet na die meervousgebruik: redesbeteken meer as een. As die vraag 3 tel dan moet daar drie redes verskaf word.</p> <p><b>11.10.</b>Kandidate moet duidelik aandui met watter teks/karakters hul besig is, bv.: <b>George</b> het met <b>Ruth</b> uit liefde getrou en <b>Bettie</b> het met <b>Oom Chai</b> getrou om 'n kind vir haar pa te hê. En nie: <b>Hulle</b> het uit liefde getrou en <b>die ander</b> nie.</p>
<b>(c)Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer die kandidate om die stapelvrae te “dissekteer”. Kandidate moet vrae deeglik lees en seker maak dat hul al die dele beantwoord. Kandidate moenie in die breë vrae beantwoord nie; wees spesifiek in jou antwoord.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Wéér het dit duidelik na vore gekom dat die leerders die inhoud nie goed genoeg ken nie. Dít is die sleutel tot sukses.

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

Ons kan op die ou manier seker maak dat die inhoud deeglik geken word deur klastoetsies na 'n sekere aantal bladsye. Die volgende alternatiewe metodes is deur die merkers voorgestel: Terwyl daar in die klas gelees word, maak die leerders kriptiese kant-opsommings/ na 'n sekere aantal bladsye gee jy hul geleentheid in die klas om die opsomming te maak. Maak 'n spinnekopdiagram van elke karakter en vul in soos wat daar gelees word. Na 'n aantal bladsye maak die onderwyser 'n opsomming, laat sekere woorde uit en die leerders vul dit die volgende dag in. Die gelese gedeelte kan hul ook die volgende dag opvoer voordat daar weer gelees word.

## **VRAAG 12**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Die opstelvrae is vanjaar beter beantwoord. Die gemiddeld van dié vrae was dan ook hoër as die kontekstuele vrae. Die nuwe rubriek was ook meer kindervriendelik.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Kandidate moet onthou dat hul **nie** die storie net so kan oorvertel **nie**. Alle feite moet gemotiveerd wees; dus *want/omdat*. Hulle moet ook altyd die stelling in gedagte hou met die beantwoording van die vraag. Baie min kandidate het die karakterontwikkeling van Map uitgelig.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

SIEN VOORBEELD VAN HOE VRAAG GELEES MOET WORD BY VRAAG 6 :  
KWART-VOOR-SEWE-LELIE.

**(d) Describe any other specific observations relating to responses of learners**

Daar is nog steeds leerders wat opskrifte maak. Die leerders word hiervoor gepeenaliseer.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Die nuwe rubrieks sê presies waarna u moet kyk met die merkslag. Onthou styl en taal staan los van die feite wat u by die inhoud bepunt. Dit sal ook goed wees om die rubriek met die kandidate te behandel. Druk dit op die kandidate se hart dat die stelling moet altyd in gedagte gehou word.
<b>VRAAG13</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Die leerders het slegter in die kontekstuele vraag as in die opstelvraag.
<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>
<p><b>13.2</b> Leerders moet onthou om die twee kante van ironie te benoem.</p> <p><b>13.3</b> Hierdie was 'n stapelvraag en die leerders het eenvoudig net die eerste gedeelte van die vraag beantwoord. Die gevolge moes hul gelet het op die woord <i>huisgesin</i>. Min kandidate het dit raak gelees.</p> <p><b>13.5</b> By hierdie tipe vrae waar die kandidate met sê of hulle saam stem en dan motiveer, het min gemotiveer. Of hulle motiveer net, maar die motivering is so swak dat die merker nie kan agterkom of hul saam stem al dan nie.</p> <p><b>13.6</b> Dieselde as by 13.5</p> <p><b>13.8</b> Die kandidate sukkel om woorde te vind vir 'n karaktereienskap.</p> <p><b>13.13</b> Hierdie was nie 'n algemene vraag oor die neweteks nie. Leerders is spesifiek na die reël/teks verwys.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer die kandidate om die stapelvrae te "dissekteer". Kandidate moet vrae deeglik lees en seker maak dat hul al die dele beantwoord. Leer hulle om 'n ja/nee te skryf indien die vraag dit verlang. Kandidate moenie in die breë vrae beantwoord nie
<b>(d) Describe any other specific observations relating to responses of learners</b>
Wéér het dit duidelik na vore gekom dat die leerders die inhoud nie goed genoeg ken nie. Dít is die sleutel tot sukses.

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

Ons kan op die ou manier seker maak dat die inhoud deeglik geken word deur klastoetsies na 'n sekere aantal bladsye. Die volgende alternatiewe metodes is deur die merkers voorgestel: Terwyl daar in die klas gelees word, maak die leerders kriptiese kant-opsommings/ na 'n sekere aantal bladsye gee jy hul geleentheid in die klas om die opsomming te maak. Maak 'n spinnekopdiagram van elke karakter en vul in soos wat daar gelees word. Na 'n aantal bladsye maak die onderwyser 'n opsomming, laat sekere woorde uit en die leerders vul dit die volgende dag in. Die gelese gedeelte kan hul ook die volgende dag opvoer voordat daar weer gelees word.

#### **VRAAG14 : MIS OPSTELVRAAG**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Hierdie was die langvraagwatvanjaar die bestebeantwoord is.

**(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Kandidate moet onthou dat hul **nie** die storie net so kan oorvertel **nie**. Alle feite moet gemotiveerd wees; dus *want/omdat*. Hulle moet ook altyd die stelling in gedagte hou met die beantwoording van die vraag. Sommige kandidate het glad nie by die ontdekking van Miem en Gertie se vrouwees en Meisie se bevryding en die rol van Konstabel hierin uitgekome nie. Ander het weer net sommige hiervan aangespreek.

**(c)Provide suggestions for improvement in relation to Teaching and Learning**

**(d) Describe any other specific observations relating to responses of learners**

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

Die nuwe rubrieks sê presies waarna u moet kyk met die merkslag. Onthou styl en taal staan los van die feite wat u by die inhoud bepunt. Dit sal ook goed wees om die rubriek met die kandidate te behandel. Druk dit op die kandidate se hart dat die



stelling moet altyd in gedagte gehou word.

## VRAAG 15

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Kandidate het minder goed in die kontekstuele vraagpresteer.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**15.1** Kandidate het gesukkel om te sê watter gevoel die sirkusmusiek skep. Baie beslis is dit nie jou tradisionele sirkusmusiek nie. dus was die antwoord *vrolik* verkeerd.

**15.2.** Kandidate moet oplet na die meervoudsgebruik en dan meer as een gevolg gee.

**15.3.1** Kandidate het nie die woorde *self opgelê* verstaan nie. Dus het min hierdie antwoord reg gehad.

**15.3.2** Kandidate kon nie by drie geregverdigde argumente vir Gabriël se optrede uit kom nie.

**15.5** Net soos by die Romas sukkel kandidate om karaktereienskappe te verwoord.

**15.6** Die geïmpliseerde betekenis het eenvoudig vir die kandidate verlore gegaak.

**15.8** Kandidate moet onthou dat 'n eie mening moet nog altyd binne konteks van die boek wees.

**15.10** Kandidate moet leer om vrae stuk-vir-stuk te beantwoord. Die motivering is hier glad nie beantwoord nie.

**15.11** Hierdie vraag is slordig beantwoord. Kandidate moet aandui met wie se handeling is hulle besig. 'n Antwoord soos: **Sy dra 'n vingerhoedis** nie korrek nie.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Leer die kandidate om die stapelvrae te "dissekteer". Kandidate moet vrae deeglik lees en seker maak dat hul al die dele beantwoord. Leer hulle om 'n ja/nee te skryf indien die vraag dit verlang. Kandidate moenie in die breë vrae beantwoord nie

**(d) Describe any other specific observations relating to responses of learners**

Dit wou tog voorkom of hierdie kandidate die inhoud van die drama redelik onder die knie het. Dankie aan die leerkragte hiervoor!! U kan dalk u suksesresept met ons ander deel.

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

Leer die kandidate om die stapelvrae te “dissekteer”. Kandidate moet vrae deeglik lees en seker maak dat hul al die dele beantwoord. Leer hulle om ‘n ja/nee te skryf indien die vraag dit verlang. U kan met hierdie kandidate meer “vraestel-afrigting” doen. Neem ‘n ou vraestel en werk dit deur. Wys hulle op stapelvrae; geloofwaardig al dan nie ens.





**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AFRIKAANS HOME LANGUAGE
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<b>PAPER</b>	3
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<b>DATE OF EXAMINATION:</b>	21 November 2014	<b>DURATION:</b>	2½ HOURS
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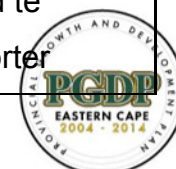
### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

#### **AFDELING A: OPSTEL**

Die kandidate het oor die algemeen gemiddeld tot baie goed gevaar. Minder kandidate het laer as 40% behaal omdat die onderwerp-verskeidenheid in die kol was. Daar was min kandidate wat onder 40% behaal het en meer kandidate het bo 80% behaal. Die kandidate wat gemiddeld gevaar het, brei nie genoegsaam oor die onderwerp uit nie en skryf herhalende idees. Dit getuig van gebrekkige leesvermoë en kreatiwiteit. Dit blyk of die kandidate se sosio-ekonomiese omstandighede hul visie en denke beperk; dus kan hulle nie buite hul onmiddellike omgewing skryf nie. Die meeste kandidate het 1.2 en 1.4 gekies omdat die onderwerpe moontlik binne hul leefwêreld is en hulle met hierdie onderwerpe kan identifiseer. 'n Groot verbetering is dat byna alle kandidate die prosesbenadering (beplanning en redigering) gevolg het endit het bygedra tot beter opstelle. Kreatiewe en briljante opstelle het veral voorgekom by 1.1, 1.3 en die visuele prikkels.

#### **AFDELING B: TRANSAKSIONELE TEKSTE**

Met die nuwe KABV het die kandidate beter punte behaal weens die nuwe rubrieke wat aangepas is. Kandidate moes twee tekste in hierdie afdeling beantwoord. Sommige kandidate kon nie beide tekste suksekvul aanbied nie, omdat die tyd te kort was. Dus het sommige kandidate net een teks aangebied of 'n heelwat korter



tweede teks. Die oorgrote meerderheid kandidate het goed gevaar in hierdie afdeling, veral die kandidate wat die toespraak en die huldeblyk gekies het. Nog 'n moontlike rede is omdat die opdragte van die tekste goed verwoord is en uit die leëwêreld van die kandidate kom, veral die huldeblyk. Kandidate wat die formele briewe gekies het, het gesukkel met die formaat van die briewe. Die skrandere kandidate het soms beide formele briewe gekies en 'n uitsonderlike inhoud aangebied, maar met formaatfoute.

## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
OPSTELLE	
1.1	Hierdie vraag was gewild en ongeveer 21% van die kandidate het hierdie onderwerp gekies en dit het veral die gemiddelde tot skrandere kandidate aangegryp. Gemiddelde tot briljante opstelle het vorendag gekom. Veral die gemiddelde kandidate wat hierdie onderwerp gekies het, het goeie punte behaal. Die sterker kandidate wat hierdie onderwerp aangepak het, het uiters kreatief en volwasse insig getoon en het met oulike, briljante opstelle vorendag gekom.
1.2	Naas 1.5 was hierdie onderwerp die gewilde keuse onder die kandidate. Die swakke kandidaat het aanklank by die onderwerp gevind, omdat dit by hul ervaringswêreld pas en hulle nie daarvoor hoef te bepeins nie. Oor die algemeen was gemiddelde tot goeie opstelle hieroor (gemiddeld punt van 32). Selfs die swakke kandidate kon goed uitbrei oor die geskenk en wat dit vir hulle beteken. Die onderwerp het aangesluit by die kandidate se sosio-kulturele omstandighede, omdat hulle oor enige geskenk kon skryf, letterlik of figuurlik. Die swak tot gemiddelde kandidate het ook uitgekom by die figuurlike betekenis van die geskenk.
1.3	Hierdie onderwerp is veral deur die gemiddeld tot skrandere kandidate gekies. Hulle het die onderwerp goed geïnterpreteer en selfs met humoristiese opstelle vorendag gekom. Die swak tot gemiddelde kandidate het slegs die stad teenoor die platteland vergelyk en gemiddelde punte behaal. Die hoogste punt wat toegeken is, is 48 en die laagste punt is 27.



#### 1.4

Hierdie onderwerp is deur slegs 2% van die kandidate gekies. Dit was werklik 'n uitdaging en bitter min kandidate het hiervoor kans gesien. Selfs die skrandere, kreatiewe kandidate het nie kans gesien om hierdie onderwerp aan te pak nie en 'n gemiddelde punt van 42 is behaal. 'n Paar swak en gemiddelde kandidate het gepoog om die onderwerp aan te bied, maar hulle het die pot heeltemal mis gesit met hierdie onderwerp aangesien hulle nie by die onderwerp uitgekom het nie. Die onderwerp is misgetas omdat die kandidate nie die onderwerp kon ontleed nie.

#### 1.5

Naas 1.2 was hierdie onderwerp 'n gewilde keuse onder die swak tot gemiddelde kandidate. Die kandidate het gedink dat die onderwerp maklik is, maar hulle het lelik klei getrap omdat hulle 'n middelmatige inhoud met baie leemtes aangebied het. Kandidate het veral hier herhalend geskryf en net op foute in die algemeen gefokus en hulle het nie by die lewenslesse uitgekom nie. Oor die algemeen was daar swak tot gemiddelde opstelle hieroor en die gemiddelde punt is 28.

#### 1.6

Die visuele prikkels het kandidate weereens die kans gebied om baie kreatiewe opstelle te skryf, aangesien die onderwerpe meer toeganklik as die ander is. Die skrandere kandidate het goeie kreatiewe opstelle oor die prikkels gelewer. Hulle het die onderwerpe meestal op 'n figuurlike vlak aangebied, alhoewel daar 'n legio interpretasies moontlik is. Die swakke kandidate het die visuele prikkels egter vermy omdat hulle glad nie weet hoe om met die prikkels te werk nie, of omdat hulle nie aan 'n gepaste storie wil dink nie.

##### 1.6.1

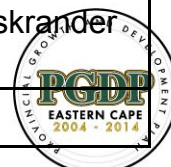
Knap tot uitsonderlike opstelle het hier voorgekom, veral die kandidate wat die opstel op figuurlike wyse aangepak het. Die oorgrote meerderheid kandidate het die pad as hul toekoms of lewenspad beskryf. Selfs die swakke kandidate het 'n geslaagde opstel oor die pad aangebied. Die hoogste punt is 50 en die laagste punt, 22.

##### 1.6.2

Hierdie onderwerp is deur 'n klein persentasiekandidate beantwoord. Die gemiddelde was punt is 35. Die skrandere kandidate het weereens die onderwerp figuurlik aangebied en knap opstelle is hier gelewer. Hierdie kandidate het uitgebreide, volwasse idees oor die hand aangebied.

##### 1.6.3

Min kandidate het hierdie onderwerp gekies en die gemiddelde punt is 30. Die skrandere kandidate het die onderwerp figuurlik aangebied en uitsonderlike punte behaal.



## VRAAG 2

### TRANSAKSIONELE TEKSTE

#### 2.1 KLAGTEBRIEF

Die kandidate moes 'n brief skryf waarin hulle oor die stofsuier kla. Die onderwerp was baie gewild onder die kandidate en gemiddelde tot uitsonderlike punte is hier behaal. Baie kandidate het 50% en hoër punte behaal. Die meeste kandidate is nie bekend met die formaat van die formele briewe nie en selfs die gemiddelde en skrande kandidate het nalatige formaatfoute begaan. Die hoogste punt is 24. Die swakke kandidate het lae punte behaal vanweë mistasting of hulle brei eenvoudig net nie genoeg oor die klagte uit nie.

#### 2.2 AANSOEKBRIEF

Die kandidate moes 'n brief skryf waarin aansoek om naweekwerk gedoen word. Die onderwerp was ook gewild en veral die skrande kandidate het byna volpunte hier behaal. Formaatfoute het ook die skrande kandidate gepootjie. Die swakke kandidate het gesukkel om die onderwerp uit te brei en het die woorde van die advertensie in volsinne herskryf.

#### 2.3 KOERANTBERIG

Slegs 15% van die kandidate het die koerantberig aangepak. Hier moes die kandidate 'n koerantberig skryf oor 'n sanger wat 'n heldedaad verrig het. Die skrande kandidate het hierdie onderwerp knap tot uitsonderlik aangebied. Baie gemiddelde en swakke kandidate het die woord "heldedaad" misverstaan en het swak punte behaal. Die laagste punt is 12.

#### 2.4 RESENSIE

In hierdie skryfstuk moes die kandidaat enige film bespreek en beoordeel. Hierdie onderwerp is veral deur die gemiddelde en skrande kandidate aangepak. Die hoogste punt wat behaal is, is 24. Die gemiddelde kandidaat het slegs by 'n opsomming van die film uitgekom, terwyl die skrande kandidate die ekstra inligting soos beligting, regie en klankeffekte genoem het.

#### 2.5 TOESPRAAK

Die kandidate moes 'n toespraak lewer waarin die graad 12-leerders gemotiveer word na aanleiding van die opskrif: **"Nuwe lesse uit ou foute."** Hierdie onderwerp was veral gewild onder die swak tot gemiddelde kandidate. 'n Gemiddelde punt van 16 is hier behaal.

#### 2.6 HULDEBLYK

Die kandidate moes as oudste kleinkind 'n huldeblyk aan hullegestorwe oupa/ouma lewer. Hierdie onderwerp was die gewildste en 'n gemiddelde punt van 16 is behaal. Selfs die swakke kandidate het die huldeblyk suksesvol aangepak. 'n Moontlike rede is omdat die kandidate begrafnisse in hul gemeenskap bywoon en dusval dit binne hul verwysingsraamwerk. Die hoogste punt is 23.



**(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

1.1

- Kandidate het swak opstelle gelewer omdat die onderwerpe nie goed ontwikkel nie.
- Kandidate se woordeskat is eng en hulle gebruik onvaspaste taal wat die betekenis van die opstel belemmer.
- Paragraafbou (een idee per paragraaf) kelder baie kandidate.

1.2

Kandidate het swak gevaar weens die volgende:

- Hulle fokus op meer as een geskenk en kom nie by 'n keuse uit nie.
- Hulle kan nie hul gedagtes in woorde omskryf nie en brei nie uit oor die geskenk nie.
- Hulle fokus nie deurgaans op die geskenk nie en wyk af van die onderwerp.
- Die opstel het 'n lang aanloop gevul met onbenullighede en die geskenk word eers in die slotparagraaf genoem.

1.3

- Die onderwerp is gerig op die bo-gemiddelde kandidate.
- Die gemiddelde en swak kandidate weet nie wat die term "oase" beteken nie.
- Die gevolg is dat hierdie moeilike onderwerp tot swak opstelle gelei het.

1.4

- Die oorgrote meerderheid van die kandidate het nie 'n benul gehad waarom om te skryf nie.
- Min kandidate het die onderwerp aangepak en baie swak tot gemiddelde punte is hier behaal.
- Baie skrandere kandidate gebruik hoogdrawende, figuurlike taal, maar wyk dan van die onderwerp af.

1.5

- Die gemiddelde en swakker kandidate het hierdie onderwerp aangepak.
- Sommige kandidate het genoegsame idees gehad, maar hulle weet nie hoe om dit by die titel uit te bring nie.
- Die onderwerp was van só aard dat selfs die gemiddelde kandidate herhalend geskryf het om aan die aantal woorde te voldoen.
- Baie herhaling het by hierdie onderwerp voorgekom, omdat die swak en



gemiddelde kandidate foute in die algemeen noem en nie by die lesse uitkom nie.

- Hulle fokus is beperk en hulle vind dit moeilik om hulle gedagtes mooi te verwoord.

1.6

- Kandidate het swak opstelle gelewer omdat die onderwerpe nie goed ontwikkel nie.
- Die afwesigheid van 'n gepaste titel het baie kandidate benadeel.
- Paragraafbou (een idee per paragraaf) kelder baie kandidate.
- Baie skrandere kandidate gebruik hoogdrawende, figuurlike taal buite konteks en wyk dan van die onderwerp af.
- Baie voorafbereide opstelle is hier by die visuele prikkels ingeforseer.

## **VRAAG 2**

### **TRANSAKSIONELE TEKSTE**

#### **2.1 KLAGTEBRIEF**

Die meeste kandidate is nie bekend met die formaat van die formele briewe nie. Hulle sukkel om tussen informele en formele briewe te onderskei. Selfs die skrandere kandidate se toon, styl en register van die formele briewe is nie geskik nie. Die skrandere kandidate het gesukkel om volpunte te behaal, weens nalatige formaatfoute en gebreke in styl, toon en register. Die meeste kandidate het die riglyne in die advertensie gebruik en die inhoud knap uitgebrei. Die swakke kandidate het lae punte behaal vanweë mistasting of hulle brei eenvoudig net nie genoeg oor die klagte uit nie.

#### **2.2 AANSOEKBRIEF**

Die meeste kandidate is nie bekend met die formaat van die formele briewe nie. Sommige kandidate skryf wel die inhoudsopskrif, maar in die vorm van 'n lang sin. Nalatige formaatfoute is deur die oorgrote meerderheid kandidate gemaak. Die swakke kandidate noem net die inligting wat in die advertensie voorkom en brei nie uit oor die besonderhede nie. Sommige kandidate skryf selfs die adres verkeerd uit die vraestel.

#### **2.3 KOERANTBERIG**

Die swakke en gemiddelde kandidate het 'n vae idee van die formaat van die koerantberig. Hulle skryf meestal net die opskrif en hulle taal stem nie ooreen met "koeranttaal" nie. In die meeste gevalle het swakke en gemiddelde kandidate 'n gewone storie oor die heldedaad geskryf. Sommige kandidate het ook die opdrag verkeerd vertolk en verslag gelewer oor iemand wat geld aan 'n organisasie soos 'n kinderhuis geskenk het. Hulle ken nie die term "heldedaad" nie.

#### **2.4 RESENSIE**

Die kandidate het swak gevaar omdat hulle nie vertrou is met die resensie nie. Die swakke en gemiddelde kandidate het slegs 'n opsomming van die film gegee, maar ten minste het hulle geweet hulle moet 'n waardeoordeel aan die einde noem.



## 2.5 TOESPRAAK

Die kandidate het swak gevaar omdat hulle net op die foute fokus en nie by die lewensles uitkom nie. Hulle kon nie uitbrei oor die opskrif wat voorsien word nie. Die gemiddelde en skrandere kandidate het op beide aspekte van die opskrif gefokus.

## 2.6 HULDEBLYK

Aangesien hier nie sprake is van 'n vaste formaat nie, het al die kandidate die huldeblyk goed aangespreek en geen foute is hier begaan nie.

### (c) Provide suggestion for improvement in relation to teaching and learning

- Onderwysers moet tyd afstaan om skryfvaardighede aan te leer, veral die formaat van die transaksionele tekste. Oefen dit onophoudelik!
- Leer kandidate hoe om onderwerpe te ontleed en sodoende goeie keuses te maak. Leer hulle hoe om sleutelwoorde in 'n onderwerp raak te sien.
- Leer kandidate om korter sinne te skryf.
- Figuurlike taal, woordeskat en korrekte gebruik van idioome in konteks, moet meer aandag kry.
- Leer kandidate om reg van die begin af die onderwerp aan te spreek; nie in die middel of in die laaste paragraaf van die opstel nie.
- Kandidate moet geleer word om hul taalkennis in hierdie vraestel toe te pas, bv. lydende- en ontkennende vorm, voorsetselgebruik, lettergreepverdeling, ens.
- Stelwerk behoort onderrig te word sodat kandidate baie meer skryf, bv. skryfjoernaal. Leerders moet verbeteringe doen nadat skryfstukke nagesien is.
- Moedige kandidate aan om 'n leesbare en aanvaarbare grootte skrif te skryf. **GEEN HOOFLETTERS NIE!**
- Alle afkortings moet voluit geskryf word.
- Volsinne is absoluut noodsaaklik by vraestel 3.
- Meer lees- en begripsoefeninge kan ook help om leesvaardighede te verbeter.
- Oefen die struktuur van opstelle bv. sinstipes, 1 reël paragraaf, verskeidenheid leestekens soos ellips, aandagstreep, ens.
- Bring onder die kandidate se aandag dat hulle nie net ernstig hoef te skryf nie; humoristiese vertellings is aanvaarbaar.
- Baie oefening in sinskonstruksie moet aandag geniet, want veral woordordefoute word begaan.
- Doen gereeld "vryskrif"-oefeninge oor 'n woord of 'n voorwerp en laat kandidate hulle pogings hardop lees.
- Kandidate se woordeskat moet uitgebrei word deur woorde of frases aan hulle te gee wat hulle moet gebruik om iets te beskryf, bv. mondeling aktiwiteite
- Onderwysers moet die KABV dokument bestudeer en vertrou wees met die verskillende transaksionele tekste.
- Onderwysers moet vertrou wees met die rubrieke, dit verstaan en die kandidate daarvolgens oplei.
- Leer kandidate dat die wenke wat in die vraestel gegee word, nie net genoem





moet word in die transaksionele tekste nie; wenke of riglyne moet uitgebrei word.

**(d) Describe any other specific observations relating to responses of learners**

- Kandidate benut nie die antwoordboek voldoende nie. Hulle begin nie elke vraag op 'n nuwe bladsy nie.
- Hulle moet duidelik aandui: beplanning en finaal.
- Swakker kandidate skryf kort opstelle en jok oor die lengte daarvan.
- Baie lang, lomp sinne word deur die kandidate gebruik.
- As kandidate dialoog in die opstel wil gebruik, moet hy/sy weet om die paragraafbou daarby aan te pas.
- Kandidate moet eenvoudig, maar treffend skryf.
- Eenvoudige, maar korrekte taalgebruik dra soms die inhoud treffend oor as die onnodige, hoogdrawende taal waarin sommige kandidate hulself vasskryf.
- Leer hulle om te vra: Wat is die titel en handel elke paragraaf oor die onderwerp?
- Leerders ken nie die basiese skryfbeginsels nie – 'n sin begin met 'n hoofletter en eindig met 'n punt.
- 'n Verskeidenheid leestekens en afwisseling van sinne lei tot 'n geslaagde opstel.
- Leerders móét 'n titel of 'n nommer by elke skryfstuk hê.

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

- Werkswinkels in vraestel 3 is noodsaaklik, veral vir die onderwysers wat nie matrieknasiers is nie (graad 10 en 11 ingesluit).
- Moedig nie-moedertaal sprekers aan om Afrikaans as Eerste Addisionele taal te neem; dit strem hulle respons in die skryfvraestel.
- Onderwysers moet stelwerk onderrig, aangesien hierdie vraestel die meeste weeg.
- Kandidate moet geleer word om onderwerpe uit verskillende hoeke te kan benader en beplanning van onderwerpe uiteen te kan sit.
- Paragraaf-en sinsbou vereis dringende aandag! Baie kandidate skryf ellelange paragrawe, onvoltooide sinne en die sinne is aaneenlopend sonder enige leestekens.
- By die visuele prikkels moet die titel verband hou met die inhoud.
- Die anglisistiese weglating van die lidwoord kom algemeen voor, bv. **Meeste mense maak foute i.p.v. Die meeste mense maak foute.**
- Gebruik van Engelse woorde en aanhalings, bv. Ouma was regtig **“awesome”**.
- Verkeerde afkapping van woorde aan die einde van 'n sin, bv. **kleinkinde- rs i.p.v. kleinkin- ders.**
- Foutiewe voorsetselgebruik kom ook baie voor, bv. **Hulle het teen die pad geloop en speel. i.p.v. Hulle het langs die pad geloop en speel.**
- Die korrekte gebruik van die betreklike voornaamwoord is 'n groot kopseer, bv. **Ek het met dit skoongemaak. i.p.v. Ek het daarmee skoongemaak.**
- Weglating van **nie** aan die einde van die sin by die ontkennde vorm.





**Wanneer ek my matte stofsuiig, gebeur daar niks. i.p.v. Wanneer ek my matter stofsuiig, gebeur daar niks nie.**

- **Woordorde foute kom tot vervelens toe voor, bv. Dit was die beste geskenk al ooit wat ek gekry het.” i.p.v. “Dit was die beste geskenk wat ek al ooit gekry het.”**
- **Verkeerde woordkeuses, bv. “Dit het ‘n jaar gekos om die beste geskenk te kry.” i.p.v. “Dit het ‘n jaar geneem om die beste geskenk te kry.”**
- **Lomp, donkiesinne, bv. “U kan ‘n brief aan my terug skryf wat my sal laat weet of ek vir ‘n onderhoud moet kom.”**
- **Moenie dat kandidate vooraf opstelle voorberei en leer nie; dit benadeel hulle.**
- **Die volgende taalgoggas kom tot vervelens toe voor:**
  - **“van” i.p.v. “want”**
  - **“dit” i.p.v. “het”**
  - **“daai” i.p.v. “daardie”**
  - **“waardeur” i.p.v. “waardeer”**
  - **“was gegee” i.p.v. “is gegee”**
  - **“te alle tye” i.p.v. “ten alle tye”**
  - **”n paar jaar terug in matriek” i.p.v. “n paar jaar gelede in matriek”**
  - **“jy’s” i.p.v. “jy is”**
  - **“nerwes” i.p.v. “senuwees”**
  - **“defnitief” i.p.v. “definitief”**
  - **“verewig onthou” i.p.v. “vir ewig onthou”**
  - **“vertroubare persoon” i.p.v. “betroubare persoon”**
  - **“enige iets” i.p.v. “enigiets”**
  - **“&” i.p.v. “en”**
  - **“/” i.p.v. “of”**



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AGRICULTURAL SCIENCES		
<b>PAPER</b>	ONE		
<b>DATE OF EXAMINATION:</b>	14 NOVEMBER 2014	<b>DURATION:</b>	1Hour 30 min

### **SECTION 1:**

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

Learners performance in general has improved this year because there is a substantial number of candidates that have performed at level 3 and above. The quality of passes has also improved as there is a gradual shift of levels towards level 6. Generally the performance in this paper is better compared to previous years. The improved performance can be attributed to a better performance in Section A as well as Question 2 and 3

Calculations are still a challenge to most learners. They do not follow the fundamentals of simple mathematics, for example, writing the correct formula, subtracting a bigger value from a smaller value (80 tons – 120 tons) which will end up giving a negative answer, conversion of units (tons into kg), correct substitution of values in a formula.

### **SECTION 2:**

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

#### **QUESTION 1**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Question 1 composed of 1.1 to 1.4 as prescribed in the CAPS policy for assessment were well structured to the level of a Grade 12 candidate and content covered in the question paper. Highest score recorded was 42 marks with the lowest being 2 marks.



(b) **Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**1.1. Multiple choice question:**

The performance of learners in this sub-question ranged from 2 marks to 18 marks. Sub-question 1.1.2 required a clear understanding of the concept: metabolic energy. Candidates responses were a clear indication of guess work as a result the question was poorly answered.

Sub-question 1.1.4 required the water sources for animals. Learners did not understand that metabolic water is one of the water sources.

**1.2. Matching Columns:**

The instruction to this question requires learners to either indicate A only, B only, both A and B and None: many candidates are now familiar with the instruction and they have responded correctly, nevertheless there are still learners who fail to answer as per the instruction for example they write A or B or BOTH instead of A ONLY or B ONLY or BOTH A and B, as a result they lost marks.

Sub-question 1.2.4 : The dry period of dairy cattle before their next parturition, a number of learners selected A which represented the 90 days which is 3 months and yet an ideal dry period is 60 days which is 2 months.

**1.3. One word question:**

Learners did not respond well in this question.

Sub-question 1.3.2: **Head clamp** was an expected answer but many learners indicated **Head gate**.

Sub-question 1.3.4 **Oogenesis/Ovogenesis** was a straight forward answer needed but most learners gave **ovulation** as the answer. Learners confused these processes as they both have a link to the egg but still different. Oogenesis being the process of egg formation and Ovulation a process of releasing the ripe egg.

**1.4. Replacement question:**

1.4.2 Learners did not understand the main concept needed “Cafeteria style/ Freechoice”, many learners gave “Free” as the main answer which is too general and yet the specific answer is “choice” coupled with “Free”

1.4.3 Problem with the spelling of **Iron**, where learners were writing **ion** which is a charged atom instead of the element iron and with that a different concept is given which led to loss of marks.

**(d) Describe any other specific observations relating to responses of learners**

- Learners who tick more than one answer for a question in 1.1 resulting into loss of marks.
- Learners who guess questions write the incorrect concept first followed by the correct one as a result they lose marks because only the first concept is

considered for example: 1.3.4 ovulation or oogenesis. Oogenesis is the correct answer but the learners lose marks because of writing ovulation first which is wrong.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Assessment tasks developed at school level should incorporate a variety of questions based on the cognitive levels as prescribed in the assessment policy.</li> <li>Cluster common examinations can assist to ensure that the required quality assessment standard is met by all schools. Examination guidelines must be used and learners be supplied with copies so that they are familiar with the format, questioning style, use of key verbs and the content to be assessed</li> </ul>

<b>QUESTION 2 ANIMAL NUTRITION</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 was fair in this questions where most learners obtained more than 50% of the total marks in the question.
<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>
<p>2.1 More than 90% of learners identified the type of animal that has the stomach shown in the diagram however subsequent question 2.1.2 many learners wrote the description of the processes required rather than the name of each process represented by the arrows. In 2.1.3 learners were referring to chemical digestion and functions of saliva instead of the importances of re-gurgitation.</p> <p>In sub-question 2.2.1 learners were instructed to describe the population size of amylolytic bacteria in summer and proteolytic bacteria in winter in the reticulo-rumen of grazing animals. Some learners responded well to the instruction but some only indicated the impact of the nutritional value without responding to the population size of these bacteria.</p> <p>2.2.2 The question required learners to describe the quality of supplementary feed to be given to grazing animals, however learners did not describe the feed they only indicated the nutrient such as vitamins or minerals or just supplement feed hence they could not score marks in this sub-question.</p>

### 2.3 Coefficient of digestibility:

2.3.1 Many learners scored almost 2 marks out of 5 marks in this calculation while some managed to get the total mark. Identification of the key values in this case dry matter value of the manure (7.3kg) which was given in the question could not be identified by most learners, they further simplified it as if it contained moisture content, as a result they lost marks for the answer. Substitution of values was also a challenge as many of the learners were subtracting the manure from the feed intake without removing the moisture content. The simplification of the moisture content in feed and determining the dry matter of feed was done very well by most learners. Other learners lost marks in the answer by indicating the answer as kg instead of a percentage.

2.3.2 Almost 95% of learners failed to respond to this question. It was difficult to justify why the hay could not be recommended for dairy animals especially that they had to quote the digestibility coefficient value of hay.

2.4.3 The formula for nutritive ratio was a problem hence learners could not make the correct substitution. In most cases learners did not express the NR as a ratio as a result they lost marks, that is, they were leaving out 1:

2.5.1 Language barrier was an obstacle in this sub-question. Learners could not identify or understand the main phrase of "the number of months" during which there will be more feed available than required by animals. Learners mentioned the names of the months for example: January and February.

2.5.2 Learners were challenged by the language, they could not pick the emphasis of the adjective, **most insufficient** to be able to deduce September as the correct answer and not August.

### 2.5.3 Calculating the shortage of feed during October in kilograms:

Very few learners managed to get the full marks in this sub-question. Many learners were unable to convert the tons to kilograms. Some calculated the shortage as:  $120\text{kg} - 80\text{kg} = 40\text{kg}$  that is, they simply replaced tons with kg, others calculated the shortage as  $120\text{tons} - 80\text{ tons} = 40\text{ tons}$  and did not convert tons to kilograms. Learners clearly did not know the conversion of units.

#### (c) Provide suggestions for improvement in relation to Teaching and Learning

- Teachers must emphasize understanding of the correct formula and units when calculating digestibility co-efficient
- Learners should be taught how to write the formulas. Meaningful understanding of the formulas is very important in order to correlate data provided in the question for correct substitution of values.
- Continuous Assessment of learners on all types of calculations in all terms will help to prepare learners for the final examination readiness.

<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Learners do not strictly adhere to action verbs describing the requirements of the question.</p> <p>Many learners take it as a norm that when calculating digestibility co-efficient the moisture content must be subtracted and yet this is not always the case.</p> <p>Some learners could not write the correct formula for the nutritive ratio while others were writing the answer of the ratio as 11.5 instead of 1: 11.5 or 1:12</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Assessment tasks at school level must be developed and weighed according to cognitive levels prescribed in the CAPS policy document for Agricultural Sciences. Strict adherence to the responses in the marking guidelines as per action verbs within the questions when marking learners is very important for final examination readiness.</p> <p>Teachers must assess learners in different forms of calculating :</p> <ul style="list-style-type: none"> <li>- Digestibility co-efficient</li> <li>- Pearson Square Method</li> <li>- Nutritive Ratio emphasising on specific differences in data given in a question.</li> </ul> <p>Teachers are advised to promote reading and analysis of text and should discourage memorising without understanding</p>
<b>QUESTION 3 ANIMAL PRODUCTION, PROTECTION AND CONTROL</b>
<p><b>(a) General comment on the performance of learners in the specific question.</b>  <b>Was the question well answered or poorly answered?</b></p>
<p>This question was answered relatively well. Marks scored ranged between 3 and 18</p>
<p><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></p>
<p>3.1.</p> <p>3.1.1 This sub-question was answered very well by learners although their responses to the subsequent sub-question 3.1.2 indicated inability to articulate the advantages of this system agriculturally. Almost 90% of learners incorrectly wrote answers such as: farming to support the family which is a description and not an advantage of the system. Some learners wrote advantages which were more subjective than objective for example: the quality and better taste of the slaughtered chicken, which was more preferential to consumer than the system.</p> <p>3.2. In this sub-question learners were required to match the appliances and apparatus suitable to the agricultural scenarios outlined in 3.2.1 to 3.2.4. A significant number of the learners failed to correctly link these scenarios, however others managed to score full marks, for example in 3.2.1 almost 50% of learners could not link rotational grazing with the divided areas of farmland but linked it with (the separate crush). This therefore accentuates the difficulty of learners to apply basic agricultural knowledge when responding to questions and the understanding of the “crush as a facility to handle animals” and confusing it with the kraal mainly meant to</p>

keep animals.

3.3.1 This sub-question clearly indicated the confusion learners have in relation to the terms

**Extensive** system and **external**.

3.3.3 A considerable number of learners failed to distinguish between the **feeding strategies** followed by Farmer A and Farmer B instead they gave the differences between the two farming systems practised in the two farms.

### 3.3.4 The measures Farmer A can take to Increasing production

Almost 60% of learners responses to this question showed the inability to understand increased production without increasing farm expenses, for example, learners wrote:

**employ more workers and also increasing number of sheds. Learners generally reproduced the measures to increase production without considering COST RELATED EXPENSES AND ASSETS OF FARMER A VERSUS PRODUCTION OUTPUT.**

3.4 This sub-question was a straight forward question but:

In 3.4.1 a number of learners indicated that the thermometer is placed in the mouth of an animal while some indicated that it is placed in the heart.

### 3.4.1 The status of an animal with an acute illness:

Most learners understood an increased body temperature of this animal, however confusion was evident with respiratory rate and heartbeat, most candidates indicated decreased levels.

3.5 Generally performance of learners in this sub-question was very poor:

### 3.5.1 Identify the type and name of tick:

Learners identified the tick as an external parasite and yet the question required the type of tick not the type of parasite. Subsequently some learners did not write the name of the tick, which showed that they did not see the other part of the question instruction, in this case the name of the tick. Types of ticks based on their life cycles seem not properly addressed in schools

3.5.2 The animal disease transmitted by the tick: learners responses included amongst others, anthrax, rabies, which indicated lack of knowledge on the causative organisms that carry the pathogens.

3.5.3 Analysis of the picture was very challenging to learners, lack of understanding of the **concept eco-friendly** led to responses like: DELETE ALL. Some learners did not respond to the instruction that is: Giving TWO reasons FROM THE DATA, as a result they gave responses like: killing all the parasites.

3.5.4 Learners do not know the application methods of pesticides hence they were challenged with **pour-on**, although they had to extract it from the data given in the picture.

3.5.5 Learners struggled to apply knowledge of the roles of the state hence they were just generally mentioning the roles without attaching them to the information



provided.

### 3.6

3.6.1 Learners understood the plants that pose danger to livestock although they did not understand that the question required only the poisonous plant found in natural pastures, for example, they wrote maize fungus, which is not found in natural pastures although it is a poisonous plant as a result they lost marks.

3.6.2 In this sub-question learners responses were based on the treatment methods, like, **treat or give medicine to the animal with poison** and yet the question required the **measures to prevent the intake of the plant poison**.

#### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

Use of tables to provide learners with precise differentiation of the characteristics of intensive and extensive production systems.

Teachers must emphasize on different intensive systems for different animal production units for example Free range/ Backyard system for Poultry and Feedlot for Pigs and Cattle.

Teachers must exercise learners on different scenarios of intensive and extensive production systems with special emphasis on analysis of the scenario and application of learned knowledge through questions at different cognitive levels.

Learners must be taught to respond to instructions such as: SUPPORT/ JUSTIFY/MOTIVATE YOUR ANSWER BY REFERRING TO THE DATA /TABLE.

#### **(d) Describe any other specific observations relating to responses of learners**

Language barrier to assist in analysis of questions became a problematic issue observed in this question for example use of concepts or phrases like eco-friendly, acute illness. Learners do not read the entire question.

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

- Teachers should emphasise to learners the important aspects to note when interacting with a data table or scenario for example:
- Learners must be trained on noting a question that requires an answer from the analysis of the picture as well as when to use insight to answer the question
- Assessment tasks for example assignments should form part of non-formal assessment to encourage learners to interact with a variety of information pertaining to agricultural practise within their environment.
- Use of agricultural periodicals and magazines for learners to read in order to broaden their knowledge spectrum on the applicability of agricultural content.
- Teachers and learners to embark on agricultural excursions for exposure to development and management of various forms of agricultural enterprises. It is highly recommended that learners be furnished with worksheets to record their observations for their presentations during feedback in the classroom.

#### **QUESTION 4 ANIMAL REPRODUCTION, PROTECTION AND CONTROL**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Generally Question 4 was not fairly answered by most learners. Learners best performed in sub-question 4.3 and in 4.5 learners performed poorly.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

4.1 Learners have not yet mastered the skill of labeling diagrams, this is qualified by learners who labeled A- as uterus instead of uterine horn in sub-question 4.1.1.

4.1.2 Many learners managed to score the full mark on this question but some were guessing, some learners indicated the correct letter-G but wrote uterus as the name of the label instead of cervix, as a result they lost marks.

4.2 In this sub-question many learners managed to score a lot of marks because of the graph. 4.2.1 Learners have indicated a significant understanding of how to draw a graph, although

some still forget to write the heading and indicating units in the labels of axes for example: hormone concentration level with the units of - mg/ml. Some learners were challenged by the two comparable variables on the same axes as a result they drew them on separate graphs.

4.2.2 More than 95% of the learners did not score marks on this sub-question. This was a higher order question that required learners to suggest the impact of progesterone on oestrogen levels as the data indicated from day 8 to day 16 and learners responses were based on the general functions of progesterone.

4.3. This was a fair question, most learners scored 4 to 5 marks although some learners are still labeling the nucleus of a sperm cell as the head in 4.3.1. In sub-question 4.3.4 many learners were unable to provide a clear description of the semen – many responses indicated semen as the fluid secreted by the sperm. A number of learners could not define a sperm cell at all as a result they lost the whole 2 marks allocated to this question.

4.4 Learners displayed an understanding of the concept “artificial insemination” although within their description they referred to it as the form of impregnating cows artificially without indicating the collection of semen.

4.5 In the sub-question 4.5.1 most learners correctly indicated the concept “embryo transfer/ transplantation but some confused the transfer to the implantation and others cloning.

4.5.2 Learners failed to understand the instruction, “Re-arrange the above statements (A-E) in the correct order.” The question expected learners to re-arrange

the statements using letters. Some learners used the letters as their numbering rather than re-arranging using them. Learners clearly showed lack of understanding the stages of embryo transfer, as a result they lost marks scoring 1 mark out of 5 marks.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers should utilise a variety of diagrams, charts and slides from different sources to give a visual emphasis and provide clearer understanding of the diagram.
- It is advisable to teachers that when dealing with concepts, they must be analysed to provide meaningful understanding (conceptualisation) and identification of main phrases to differentiate them when writing examinations.
- Drill learners on the aspects that they must indicate when drawing a graph :
  - Correct heading indicating all variables
  - Labelling of axes
  - Indicating units on axes if applicable
  - Drawing the correct scale
  - The type of the graph (line, bar, histogram, pie chart)
  - Accuracy in plotting the data on the graph
 (these are soft points a learner must score in any graph before the correct plotting is considered)

**(d) Describe any other specific observations relating to responses of learners.**

Some learners drew the axes of the graph on portrait setup of the page but plotted the graph on a landscape page setup.

Lack of scientific language when expressing a concept.

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

- Learners must be taught to draw the graph on one form of page setup, that is, either the **LANDSCAPE OR PORTRAIT NOT BOTH**. It is recommended that learners be taught to draw graphs on the same axes unless otherwise stated.
- Development of charts by learners and their availability in the classrooms for continuous revision.
  - Digestive systems of the three categories of farm animals.
  - Feeds flow chart – concentrates and roughages.
  - Energy flow charts – GE-DE-ME-NE
  - Reproductive systems of farm animals.
  - Sketches of reproductive structures – ovary indicating growth of the follicles; spermatogenesis; oogenesis; positions during dystocia
  - Mating, artificial insemination, embryo transfer.
  - Mammary gland and lactation curve.
  - Equipment / tools used in handling animals
  - Equipment / tools used in various procedures / operations (e.g. branding, castration, dehorning, etc.) on animals.
  - Animal diseases and the life-cycle of parasites.
  - Types of graphs – line, bar, histogram and pie.

- Cluster content workshops to develop teaching strategies on how to approach and assess topics such as types of farming systems their advantages and disadvantages using case studies and scenarios which address important aspects of these systems.
- Collaboration with local extension officers from DARD is recommended for classroom demonstration or local community presentations on disease outbreaks, their control and prevention.
- Exposure of learners to local subsistence farming systems in order to broaden their knowledge of basic agricultural practise.

**ASSESSMENT & EXAMINATIONS**

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## **CAPS 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	AGRICULTURAL SCIENCES		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	17 NOVEMBER 2014	<b>DURATION:</b>	2½

### **SECTION 1:**

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

- Learner's performance in 2014 was generally good. There was a substantial number of candidates who have performed at level 3 and above with marked improvement in the number of learners at level 5 and level 6.
- Learners could not explain the law of diminishing returns in relation to a scenario given before them
- Most learners could not draw a punnet square for a dihybrid cross
- Teachers and learners should be credited for the job well done in the section of concepts or subject language because the 2014 class was well-prepared for this part of the paper and provincial subject planner and subject advisors for working tirelessly to develop 2014 terminology manual and revision material for agricultural sciences through collaboration with the Education Leadership Institute (ELI).

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

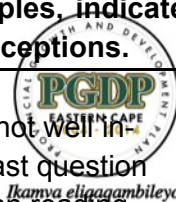
##### **QUESTION 1**

- (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

There is an average performance in this question caused by poor performance in 1.1 and 1.4 specifically.

- (b) **Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Average performance in Question 1 can be associated with a number of things, not well in depth content coverage by the educators, more reliance on the revision of the past question papers, allowing the learners to rely more on memorising the concepts rather than reading



with understanding, insufficient CAPS resource materials as most educators are using the past NCS material. Reasons for poor performance in some questions are mainly caused by a language barrier, and the inability of learners to understand some of the language of the subject.

- ✓ In question 1.1.3 the phrasing of the statement makes the learners to confuse it with co-operative marketing because of (in rural communities women) and the learners associated that with a group of people rather than with free marketing. Learners were supposed to look for the clue that is urban areas to rural people which means anywhere they like.
- ✓ Question 1.2.1 was answered poorly as the learners associated heifer with XX chromosome which is a female sex chromosome. Educators and learners should take note that XY male sex chromosomes are ones that determine sex in an offspring.
- ✓ In Question 1.3.1 many learners were giving income statement as an answer which means they cannot differentiate between the income statement and the budget.
- ✓ Many learners did not get question 1.3.3 which needs risk as a response because of the language used as they failed to understand what is actually needed in the question.
- ✓ Many learners in 1.3.5 gave polygenic as an answer guided by that large number of genes which means they cannot differentiate between quantitative characteristics and polygenic.
- ✓ In question 1.4.2 the learners got the answer correctly but spelt wrongly instead of bartering, they wrote buttering which gives a different meaning to the concept as a result they lost 2 marks on that.
- ✓ Question 1.4.5 poorly answered as most learners use to memorise the meaning of the concept variation without a clear understanding on it, they will know it only when it comes the same way as it appears in the textbook.
- ✓ In question 1.3.4 they wrote genetic modified organism instead of genetic modification which means the learners cannot differentiate between a product and a process.
- ✓ In 1.4.3 the learners gave entrepreneurship instead of entrepreneur same story with the above.

**(a) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Strong focus on CAPS related resource material.
- ✓ At the beginning of each topic, learners should be introduced to concepts in that topic preferable using power point for lesson presentation..
- ✓ Learners should develop their own terminology bank notebooks
- ✓ Educators/Subject Advisors should simplify terms/concepts for learners to grasp them easily.
- ✓ Informal assessment tasks should be used as a form of practice for exams- these tasks should take the format of national/provincial papers.
- ✓ Educators and Subject Advisors should include pictures, graphs, calculations, etc. in Question 1 so that learners are used to interpreting and analyzing those.
- ✓ Drill concepts with understanding and not memorise them.

**(d) Describe any other specific observations relating to responses of learners**

- ✓ Most learners were unable to spell bartering, entrepreneur, depreciation correctly.
- ✓ Some learners writing Question 1.3 answers to Question 1.4 and vice versa, especially those who used the answer sheet on the first page of the answer book.

- ✓ Some learners are crossing more than one letter for Question 1.1
- ✓ There are learners who leave blank spaces in Question 1.1 (i.e. they do not cross any letter).
- ✓ Some schools show evidence of teaching but some do not.

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

1. It is evident from other centres that the syllabus was not completed; hence teachers should make sure that four hours per week is allocated for the subject. This should be adhered to in each and every school.
2. There needs to be more written daily tasks (work) given to learners
3. There needs to be a scientific approach to teaching the subject. This must be emphasised so as to develop scientific skills in our learners.
4. Developing common assessment tasks in school and the district level that are up to the standard of the national papers for practice.
5. Concepts should be taught in the way they are assessed.

## **QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Candidates performed fairly in Question 2.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- ✓ Question 2.1.1. – most learners did not get full marks for the graph because they were twisting the variables, plotting two graphs for the number of lambs and the price for the lamb, plotting incorrectly, calibration not easy for them and mostly forgot to write heading consisting of the two variables they are plotting with.
- ✓ In question 2.1.2 they mostly chose December which is the last month of the year associating it with the festive season and the high price of R110 without analysing the table as well as 2.1.3 the learners there did not understand the question as they gave unnecessary long responses and some wrote diversification as an answer which is incorrect as per data given.
- ✓ Question 2.1.4 calculations learners tend to divide with number of lambs and ignore 27kg on the statement which shows that they did not understand the question. In 2.1.5 most learners were referring to the relationship between the supply and demand.
- ✓ Question 2.2.1 learners did not understand the marketing types as they gave controlled marketing but surprisingly their justification for the choice of the free marketing was correct. Some gave the advantages of free marketing which were not in the scenario. In this case they did not follow the instructions.
- ✓ On average, learners obtained 2 out of 3 in Question 2.3.1 as they wrote storage instead of packaging at C which is incorrect
- ✓ Question 2.3.4 poorly answered by most learners as they did not understand feasibility study..
- ✓ In 2.3.3 SWOT analysis they did not understand what was being asked and they gave concepts like competition, be strong instead of strength, opportunity, threats and weaknesses as aspects.
- ✓ The learners did not understand question 2.4.2 as they were giving general factors hampering the marketing of agricultural production instead of only those related to



distribution process.
<b>©Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>✓ It is evident at this stage that learners can draw the graph, but they should improve on their accuracy in plotting the graph and interpretation of variables in the graph/table.</li> <li>✓ Learners should be encouraged through informal daily tasks to read instructions carefully (e.g. in 2.1.1 where there were three variables i.e. Price(R/kg), number of lambs and the months sold.</li> <li>✓ Instruction verbs that are commonly used in assessment tasks should be used for daily informal tasks and formal tasks to prepare learners for exams.</li> <li>✓ A clear distinction should be made for learners between marketing types, marketing strategies and marketing functions.</li> <li>✓ Learners should be exposed to some calculation and informed that its not necessarily that all calculations should have formula, therefore they must find out what is expected to the calculation.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>✓ Some were unable to draw the line graph for comparing number of lambs and the months sold.</li> <li>✓ They drew the graphs not using ruler and that makes it very difficult to check the accuracy as to get a mark.</li> <li>✓ Using incorrect scales for the graph</li> <li>✓ Do not understand the marketing strategies and aspects of SWOT analysis.</li> <li>✓ Learners did not understand what calculation needs and simple use the numbers in front of them to divide; infact they were just fiddling and taking chances.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>✓ Teaching, learning and assessment should be done through the Language of Learning and Teaching (LOLT) and should avoid the use of vernacular.</li> <li>✓ Teachers must focus on the aspects of content listed in the Exam guideline.</li> <li>✓ Graph papers should be used to train learners in drawing graphs accurately.</li> <li>✓ Notes should be compiled from different textbooks on different tasks for learners, as different texts explain things differently.</li> <li>✓ Provide more activities on plotting, interpretation, heading and labelling of graph work.</li> <li>✓ Teachers should guide the learners in how to process data in all forms (tables, graphs, scenarios or case studies). Learners should relate this data to the content that they have been taught even before they work on the questions set on them.</li> <li>✓ Teachers should not limit learners to only two variables – learners must learn to plot graphs that have more than two variables.</li> </ul>
<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>
Performance in this question was fair, with the exception 3.3.1, 3.3.2, 3.4.2, 3.4.3, 3.5.2 and 3.5.3 respectively.
<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>



- ✓ Question 3.1 was a straightforward question and some responses were to be taken straight from the contract of employment, yet candidates performed poorly. They can identify the permanent labour but when it comes to features, they cannot quote the reasons for their choice.
- ✓ In question 3.1.4 learners are confusing the negative impact of HIV with the preventive measures against the disease e.g. the use of condoms, ARV's, attending funerals and so on.
- ✓ Question 3.3.1 learners could not differentiate between the assets and liabilities as a result they come out with different answers. It becomes worse when it comes to additions. Most of them could not calculate the net worth as they deduct assets from liabilities coming with the positive answer. Some learners might have been confused by the concept like bond and overdraft.
- ✓ In 3.4.2 the learners can analyse the table on the law of diminishing returns but they cannot interpret the relationship between the fertilizer input and potato yield.
- ✓ In 3.1.5 learners could not pick the two managerial principles on the scenario and external forces that impact on farming of which they were clearly shown from the scenario.
- ✓ Question 3.5.3 goes back to the issue of terminology that we have dealt with in Question 1 as most learners could not define the inventory of moveable assets and breeding records. They wrote it as assets that can be moved from one place to another as they cannot integrate those two concepts.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- ✓ Case studies, diagrams and scenarios need to be included in the assessment tasks given to learners during the school year in order to expose them to the activities that would improve their skills in answering these type of questions.
- ✓ Candidates should be made familiar with case studies, and reading and interpreting through formal and informal tasks.
- ✓ Compulsory reading in the classes should be enforced so as to prepare them for the exam.
- ✓ It is vital that learners know the formula and steps to follow for them to do well in such a question.
- ✓ The subject terminology bank could come handy in assisting learners for Question 3.5.3.

**(d) Describe any other specific observations relating to responses of learners**

- ✓ Many learners were unable to categorize the type of workers and explain it with an example a permanent labour in 3.1.1
- ✓ Legislation issues related to labour are a challenge amongst the learners in terms of knowing what each legislation entails.
- ✓ Candidates should be advised on how to approach a question so they respond to what is being asked and use the mark allocation as a guideline on how to answer a question.
- ✓ Subject advisors should organize workshop that are linked to these topics to strengthen the knowledge and skills of teachers and to avoid possible content gaps.

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>✓ Ensure that the learners master the definitions of concepts.</li> <li>✓ Learners must be able to see both the positive and negative concepts that demand critical thinking skills, and must be able to match, compare and contrast statements.</li> <li>✓ Provide more scenarios in classroom activities to ensure that learners are able to identify and pick responses from them.</li> </ul>
<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>
Candidates performed fairly well in this question, except for Questions 4.1.3, 4.2.1, 4.2.3, 4.2.3, 4.3.3, 4.4.2, 4.5, and 4.6.4 which were poorly done.
<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>
<ul style="list-style-type: none"> <li>✓ Learners struggled to draw the dihybrid Punnet square in Question 4.1.3 and cannot give the parents, offspring, genotype and the phenotype in it.</li> <li>✓ Breeding methods in Question 4.2.1 was also problematic as most learners got 1 out of 3 i.e. B(Inbreeding) and when it comes to 4.2.3 they mostly gave advantages instead of the disadvantages as they were asked to do so.</li> <li>✓ Learners had problems in distinguishing between co-dominance and incomplete dominance in 4.3.3. They mix up and confuse each other by one another with special emphasis on giving examples instead of explanation e.g. for incomplete they mostly gave an example of red and white which give rise to pink colour, and co-dominance which is a combination of two colours to form roan.</li> <li>✓ Learners also struggled to differentiate between continuous and discontinuous variation as they mostly gave the examples e.g. for continuous they gave height of chickens and for discontinuous they gave different chicken combs instead of differentiation.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>✓ Teachers must emphasise on dihybridism as a new content topic in CAPS.</li> <li>✓ Educators should endeavor to give similar questions to their learners in their informal tasks at school level.</li> <li>✓ As learners find it difficult to define or explain concepts, educators should make sure that their learners are drilled with concepts they come into contact with during the lesson presentation and find a strategy not to memorise through examples but to understand it properly.</li> <li>✓ More emphasis on the types of dominance</li> <li>✓ Each learner must have a personal glossary book for each topic.</li> <li>✓ Educators should teach using English not their vernacular as some learners responding in their vernacular language.</li> <li>✓ Subject advisors should design workshops to address short comings in the content knowledge related to genetics</li> <li>✓ Learners should be able to describe genetic concepts and provide practical examples to illustrate them.</li> </ul>

<p><b>(d) Describe any other specific observations relating to responses of learners.</b></p> <ul style="list-style-type: none"> <li>✓ Learners could not draw the dihybrid Punnet Square which is supposed to have five columns</li> <li>✓ Breeding and selection methods are problematic to learners as they cannot distinguish between them and its worse a question 4.2.1 and 4.2.4 on upgrading.</li> <li>✓ Learners are unable to differentiate between the advantages and disadvantages of inbreeding.</li> <li>✓ Description of concepts and terminology is still a problem as learners tend to give examples instead of explanation of concepts e.g. co-dominance and incomplete dominance, continuous and discontinuous variation.</li> </ul>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>✓ Teachers should attend Cluster/District meetings and workshops, especially on content gap, and attendance should be mandatory.</li> <li>✓ Tours to Agricultural Institutes and Colleges and well-established farms by both learners and teachers should be considered to improve performance in the exams.</li> <li>✓ Teachers should teach the way they assess.</li> <li>✓ Compulsory reading in the classrooms</li> <li>✓ Use of different textbooks by teachers.</li> <li>✓ Use of mind-maps and schematic representation as techniques to link concepts that are related.</li> <li>✓ Putting up posters in classroom as visual aids.</li> <li>✓ Encourage schools to organize magazines with agricultural-related issues, journals, etc. for reading to broaden their scope in different issues of the subject.</li> <li>✓ Appropriate assessment instruments should be used.</li> <li>✓ Learner activities should be balanced with international agricultural practices and trends e.g. impact of biofuels on farming, impact of HIV/AIDS, modern farming, biotechnology (GMO) and farming, global warming and its effect on agriculture, etc.</li> <li>✓ Identification of areas of weakness and coming up with strategies for improvement.</li> <li>✓ Ensuring learners are in possession of textbooks and that teachers have access to more than one textbook.</li> </ul>



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Business Studies		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	19 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The majority of our candidates performed badly in this paper ( Business Studies) .Most candidates attained level1 at the lowest mark of 25 . At some point it looked as if we are marking private candidates yet we were marking full time candidates. These learners were performing in a way that would suggest that they were never taught any of the four main topics in Business Studies.

The questioning style (new) was not communicated well in advance was a headache to both candidates and markers. Questioning style that was not used in our examples caused a lot of confusion in most of our learners. Its been difficult to get level 7 even in Districts that are usually doing well.

One fails to understand the reasons as to why did our candidates fail to answer question 8 in our essays and collect forty marks(40)

The tabulation between a partnership and personal liability is a grade ten work.

There were centres where nearly all learners failed or achieved just about level 1 (one).Perhaps we are underestimating the fact that there is a lot of work that both teachers and learners need to cover for only ONE EXAM PAPER.



## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The most poorly answered question was Question 2 in Section. Learners that are not well prepared/ that do not have knowledge of the NCA struggled to apply it to the scenarios that were given. Q2.2.1 too confusing for our learners.

EG." Outline how the strategic management process can be applied by farmers" The marking guidelines are not showing the how part, but listing the steps of strategic management process which our learners know if this question was correctly framed- Q2.3.1 was also too difficult for the understanding of our learners. Questions whose aim is to trick our learners should be avoided

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q2.4.1 was poorly answered because candidates could not identify Human Rights which link to BBBEE.

Candidates only supplied the pillars of BBBEE. And other human rights. Q5- poorly answered.

5.2 Candidates confused quality indicators with quality performance as a result they were giving the definition of those function

Q5.3.4 poorly answered because candidates simply supported the contents of the employment contract.

### SECTION C: ESSAYS

The majority of our candidates performed badly in this section, especially in the following questions

Q7 CPA- learners failed to give the act of CPA to both the business and the consumers



Q8 recap document was not used especially on the new forms of ownership.

Q10. This did not come to the attention of the teachers(NEW TOPIC) the work shop by the Province was done very late on this topic.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- The Eastern Cape Education Dept. should prioritize the employment of teachers especially Commerce teachers on permanent basis. Each subject should have a subject advisor that is responsible for the three subjects in most districts.
- More content GAP workshops
- More study guides
- Districts to make use of markers as facilitators in empowering other teachers. Chief markers and marking moderators to make sure that in each district at least FOUR markers are selected from each of the 23 districts.
- Divide business studies examination into two papers e.g. Module 1 and 4, Module 2 and 3.
- Cross teaching within the district should be practiced and information sharing held in the district. The use of common tasks should be practiced as well as inter districts.

**(d) Describe any other specific observations relating to responses of learners**

- LASO- still a problem
- No subheadings or paragraph in Section C questions
- Learner comparison but the comparison does not match
- Full sentences must be encouraged to learners
- Make subject more practical, learners must do research on their own
- Advise us on ONE textbook which must cover all the topics in the CAPS document and examination guideline



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

- Focus on essay writing
- Some English pupils struggle with understanding what they ask- language barrier
- Cover the syllabus thoroughly
- Advise us on the textbook to be used
- Subject advisors should share information with educators and workshops should be held regularly- visibility
- Challenge on the use of verbs: Evaluate, analyse and critically evaluate must be taught by directors even in their tasks.







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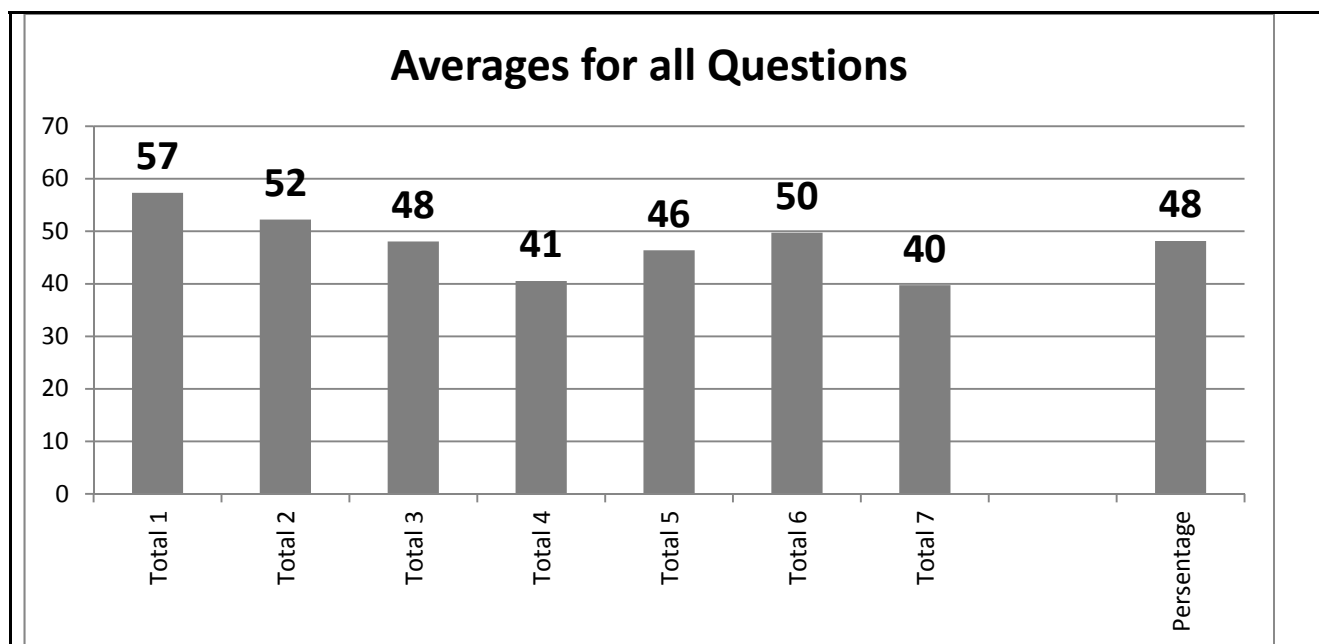
## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	COMPUTER APPLICATIONS TECHNOLOGY
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<b>PAPER</b>	1
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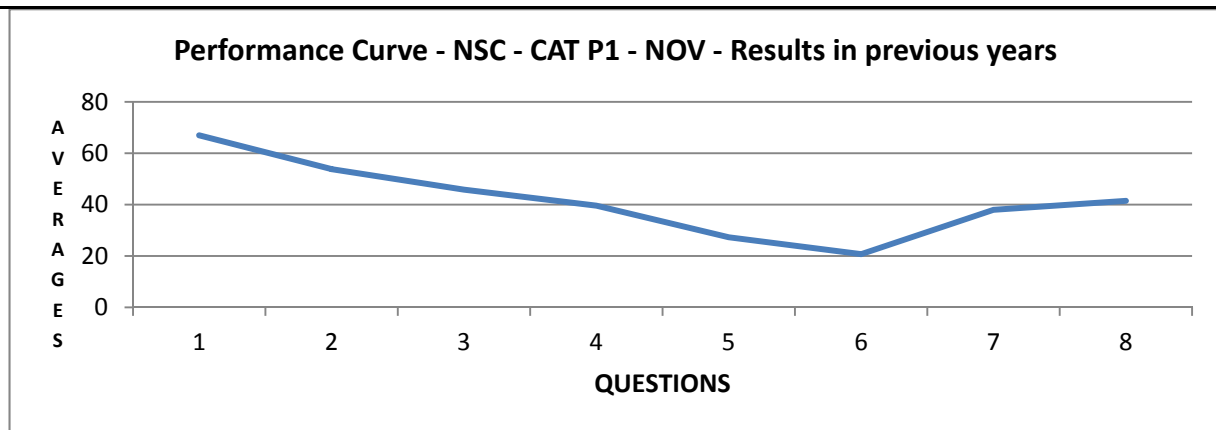
<b>DATE OF EXAMINATION:</b>	20 OCTOBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**



**Figure 1** Indicates the **average percentage** of every question of a **sample of 100 scripts** analysed.

- The sample scripts were selected from an even number of middle, average and top candidates.



**Figure 2** Indicates the result curve of past CATN papers

- The paper was of a fair standard and all candidates had an opportunity to pass if they were adequately prepared for the examination.
- In past papers candidates historically perform weaker in Access (Question 5). There has however been a great improvement in results with this question.
- This is the first year that candidates wrote the **CAPS paper** and question 6 (HTML) was therefore examined for the first time. It is pleasing to see that in the middle to top performing groups this question was answered well.
- There are still candidates who do not complete the paper as they spend too much time on Word processing and Spreadsheets this usually has an impact on the results of the last two questions.
- There were more marks allocated to the higher order thinking (problem solving) questions in Excel. These questions were often not attempted by weaker candidates.
- For the majority of Eastern Cape candidates who did not do well in the paper, the questions they mainly attempted was Question 1 and 2 (Word processing)
- Results of **centres vary drastically as in the past** because of the following factors:
  - the input/ability of educators,
  - the infrastructure management (hardware and software) as well as
  - language barriers and an
  - inability to manage time.
- Centres **should not offer CAT** as a subject if they:
  - have a 0% pass rate;
  - do not have the financial means to keep the hardware, software and network updated and virus free and
  - do not have a qualified CAT educator to teach the subject.

Principals and Governing Bodies need to realize that **a computer literate person is not necessarily qualified to** teach CAT as the subject.



To teach at this advanced level **specific training is required** and results will remain weak as long as incapable people stand in as educators.

**PLEASE TAKE NOTE:**

**IMPORTANT ADDITIONAL GUIDELINES TO EDUCATORS/PRINCIPALS OF SCHOOLS THAT OFFER COMPUTER APPLICATIONS TECHNOLOGY AS A SUBJECT.**

The following items have had an impact on the performance of some of the learners in CAT P1.

**MANAGEMENT OF FINAL EXAM DATA:**

- 1) **Educators** need to check each Candidate folder after burning them on to the CD – too many empty folders still appear or folders are left completely off the CD. Many school submitted Data folders for Candidates that had the unedited original data OR shortcuts to files, as a result the learner will get 0 if the modified data cannot be retrieved in time.
- 2) In many of the **schools where the candidates do not perform well** there were folders missing or incorrectly labelled. This is a **reflection on a CAT educator** that is not adequately equipped to teach CAT as he/she does not have the necessary file management skills to follow up on data copied to the CD.
- 3) **EXAMINATION NUMBERS:** Invigilators **MUST** make sure that the examination number on the data folder and the mark sheet correspond. **Please use only the EXAMINATION NUMBER** to label the folder for every individual candidate. There are still schools that use ID numbers or student names to label folders. It is not possible to complete the mark sheets for these schools as we do not know who these candidates are on the mark sheet and Data verification becomes a difficult task.
- 4) CDs with Candidate data **MUST** have the **Centre name written on the CD** as many schools only write the School name on the CD and when these CDs arrive separate from the mark sheet it is very difficult to figure out to which centre the CD/data belongs to.
- 5) A **CD must accompany every mark sheet** with the data of the learners of that mark sheet on the CD. Many schools submit one CD and then there are no CDs with additional marksheets. This causes a tremendous administrative burden as mark sheets are not always grouped together when submitted for marking at the marking centres.
- 6) The mark sheets **MUST indicate if the candidate is absent or present**. Time is wasted following up on candidates as there is no data on the CD for the candidate, but the candidate is not ticked present or absent. We cannot assume the candidate is automatically absent.
- 7) Copy **all the exam data onto the CD, and not just individual questions** done by the candidate, as some of the candidates work may be omitted.
- 8) Additional problems experienced are where centres copy Open Source and Microsoft files to candidate folders. Some candidates then work in both of the packages and this delays marking as all markers are not able to mark in Microsoft and Open Source. Only the version installed at the examination centres should be available for candidates and copied to the CDs submitted.
- 9) Learners should only answer what is asked and not do additional things that do not count marks and that could make it difficult for the marker to find the correct answer. **Candidates must not have 3 copies of the**



same question on the Data CD as the markers will not always be sure which version to mark. It is also very time consuming scanning through all the copies trying to get the last version worked on.

## PRIOR TO THE FINAL EXAMINATION

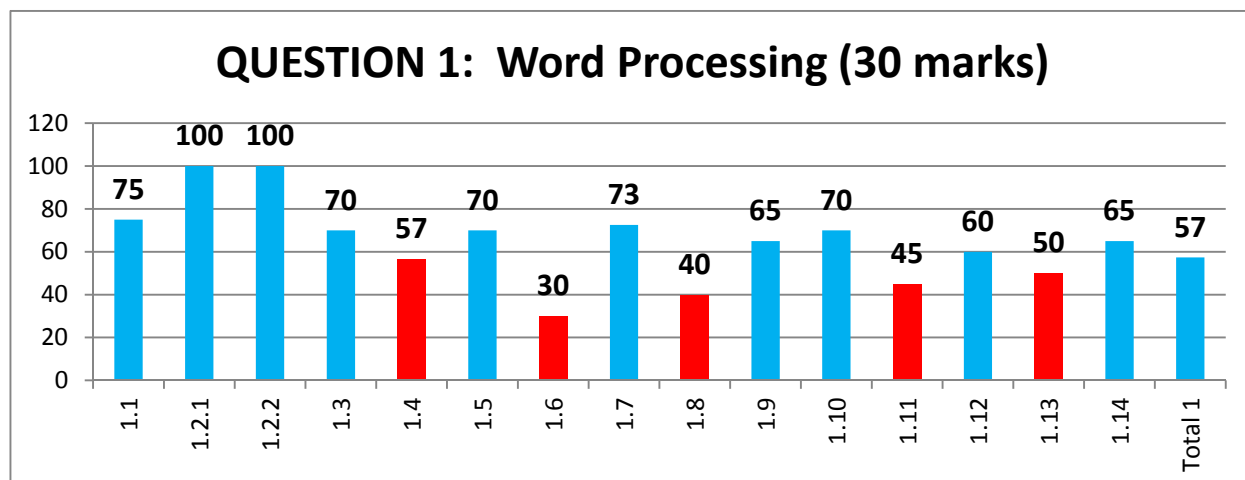
- 10) Subject Advisors must make sure that all CAT educators in the district are adequately equipped to teach CAT.
- 11) Subject Advisors must visit schools early in the year to make sure that they have the adequate facilities and hardware to offer CAT as a subject.
- 12) Schools offering CAT should work on the **latest versions of Microsoft Office**. Schools should not use open source software as makers are trained in Microsoft. This in turn disadvantages candidates.
- 13) Every CAT learner should have his own computer during class time. Learners must not share a computer when being taught. The weak results of some schools are also as a result of candidates not getting enough practical experience.
- 14) **PLEASE NOTE IMPORTANT: District officials and Subject Advisors must please make sure that educators receive guidelines on how to manage a CAT practical examination.** Instructions must accompany the examination papers and must also be given to **Educators in advance to prepare the Lab according to the prescribed requirements.** CAT educators **MUST** be present during the practical examination in the lab when the paper is written (in a technical supportive role). CAT educators do not invigilate these exams but are only called to help if there is network or other technical problems. This is stipulated by the National Department of Education.
- 15) Learners **do not know their Grade 10 work**. Build a sound foundation in Grade 10. Educators should always bear in mind that learners are **examined on work done from Grade 10 to 12** in the final examinations.
- 16) Schools should offer Computer Literacy in grade 8 and 9 in order to prepare candidates with the basic skills required. If candidates are only exposed to computers from grade 10 onwards there is not enough time to re-enforce the skills taught.
- 17) Make time for revision! Use previous year's papers to do this. Show the learners the memo so that they can see how their work is marked and so that they can check their answers. **Work through past papers** also to prepare learners so that they can get used to problem solving activities. Candidates need to experience more 3 hour session exams in order to prepare them for the final exam.
- 18) Learners are not **trained in Higher Order thinking skills and problem solving**. The grade 12 learners should be able to **apply their application skills** to solve problems posed without being told what the steps are that they should take to solve the problem.

## SECTION 2: Comment on candidates' performance in individual questions

## QUESTION 1: Word Processing

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

General comment on the performance of learners:

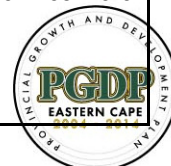


Was the question well answered or poorly answered?

- The average for this question for the sample group is 57%.
- It is lower than previous years for Word Processing questions. The few difficult questions mentioned below amounted to approximately a third of the question and weaker candidates lost these marks, bringing the average for this question down.
- Most of the candidates attempted to answer this question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- The centres that performed badly have serious problems as word processing is the question that most candidates usually do as it is traditionally the easiest and the first questions in the paper.
- Poor **reading skills** could impact on candidate performance with this question as some candidates cannot follow specific instructions.
- Poor performance by learners is often due to a **lack of background knowledge of Grade 10 and 11 work**.
- Question 1.4
  - The candidates had to modify a table:
    - Many candidates did not add the degree symbol to the °S and °E in the table. The memo allowed for any method used e.g. (symbols or superscript).
    - The last bullet (format the inner gridlines to 1 ½ pt seemed to be a problem for many candidates). Candidates do not know how to select only the specific lines they have to change. The image in the paper showed solid lines and the retrieved data had dotted lines already inserted. The candidates who could not change the width of the lines were awarded a mark if they changed the inner lines to solid lines.
- Question 1.5

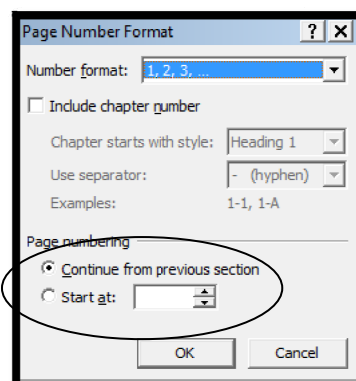


- The candidates had to add a bullet at 3cm from the left margin.
  - Bullet position problematic for some – indentation not changed by many

- Question 1.6 (6 marks in total – most candidates only got 1 out of the 6 marks)

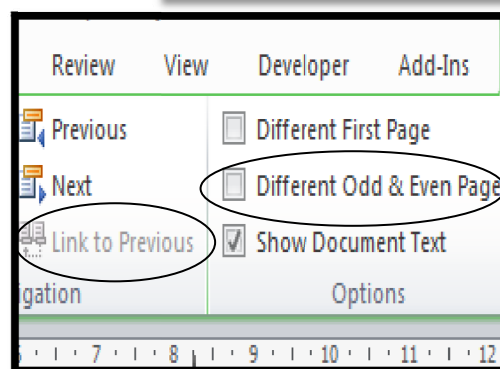
- The candidates had to add page numbers. This was a difficult question for many.

- The Candidates do not understand how **section breaks** work and what the reasons are for using them.
- **Different odd and even pages** were also problematic for most candidates.
- Manipulating the **starting number** of new sections and to ensure it is not linked to previous sections was difficult for most



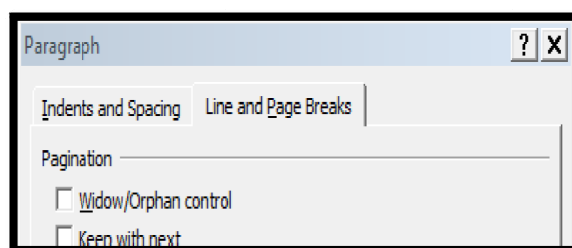
- Question 1.7

- The candidates had to add a hyperlink that goes to a bookmark.
  - Many could add the hyperlink, but did not know how to link it to the bookmark.



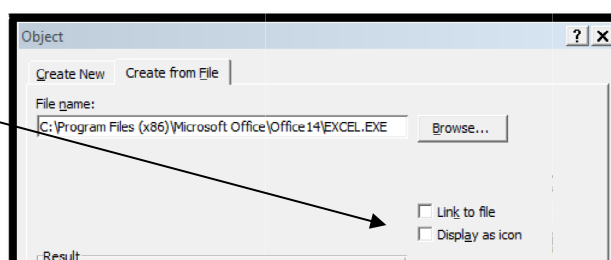
- Question 1.8

- The candidates had to add window/orphan control to a paragraph.
  - This is something that has not been tested previously and therefore many did not know how to make these paragraph changes.



- Question 1.11 (new question – not previously asked to add as an icon)

- Integration: Inserting a spreadsheet as an icon/button.
  - Many could copy and paste the spreadsheet, but most did not know what was meant with as an icon/button.



- Question 1.12

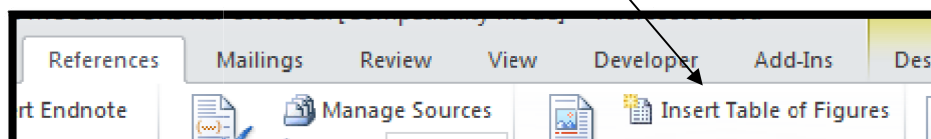
- The candidates had to add a caption

to an image.

- Many could add a caption, but got confused with the 2 options indicated on the paper. They thought that they had to add both options as a caption e.g.
  - Microsoft Office: 'Figure 6: Serengeti'
  - LibreOffice: 'Illustration 6: Serengeti'

- Question 1.13

- The candidates had to add a "Table of Figures"
  - Many could not do this although it is an **easy question**. Educators need to expose candidates to this option under the References tab.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

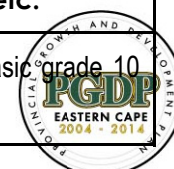
- Educators should encourage candidates to **read questions properly** and to read the full question.
- Remind candidates that the **reading time provided before** the paper must be fully utilized and that they must read through questions more than once and underline key words.
- Educators should revise grade 10 and 11 work with candidates and not only grade 12 content.
- Encourage school management to allow for basic computer literacy classes in grade 8 and 9 in order to have sufficient time from grade 10 to 12 to explore the advanced functions of word processing.
- Demonstration of word processing functions over a data projector is an essential tool for teaching and learning – candidates need to see, hear and do in order to master these skills.
- Show candidates that text that needs to be edited is usually shaded.
- Educators must teach candidates to follow and interpreted instructions step by step.
- Working through past papers is very important in preparing candidates for this examination.

**(d) Describe any other specific observations relating to responses of learners**

- In some cases it seems as if the candidates cannot follow the instructions at all and just make random changes to the document.
- There also seems to be a total lack of knowledge and skills in some centres.

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

- Educators need to be experts in word processing. Many candidates can do the basic grade 10 work but are not sufficiently prepared for advanced grade 12 content.

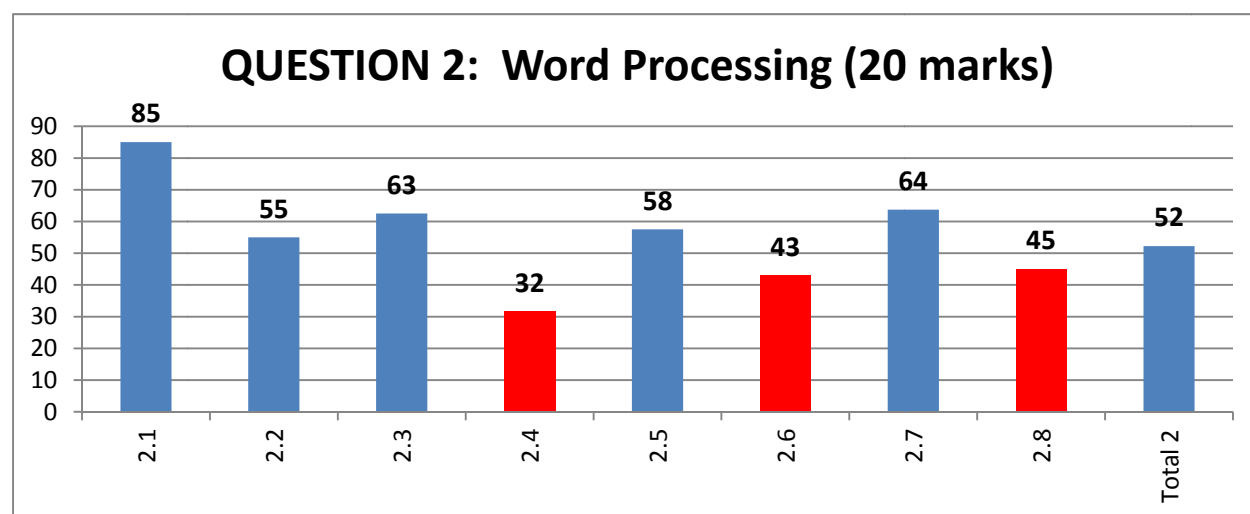


- There is a content gap amongst CAT educators. There is a need for teacher content development programmes for under performing schools.
- Word courses for educators should include:
  - Advanced manipulation of section headings (including numbering, odd and even pages etc.)

## QUESTION 2: Word Processing

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

General comment on the performance of learners:

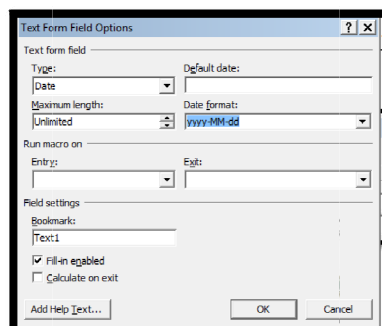


Was the question well answered or poorly answered?

- The average for this question for the sample group is 52%.
- Most of the candidates attempted to answer this question but it was answered **poorly by some centres**.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

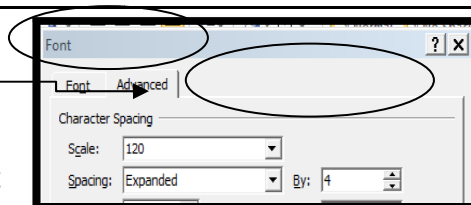
- Question 2.2
  - The candidates had to expand and scale characters.
    - Many could not do this question. This is not a difficult question and educators need to make sure candidates know this function in word processing.
- Question 2.3
  - Review changes: Some candidates could not accept and reject the review changes and did not know how to distinguish between an author and assistant review.





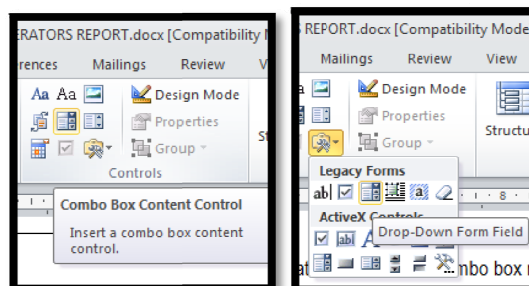
- Question 2.4

- The candidates had to edit the form field control.
  - Candidates were instructed to change the format. They were expected to realize that the Type had to be changed in order for the format to be selected. They also had to add help text to the status bar for this form field. Few of the candidates were awarded all 3 marks for this question.



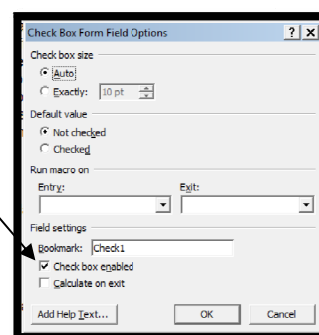
- Question 2.5

- The candidates had to add a combo box next to the text “Meal preference” with drop down options added to it.
  - Candidates do not know the difference between **combo box form fields** and **combo box controls** and how to add to the properties of them. Both options were accepted as the instructions did not indicate clearly what should be used.



- Question 2.6

- The candidates had to add an 8 cm leader dot tab and apply it to the 3 options provided. With this they had to add a check box that was checked by default.
- Many candidates still do not know how to use tab settings.



- Question 2.8

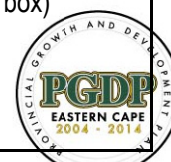
- Many candidates left the last question out where they had to save the 2Temp document in a template format. This is basic file management and should be an easy question for candidates.

### General:

- Candidates in some centres **lack basic skills** e.g. moving, resizing and grouping of images.

### (a) Provide suggestions for improvement in relation to Teaching and Learning

- Candidates need to work through sufficient past papers to prepare them for the final examination.
- Candidates must be taught to:
  - explore all possible functions available in the application programme (e.g. checked tick box)
  - to read accurately and focus on key words
  - note mark allocations of questions with regards to actions required to perform the task



**(d) Describe any other specific observations relating to responses of learners**

- It is clear that
  - some candidates did no practical work in class **or**
  - the educator was not in the class **or**
  - the educator does not have the skills and content knowledge to teach the CAT practical.

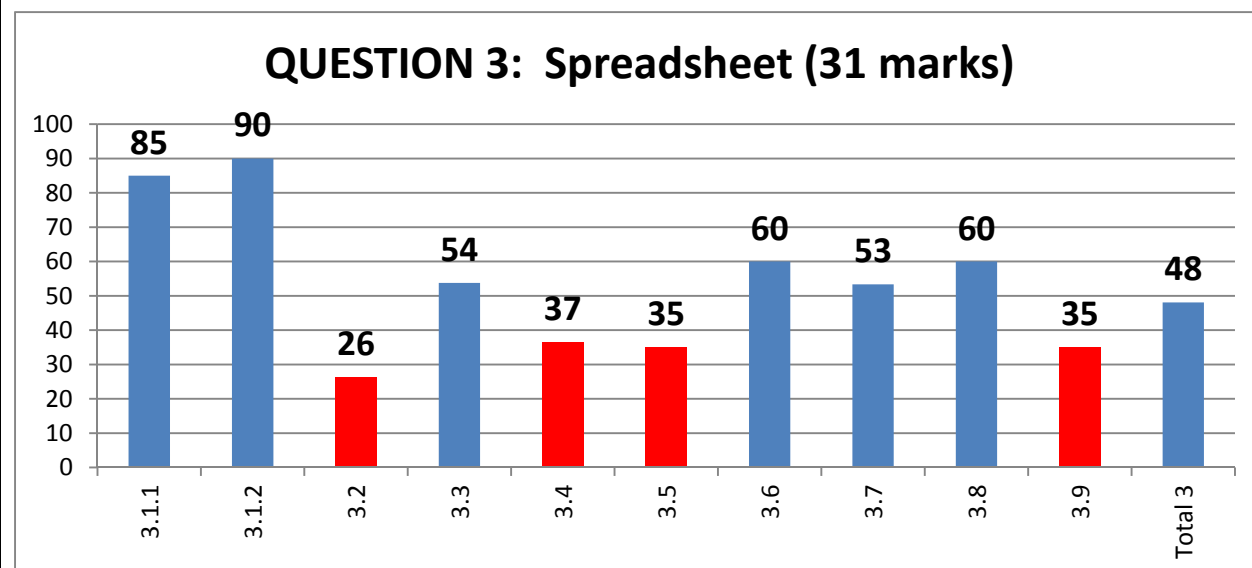
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

- The department must **investigate the poor performance** of candidates at schools.
- Educators who have candidates who perform very weak performing centres must go for specialized training.
- Centres with low performance must get support from **Subject Advisors** that **know the subject well**.
- Subject advisors that know the CAT content must be appointed in order to assist educators that have problems with equipment, content and viruses in their centres.

**QUESTION 3: Spreadsheets**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

General comment on the performance of learners:



**Was the question well answered or poorly answered?**

- The average for this question for the sample group is 48%.
- The spreadsheet questions were poorly answered by many of the centres.
- Many candidates got less than a third of the marks for this question.
- In quite a number of centres most candidates did not even attempt the two spreadsheet questions.



are however centres where the candidates did exceptionally well in both the excel questions.

- In general the spreadsheet questions were either answered well or poorly.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- These questions tested an understanding and application of more advanced spreadsheet functions e.g. VLOOKUP and IF combined (4.3), NESTED-IF (3.5), COUNTIF, SUMIF, ROUNDDOWN, CONCATENATE etc.
- There were many higher order questions and many students do not have the analytical skills required to answer these questions.
- It is possible that educators do not expose candidates to these functions adequately and that candidates lack the skills of interpreting and combining functions in problem solving scenarios.
- If the candidates do not have the language skills to read and interpret the question correctly it could also lead to a misunderstanding of what is required. They often do not know what is expected of them. Candidates do therefore not understand what is asked of them and then do not know what function to choose and cannot develop their own formulae.

- Question 3.2

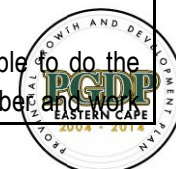
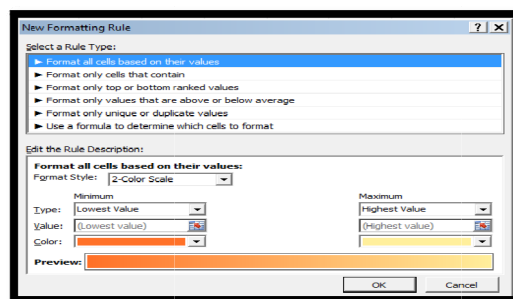
- The instruction read as follow: "Insert a function/formula in cell B5 to determine and **display the current age**(*the age at this moment*) of the second client in **completed years** (*whole numbers*). This function/formula must give the correct age even if the **current date changes**(*date function*)."
- This was a higher order thinking question and many candidates could not get all 4 marks allocated to this question. Only the top candidates realized that they had to round down.

- Question 3.4

- The candidates had to apply a 2-colour style conditional formatting to values.
- This is the first time **this** conditional formatting option was examined. Educators have to spend time to explore the various options of conditional formatting available. This was not a difficult question.

- Question 3.5

- The candidates had to make use of a nested if to work out the Traveller Status of clients of various ages.
- If candidates have sufficient practice in using a nested if they would be able to do the question. **Candidates must be taught to always** start with the largest number and work



towards the smallest number in a nested if statement. Careful reading is required to understand what condition is required e.g.  $\geq 12$

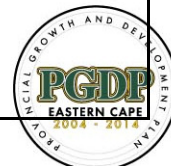
- Question 3.9
  - The candidates had to extract data according to specific criteria using any skill possible.
    - The candidates who have language barriers may have found this question difficult to interpret. There were a lot of instructions to understand and figure out. Candidates had to make use of the appropriate skills to solve the problem. They were not told what method to use and this is usually difficult for the weaker candidates. This was a higher order thinking question as they had to analyse and extract data.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Many candidates spend too much time on the word processing questions (Question 1 and 2) and then do not give themselves sufficient time to read and comprehend (get a clear understanding) the spreadsheet questions. Teach candidates time management skills.
- Candidates must be exposed to previous examination papers so that they can learn how to approach different questions.
- Educators need to ensure that candidates are exposed to functions/formulas covered in the curriculum and they need to encourage learners to use the help function of the applications whenever they are not sure how to use a specific function.
- Textbooks do not always cover functions to the full extent required. Additional input from educators are needed to grasp these functions to the full.
- Educators need to explore functions from various angles and problematic scenarios so that they are able to apply the functions even if it is not required in the traditional format.
- Some of the candidates could not do the basic questions in spreadsheets e.g. wrapping text and centring text. This is grade 10 work.
- Candidate need to answer in the shaded cells that are indicated for the answers.

**(d) Describe any other specific observations relating to responses of learners**

- In general where questions were Nested or incorporated into other functions, candidates did not answer well or did not attempt the questions at all.
- Many candidates have poor knowledge of spreadsheets and find the mathematical aspects of the application difficult.
- Many candidates gave up and did not complete these questions.



- Many candidates did not even attempt or do not know the basic skills to create a pie graph.
- Some candidates do not put the equal sign before the formulas.
- Many candidates add =Sum to functions and formulas where it is not needed.

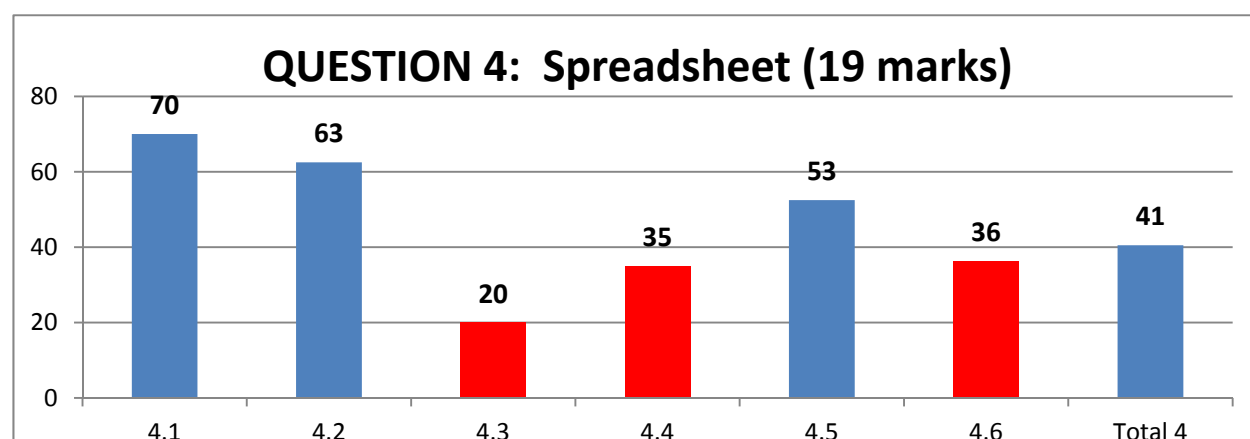
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

- If CAT is one of the Designated subjects it will get the respect it deserves and students will not see it as an inferior subject.
- A list of all examinable functions should be compiled from the CAPS document by educators and they must ensure that all these functions are covered during the school year.
- If educators do not have the skills to solve the problems they are not able to teach candidates how to use these advanced functions in spreadsheets. Educator training in spreadsheet functions is vital in order to improve candidate results on the long run. Educators need to be experts in spreadsheet functions.

**QUESTION 4: Spreadsheets**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

General comment on the performance of learners:



**Was the question well answered or poorly answered?**

- The average for this question for the sample group is 41%.
- Many candidates did not attempt question 4.3 and 4.4.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 4.3 (4 marks) - `=VLOOKUP(J6,'Levy_Heffing'!$A$2:$C$28,M6+1)`
  - The candidates had to use a VLOOKUP function in combination with another calculation to solve the problem given to them. This was a higher order thinking question.
  - Many candidates found the question difficult to interpret as it was given to them.



problem they had to find a solution for. There was a hint that a VLOOKUP should be used so some of the candidates did get marks for part of the question. Candidates with language barriers will find this type of question extremely difficult.

- Question 4.4 (5 marks) - =IF(LEFT(A10,1)="X",TRUE,FALSE)
  - This is once again a question that requires a combination of two functions (IF + LEFT). This is also a higher order thinking question and many candidates could only get part of the marks. Many did not attempt the question at all.
- Question 4.6 (4 marks)
  - The candidates had to make use of the SUMIF function.
    - The function to be used was not given to the candidates. They had to analyse the question and then decide what the appropriate function would be to find a solution to the problem. Once again this immediately places the question on a higher thinking level than when the function to be used is given to them.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Educators must let candidates practice more by using old exam question papers.
- Encourage candidates to:
  - save the spreadsheet documents in Normal view (will benefit the flow of the marking).
  - be careful when selecting cell ranges.
  - make sure that they write the function or formula in the correct cell.
- In some centres pupils do not even attempt answering the spreadsheet questions – Candidates must be taught that they can get marks for parts of the answer even if it is not 100% correct.

**(d) Describe any other specific observations relating to responses of learners**

- Misinterpretation of questions is often the problem
- Many candidates decide beforehand that these questions are too difficult and then they do not even attempt to do them

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

- Educator training to empower them to teach the subject
- **In general:** Computers that are:
  - virus free and
  - have the necessary specifications and

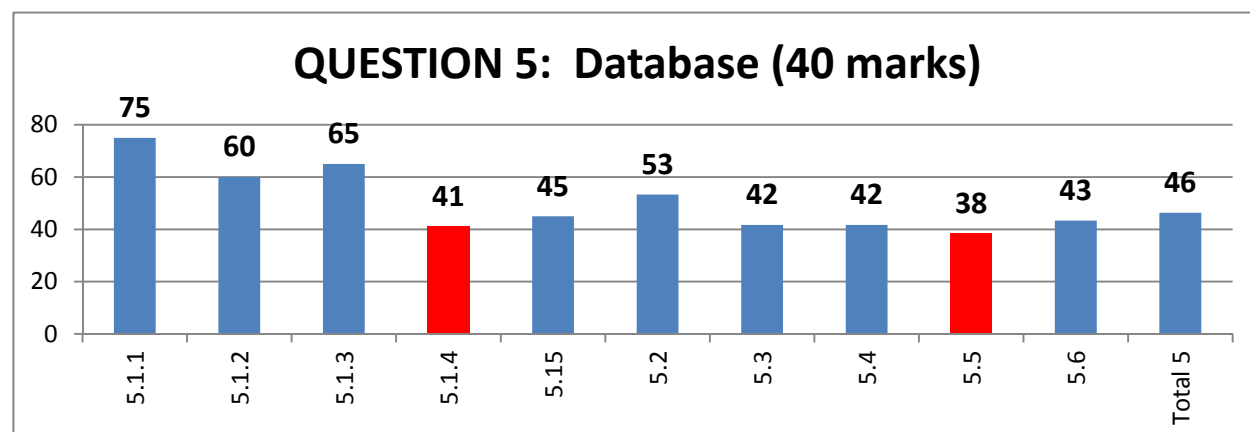


- that are networked and
- have Internet access are essential for a CAT class

#### QUESTION 5: Database

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

General comment on the performance of learners:



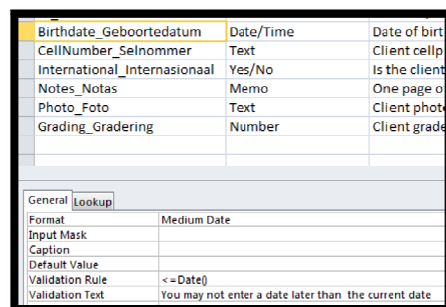
Was the question well answered or poorly answered?

- The average for this question for the sample group is 46%.
- In general the performance of candidates is poor in Database work. There are however more candidates who attempt this question than in the past and this is an indication that educators are better equipped to teach the work.
- The perception that database work is very difficult is slowly changing, although there are still some centres that do not attempt this question at all.
- As more candidates attempt this question than in the past we expect the overall average to improve.
- This question was well balanced and it catered for both the weak and stronger academic candidates.
- The spreadsheet question in this paper was very difficult and it may have encouraged learners to rather attempt the database question.
- The educator plays an important role in preparing candidates adequately for this question in particular. In centres that do well most candidates obtain average to good marks and in other centres the database work is of an extremely low standard for all the candidates.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

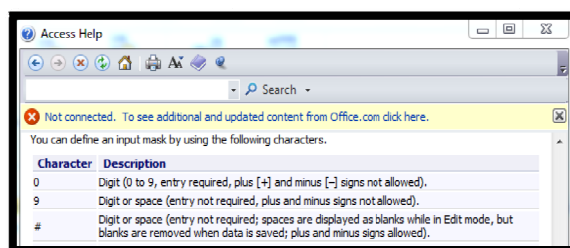
- Question 5.1.4

- The candidates had to add a **validation rule** to the Birthdate field
  - Many candidates could not apply a validation rule. There are mathematical aspects involved and candidates usually find these rules difficult. Candidates do not know how to use the help function to assist them with this question.



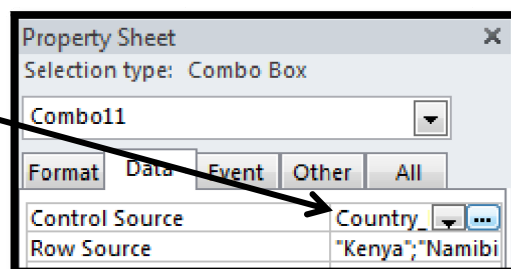
- Question 5.1.5

- The candidates had to add an input mask for the CellNumber field: 000\000\0000
  - This was an easy input mask and candidates should have been able to get the marks especially if they knew how to use the help function in Access.



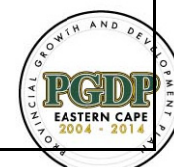
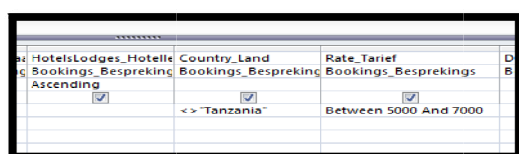
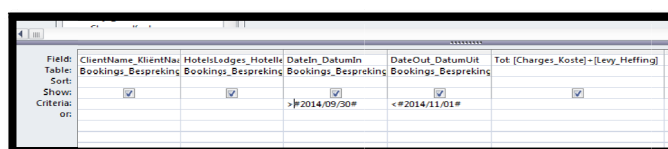
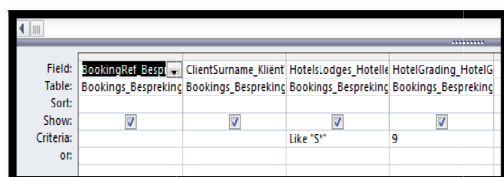
- Question 5.2

- Many candidates cannot link a combo box to a control source.



- Question 5.3 to 5.5 test queries in a database

- The Many candidates do not know how to insert criteria or multiple criteria into queries.
- Sorting in fields and not displaying fields should be easy for candidates but they seem to leave the queries out completely in many cases.
- Most candidates do not know how to insert a calculated field. Educators need to teach them how to do this as it is not difficult to get some of the marks if they understand the concept.





- Question 5.6: Database reports
  - Many candidates did not attempt the report and could not do the calculation in the group footer.

**General:** Candidates find it difficult analysing questions where dates are involved.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Candidates must learn the operators used in input masks or how to use the help function to view the possible options.
- More emphasis should be given to teaching queries and especially using multiple criteria.
- Many candidates spend too much time on word processing and spreadsheets as they appear first in the question paper and then rush through the database question. Teach time management skills.
- Although a great improvement is noted, educators should continue to encourage learners to work through Database work more often.
- Candidates tend to be better in database work if they create documents rather than editing existing documents.
- Practical experience is essential as with all Paper 1 questions.
- Candidates seem to be uncertain when it comes to Access. This is often because of the Educators perception of Access. Educators should encourage learners to do the Access question.

**(d) Describe any other specific observations relating to responses of learners**

- Most candidates still do not know the basic features of Access e.g. “data types”, “field properties”, “combo boxes”, “sorting”, “using criteria in queries”. They also find calculated fields in queries and reports difficult.
- Candidates must be taught to manage their time so that they do not leave this question unanswered.

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

- Candidates must practice their skills related to database work more often.
- There should be more **CAPS compliant examples of question papers** available for educators to draw from for teaching processes.
- If the database is taught during the first term of the year the candidates will have more time to apply these skills in the PAT and during the year.
- Subject Advisors must arrange workshops to improve the content gap educators have.
- Educators should be experts in database work if they teach Access. They must find ways of bringing databases across to learners in an easy and practical way.

**QUESTION 6: HTML**

**(a) General comment on the performance of learners in the specific question.**

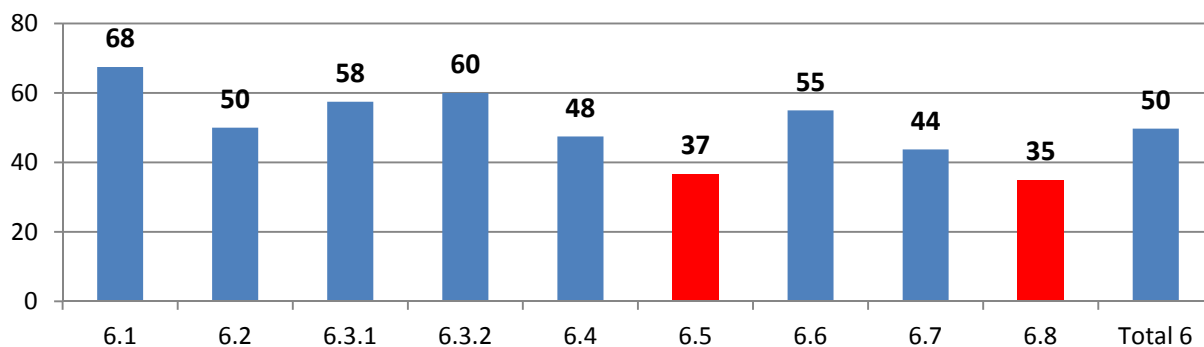


## question well answered or poorly answered?

General comment on the performance of learners:

WEB DESIGN – HTML – IS A NEW ADDITION TO THE CAPS CONTENT – EXAMINED FOR THE FIRST TIME IN 2014

### QUESTION 6: WEB DESIGN (HTML - 20 marks)



#### Was the question well answered or poorly answered?

- The average for this question for the sample group is 50%.
- This question was poorly done OR not answered by many schools. It seems as if HTML was not taught in some centres. Those who attempted this question did well in it.
- Many candidates also left the last 2 questions out as they spent too much time on the first 4 questions of the paper.

#### (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

##### General:

Time constraint will have an effect on the results of this question as it is near the end of the 3 hour paper.

Tags were missing and sometimes not closed or in the wrong place.

- Question 6.1
  - Many candidates do not know which tags to use for the title or where to place the title tags.  
<title>Serengeti Information</title>
- Question 6.4
  - The candidates had to create a bulleted list.
    - Many candidates did not have clarity on how to use the unordered list tag (<ul> </ul>) and the list item tag (<li> </li>). This is an easy question if educators ensure that it is taught and practiced enough.

- Question 6.5
  - Many candidates **could not do the link** (<a href="#Contact">Contact us</a> in HTML because it linked to a **target location** (a name="Contact">Contact Details</a>) in the document. The candidates did not know that the **target is "#Contact"** and not "Contact Details".
- Question 6.7
  - Tables are taught in grade 12 in HTML- candidates need more practice in tables to make sure they understand the layout and tags used in tables.
  - The formatting of the table to make it two columns with two rows was difficult for many.
  - Changing the thickness of the border to 2 should have been easy to do but many gave up on this question as they were not confident with working in HTML tables.
- Question 6.8
  - The candidates had to add their exam number to the document as a comment. This was an easy question as a tag list was provided and there were many examples if the notepad document where comments were used. <!--Examination Number-->

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- After teaching HTML, the educator must provide sufficient exercises for candidates at a regular interval to improve the HTML skills
- Candidates must be taught not to leave questions unanswered.
- HTML must be taught in grade 11 and used in the PAT as instructed in order for them to cope with it in grade 12 when minimal additions e.g. tables are added to the curriculum.
- Many typed jpeg instead of jpg – Educators need to teach candidates how to look for file extensions.
- Some candidates did not use notepad to answer this question. Educators must ensure that they have the correct version of notepad installed on their computers in order to make the coding easier for candidates.

**(d) Describe any other specific observations relating to responses of learners**

- Some candidates changed the page colour to red instead of the heading – candidates do not read questions carefully and concentrate on where they make the changes in the notepad document.
- During examinations the candidates stress more and they leave out small things that they can do.

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

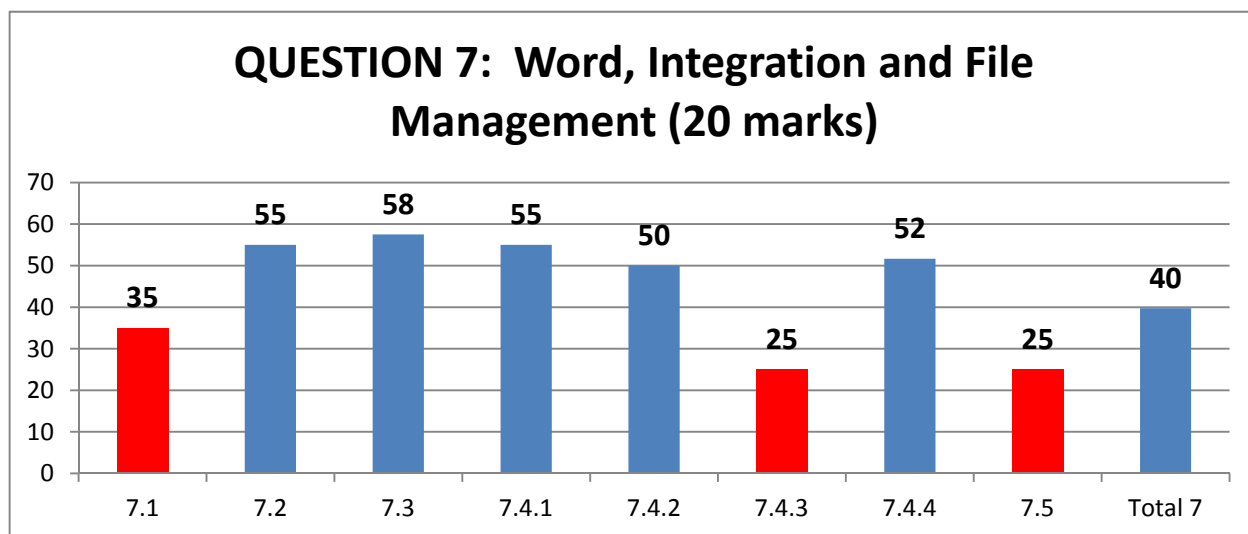
- Some candidates were not taught how to use HTML (educator possibly lack the knowledge). These educators need updated training courses

**QUESTION 7**



(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

General comment on the performance of learners:



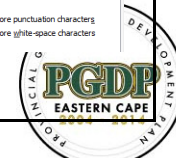
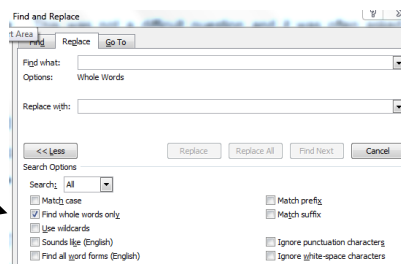
Was the question well answered or poorly answered?

- The average for this question for the sample group is 40%.
- Compared to the other questions it was poorly answered although many of the skills examined here are taught in grade 10 and 11.

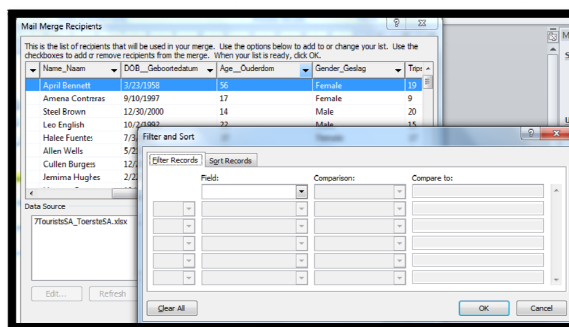
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The main reason for not doing well in this question is possibly as a result of time management problems. This is the last question in the paper and those candidates who spent too much time on the first few questions did not have time to attempt this question.

- Question 7.1
  - The candidates had to change the Author property of a file.
    - This was not a difficult question and it was often asked in past papers. There were centres that reported problems with changing the Author property but it was able to give the marks by viewing the changes made and date saved.
- Question 7.4.3
  - The candidates had to find the **WHOLE** word and replace it with a word in blue.
    - Most candidates did not know how to select the whole word. The replacement with a blue word was done more often.



- Question 7.5 (7 marks)
  - The candidates had to perform a mail merge. Many left this question out completely.
    - Mail merge has been asked every year and candidates always find it difficult to complete all 6 steps of the Mail merge. Selecting specific criteria has also been a challenge for many candidates.



### (c) Provide suggestions for improvement in relation to Teaching and Learning

- Candidates must be taught how to use all the aspects of mail merge like, filtering and sorting. Many do not save in step 6 and most do not complete the final mail merge to another document.
- Grade 10 skills need revision especially for file management questions.
- Show candidates where (how to select text or on what side of the text) footnotes must be inserted.
- A lack of basic skills is evident as skills like, column breaks, find and replace, link, paste and justify text.
- File Management should be part of your everyday teaching. Remind candidates while you are working on various documents of how to edit and view the Properties of the files and show them different format of files and file sizes.
- Candidates must be taught how to manage their time effectively to overcome the problem of not completing the exam in time. If candidates know their work well they will not spend too much time trying to solve problems earlier and will be able to complete the paper in time.
- Educators must teach their learners to work under pressure – give learners a specific time to complete tasks in order to train them to move on when they come across problems they are not able to solve immediately.
- Computer Labs must be available for candidates after school to practice their activities. Educators need to use all possible opportunities to show candidates how to integrate between application packages.

### (d) Describe any other specific observations relating to responses of learners

- Many candidates did not attempt to answer the mail merge (time constraint could play a role here)
- As this is the last question many do this at the last minute and this contributes too many errors in this question.

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

- Many educators do not explain Mail Merge to such an extent that candidates are confident in using it. Courses for educators should include all possible Mail Merge skills.
- Educators need to know the importance of the correct naming of folders and files to aid accurate marking at the Marking centre.
- When looking at the files and folders submitted for marking it does not look as if all educators are able to



manage files themselves, as the educator is ultimately responsible to ensure that the candidate hands in a folder with his correct exam number on and with all his edited files in this folder.

**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

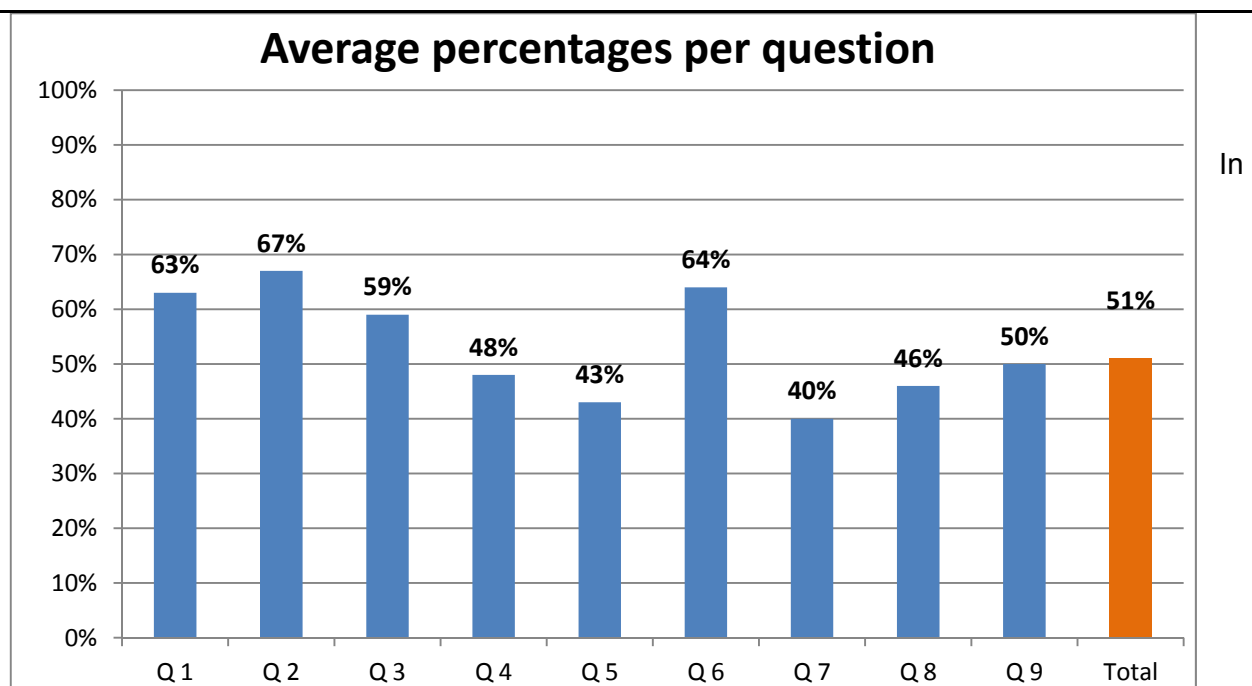
<b>SUBJECT</b>	COMPUTER APPLICATIONS TECHNOLOGY
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	04 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

As with previous examinations, CAT learners have as usual achieved lower marks in Paper 2 than Paper 1. The graph below and all the graphs in this report were created from data attained by entering the results of 100 random sample scripts. Please note that this does not reflect the most accurate picture as it is very difficult to extract a sample of 100 scripts which would be 100% representative of the performance of the province as a whole.



General the performance of learners in this paper has improved. The pass rate for this examination is 72, 1% compared with 68, 2% in 2013. This can be attributed to the new format of the CAPS theory paper where two thirds of the questions are not based on a scenario and also that very little practical work was examined in the last question in comparison to papers in the past. Another factor that could also have contributed to this improvement in learner's performance is the fact that more teachers are following the advice of Moderators and Chief Marker's reports to use examination papers from previous years in doing revision. Learners and teachers are becoming used to the way in which the theory should be taught and examined.

#### **GENERAL COMMENTS ON THE CAT PAPER 2 EXAMINATION**

- **The language barrier.** Like in most other subjects, a large majority of learners in the province complete the question paper in their second and some even in their third language. Learners have a hard time understanding or interpreting the questions. As a result many learners write down answers which in turn are extremely hard to read and understand. Often the sentences stop midway or don't make sense at all. Learners have to be encouraged to read through their entire script upon completing it. Not just to read their answers, but also comparing each question and answer.
- **Teaching language:** Teachers should teach learners in the language which they will use to complete their question paper where possible. This should help learners to understand how they should construct their sentences, as well as learning definitions in such way that they can write them down in a way that markers will be able to read and understand the answer.
- **In answering the paper, learners made the following mistakes:**



- **Writing down the same option twice:** Often, when learners are asked to list more than one fact in a question, it happens that they repeat the same answer twice, just rearranging the words to make the answer sound different. Though in reality the two concepts boil down to the same fact, and as such as can only be awarded one mark. Teachers should draw the attention of learners to this fact.
- **Learners gave one-word answers.** It often happened that learners wrote down only one word as response to a question to define a concept or to list advantages/disadvantages, etc. This made it impossible for the markers to judge whether the learner understands the concept or knows the work. No marks can be awarded in such cases. Teachers are encouraged to teach learners to motivate their answers or answer in full sentences except for where only one word is expected as an answer.

On the other hand, in many cases, **learners tend to write too much**, and end up contradicting their own answer. Learners should be encouraged to write short, to the point answers where possible. Full sentences do not have to be paragraphs!

- **Generic answers.** When learners do not know the answer to a question, especially where advantages of a concept is asked, they generally fall back on generic answers such as “It’s quicker and faster” or “It’s smaller and takes less space”. Answers like these do not include any motivation which can be used to judge a learner’s comprehension and should be discouraged.
- **Vague answers.** Many learners relied on giving vague answers to questions when they seem to not know the answer. Often learners refer to “things” and “stuff”, e.g. “Stuff is stored on a thing which can be sent to other places”.
- **More time should be spent on terminology and the definitions of terms.** Especially terms done in Grade 10 and 11, which may and will be assessed in Grade 12. Many of these concepts form the foundation for information and concepts that follow in Grade 11 and 12, and as such it is very important to spend as much time as possible on these concepts in Grade 10. It might be a good idea for teachers to draw up a list of terms and definitions which can be given to learners to study for the examination.
- Another problem is that learners are totally **ignoring the scenario** in question 9 as well as the mini-scenarios as used as an introduction to questions in Section C of the question paper. Special effort should be made in a class situation and internal assessment to coach learners on how to read and interpret a scenario. Then they should be shown the impact that this scenario has on the answers they should be providing.
- It also seemed that many learners only read a question up to a point where they think they understand what is expected from them and then assume the rest. In other cases they seem to only notice certain keywords, and miss the point of the question totally. Learners should be encouraged to read the whole question with comprehension before attempting

to answer it. In many scripts it is clearly visible that learners are losing marks due to not reading the question properly.

- Teachers should indicate to learners that the paper is marked on a “one mark per fact” basis. Thus if a question is indicated to count two marks, they need to write down two facts.

### **General script issues during examinations:**

Learners should be encouraged to follow the following guidelines with regards to general script handling when they are completing their examination paper:

- As with all subjects, handwriting is a problem with many candidates where markers have difficulty deciphering the handwriting in order to mark the script.
- Start each new question on a new page.
- Leave a line open between questions.
- Answer the questions in the order they appear on the question paper.
- Keep sub-sections of a question together.
- Use the numbering system as indicated on the question paper for each question.
- If learners decide not to attempt a sub-question of a question, they must at least write the number of the question so that markers can clearly see that a question has been left out. It makes it very difficult for markers who mark under a lot of pressure to lose time in an attempt to look for the correct answers.
- Use the answer sheet on page two of the answer booklet for Question 1 and 2, if the normal lined pages are used, be sure to write in capital letters to aid the marker.
- Do not write in the margins.
- Use blue or black ink that is clearly visible, NO pencil!

### **GENERAL COMMENTS TO TEACHERS**

- CAT is a dynamic subject. In a subject like CAT, the subject content evolves on a continual basis. This results in the learners and teachers needing to adapt and learn new technology, as these may/will be assessed in Paper 2. As from 2014 in the new CAPS syllabus, teachers will be informed once a year on new technology that may be assessed in addition to the existing content of the CAPS. This will be added to the examination guideline document which will be released once a year. Teachers are expected to teach these new concepts. Teachers should also make a concerted effort to bring their learners into contact with new technologies on a regular basis.

- Teachers should also encourage their learners to find and discuss new technology. This can be done as part of a homework or class activity. Encourage learners to browse for new technology on the Internet or find advertisements in local media (such as newspapers, brochures, leaflets, etc.). They can bring these to school where they can be discussed in a class situation. If possible these should be combined in a document or slideshow for learners to use for revision purposes.
- It is also very important that where possible teachers should show learners examples of theoretical concepts such as tablets, smartphones, etc. If not physically possible, try to get hold of videos, pictures or any other media to show to the learners. Teachers can also make use of experts in this field to come and explain and demonstrate some of the latest technologies to learners.
- If time allows, teachers should try to work through as many old question papers as possible. Learners should be given the chance to answer the question paper, and afterwards hold a discussion where each question can be debated. In this way learners can be directed towards how to answer questions as well as revising contents.
- Grade 10 and 11 content: Learners seem to not learn any Grade 10 and 11 content for the examination, even though Grade 10 and 11 work makes up more than two thirds of the content that may be assessed according to the new CAPS syllabus. Learners should be encouraged to keep their textbooks from Grade 10 and 11 until the end of Grade 12. If this is not possible they should be encouraged to have a notebook in which they summarise all the theory chapters in gr. 10 and 11. Throughout the Grade 12 year, teachers should incorporate Grade 10 and 11 knowledge as well as Grade 10 knowledge in Grade 11.
- Where possible do not restrict teaching to only one textbook. Try to use as many books as possible, especially with the CAPS syllabus where three approved textbooks are available for CAT. Also make use of other sources and media where possible for examples.
- Many teachers do not have the training, resources or support to continually provide quality education to learners. In a dynamic subject such as CAT, continual support and access to up to date resources is vital. Teachers should also try to keep up to date and improve their skills on their own as far as possible. This is difficult in many cases, but should be attempted regardless. Subject advisors should play a more active role in these schools to assist teachers in gaining the needed knowledge and expertise.
- We are also aware that there are schools who do not have the necessary hardware, software or Internet access to offer the valuable subject. We would also appeal to the department and subject advisors to play a supportive role in this regard – especially in schools where there are trained teachers available.

## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1																								
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?																								
<div><p><b>Question 1: Average performance</b></p><table><tr><th>Center</th><th>Performance (%)</th></tr><tr><td>1.1</td><td>49%</td></tr><tr><td>1.2</td><td>81%</td></tr><tr><td>1.3</td><td>64%</td></tr><tr><td>1.4</td><td>83%</td></tr><tr><td>1.5</td><td>73%</td></tr><tr><td>1.6</td><td>73%</td></tr><tr><td>1.7</td><td>65%</td></tr><tr><td>1.8</td><td>63%</td></tr><tr><td>1.9</td><td>48%</td></tr><tr><td>1.10</td><td>35%</td></tr><tr><td>Av...</td><td>63%</td></tr></table></div> <p>Most candidates performed well in this question although there were certain centers where the performance was very poor.</p> <p>The overall performance of the centers whose performance was poor in this question also did not cope with the rest of the paper.</p>	Center	Performance (%)	1.1	49%	1.2	81%	1.3	64%	1.4	83%	1.5	73%	1.6	73%	1.7	65%	1.8	63%	1.9	48%	1.10	35%	Av...	63%
Center	Performance (%)																							
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Av...	63%																							
(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.																								
<p>As were mentioned above, there were no specific questions that the candidates battled with. Questions were quite straight forward for those who prepared well for the examination.</p>																								
(c) Provide suggestions for improvement in relation to Teaching and Learning																								

Learners should be taught to arrive at an answer adopting a process of elimination. Selecting the most probable answers and then removing them one by one.

Also refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

**(d) Describe any other specific observations relating to responses of learners**

Many learners continue to leave out the answers to questions they do not know. Although this question is not a guessing game, learners should be encouraged to at least try an answer out of the options left.

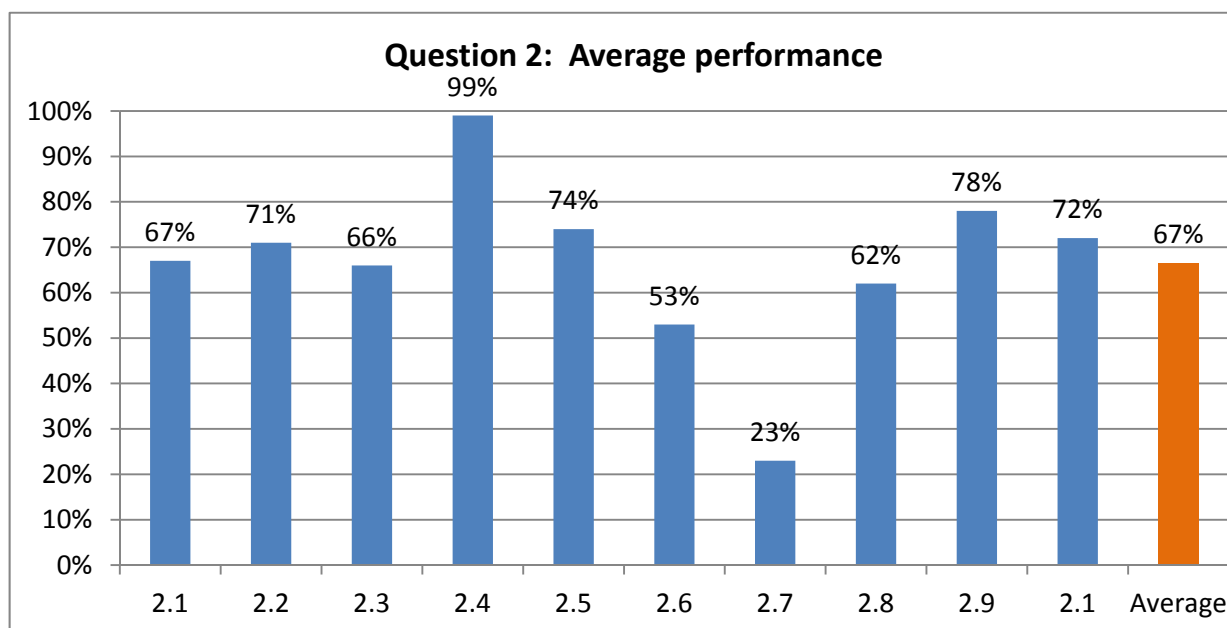
In this question the handwriting of learners was as usual a problem. Learners should be taught to answer these questions using capital letters as it is often very difficult to distinguish between 'a' and 'd' instead of 'A' and 'B'.

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

Refer to the general comments at the start of this section.

**QUESTION 2**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



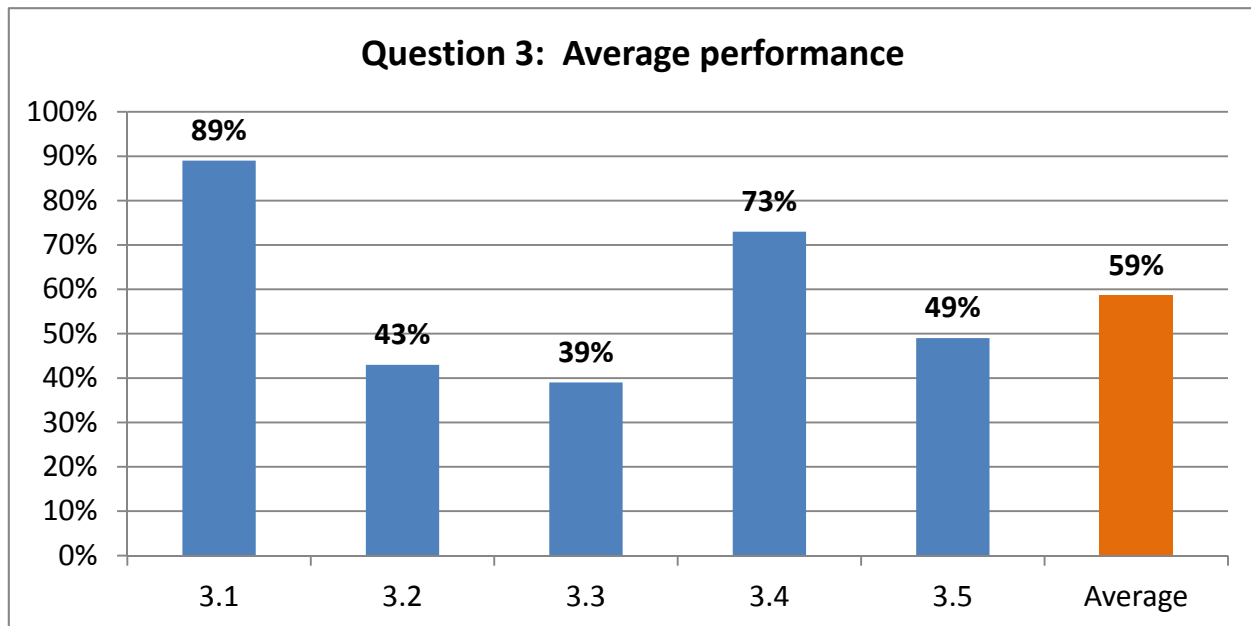
Learners performed very well in this question. This was quite surprising because 3 of the 10 questions was on new technology.

This is an indication that teachers did receive the yearly circular on new technologies that was

promised and that most teachers did teach this to their 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>
<p>Learners performed well in this question. There were no question that could be identified as problematic or misunderstood by learners.</p> <p>As mentioned, even the assessment of the new technology in this question were well responded to by learners.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Refer to the general comments at the start of this section for comments, suggestions and general ideas which could help the teacher development as well as advantage our Learners.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Many learners continue not to answer some of the questions which is quite surprising. Again, handwriting especially in questions 1 and 2 was a problem. Like mentioned before, learners should be taught to answer these two questions using capital letters – it is not as confusing to read as small letters. This is only a problem for question 2 when <b>not</b> done on the indicated section within the answer book.</p>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Refer to general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.</p>

### QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



The performance of learners in this question was generally poor although there were some learners who got full marks for this question.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The reason for the poor performance of some candidates in this question was:

Learners are not used to a question of this format where they had to identify whether a statement is true or false AND then make the false statements true by changing the underlined concept/term.

The question was thus misunderstood by many learners. Some of the learners changed the statement to make the underlined word true instead of changing the word to make the statement on the question paper true.

I believe that after some input by teachers, they will do better in this question next year.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers should train the learners to answer question of this format by explaining to them how to attempt a question of this nature. They should then also expose learners to questions of this type in class tests and examination during the year.

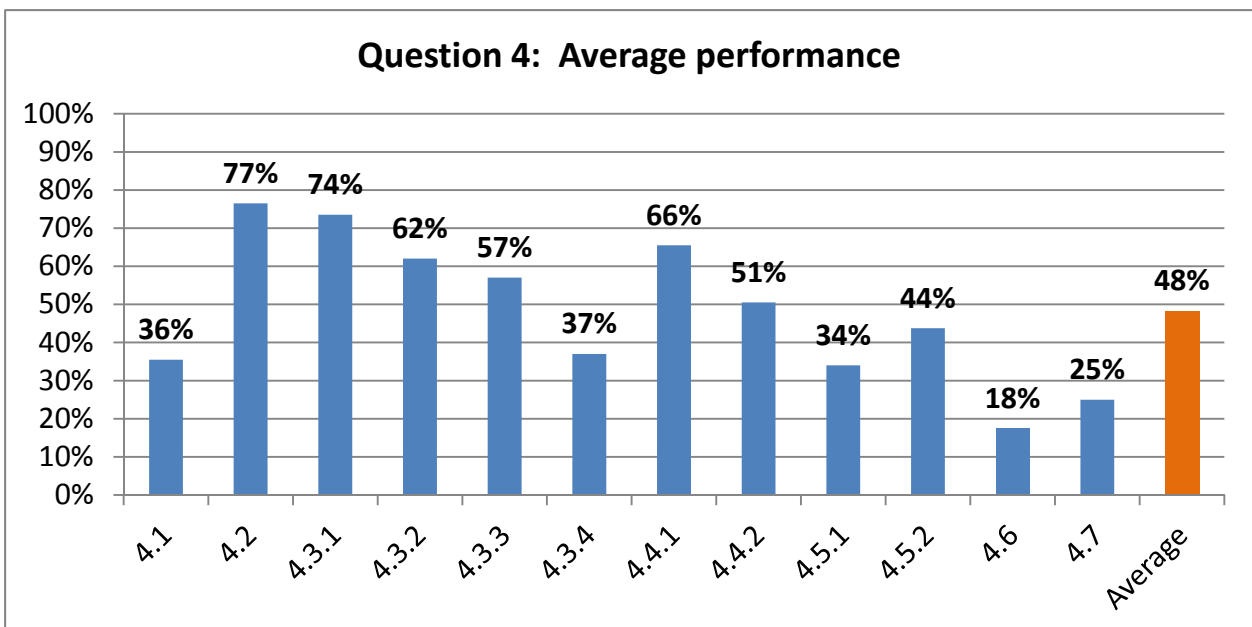
**(d) Describe any other specific observations relating to responses of learners**

This type of question might seem very easy, but to successfully answer a question of this format, learners should be taught to read the statements a few times with concentration and understanding.

Teachers should pay attention to this during the year. This is something that learners should be taught and exposed to

**QUESTION 4**

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



Although there were learners that performed very well in this question, in general the performance of learners in this question was not up to standard.

In cases where learners performed poorly it is mainly due to:



- The language barrier
- Not answering questions in full sentences
- Not motivating their answers where needed
- Not reading the questions properly. They read questions only until they think they know what is requested and often they misinterpret the question.
- In some cases the sub questions are based on a scenario of the main question which learners do not read. This resulted in learners writing down answers that may have been technically correct but are not applicable in that specific scenario.
- Lack of content knowledge.
- Learners not seeming to learn any content from Grade 10 and 11 work.
- Learners seem to read only the first part of the question and assume what the rest of the questions will look like. In other cases they identify key words in the test and assume what the question is asking.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The following questions were poorly answered by the majority of learners. Teachers should take note and act accordingly:

**Q 4.1:**

Many learners did not know about tabbed web browsing. Therefore they could not produce any of the responses on the marking memorandum. They came up with generic answers e.g. fast and easy browsing or easy to search for information, etc.

**Q 4.3.1**

Very few learners named the components namely RAM or hard drive. They referred to memory and storage. Although these responses were accepted, learners should be taught to use the correct terminology.

**Q 4.3.2**

Many learners did not know what a trackpad/touch pad is and confused it with a touch screen or even a mouse pad. Those who knew the answer, found it difficult to explain it in words. As a disadvantage they responded that it could break. This was not accepted because any hardware can break. They should have given disadvantages more specific to a trackpad only. (This is also applicable to a lot of other questions especially where advantages/disadvantages are assessed. Teachers should draw the attention of learners to this fact.)

**Q 4.4.2**

Most learners gave the functions of a multi-purpose printer as new technologies that appear in modern printers. Although this was accepted for 1 mark, this is not new technology. This again brings us back to teachers that need to make sure that they themselves as well as their learners

stay up to date with new technology. (Refer to general comments given at the start of this section).

**Q 4.5.1**

Despite the fact that this question is repeated in almost every theory question paper it was still answered very poorly. In the defragmentation process parts of a file which is scattered are re-organised into adjacent areas on the hard drive.

**Q 4.5.2**

This question was answered very poorly. They do not distinguish between hardware- and software-related problems, i.e. they will mention that the hard drive is full or that you do not have enough RAM. The solution: buy another hard drive or more RAM. Apart from that the only problem that they could mention was a virus and getting anti-virus software.

**Q 4.6**

Learners do not yet fully understand what a zombie is and that it is computer on a network that has been hacked/taken over to perform malicious tasks.

**Q4.7**

Many learners did not know what a firewall is. Most of them confused it with anti-virus software.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

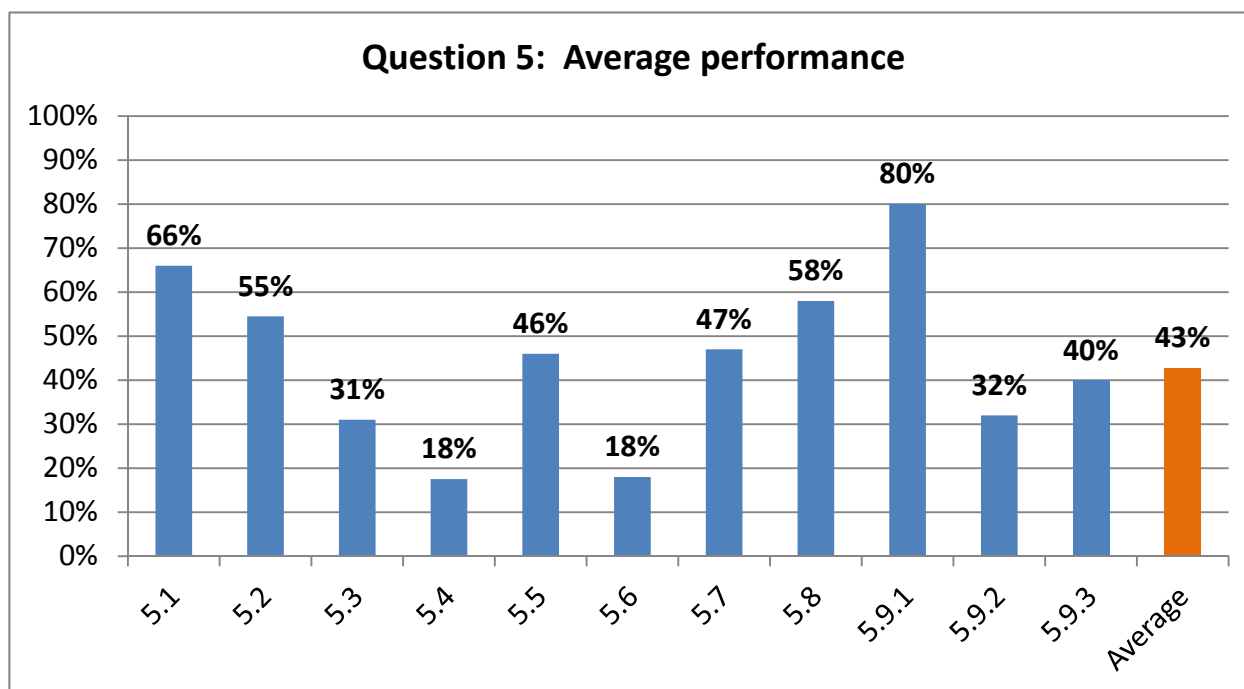
- Revision of gr 10 and 11 work cannot be over emphasized. Many of the terms/concepts/knowledge that was assessed in this question is from the gr 10 and 11 syllabus. Teachers should encourage learners to summarise their gr 10 and 11 work and this should be reinforced and assessed in tests throughout the gr 12 year.
- Teachers should also spend more time showing learners how to read a question in its entirety and explain how to break the question up into smaller sections to make it easier to understand. They should also be shown how to identify what the question wants with regards to advantages, disadvantages, etc. Refer to comment on question 4.3.2 above.
- With regards to the interpretation of advertisements with hardware specifications learners should be encouraged by teachers to find advertisements and bring them to school to discuss. Provide learners with a challenge to find advertisements that contain specific specifications, such as an SSD drive. This can be done as part of a task in class or as homework. These advertisements (the hardware, its function, the significance of the specifications, etc.) can then be discussed in class.

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

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

### QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?



The learners' response to this question was disappointing.

(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The following questions were poorly answered by the majority of learners. Teachers should take note of the following:

#### Q 5.1

Instead of explaining why the Internet is classified as a WAN, learners only extended the acronym.

#### Q 5.2

Although this is gr. 10 work and it is often assessed in question papers, this question was very poorly answered by learners. Many of the learners in their answers confused a network with the Internet or they think it is the same thing.

#### Q 5.3

Many learners have heard about a switch and a router and they might know that it has something to do with a network but they do not know what the function of each of these devices are.

**Q 5.4**

Learners did not know what the advantages of fibre-optic cables are. They responded that it was less like to be stolen (other than the copper wires that the fibre-optic wires were compared to on the paper). This was accepted for this examination but is not a technically correct answer and should not be accepted in class tests.

**Q 5.6**

NFC is a new technology and many learners could not give an correct example of what it can be used for. They all thought it was something that could be used to communicate with people somehow.

**Q 5.7**

It was very disappointing that many learners could not explain what a hyperlink is. The idea was there but the vocabulary and correct terminology failed to appear.

**Q 5.9.2**

Learners do not really know the difference between web-based e-mail and ISP-based e-mail therefore many of them could not give a correct advantage of web-based e-mail.

(b) Provide suggestions for improvement in relation to Teaching and Learning

I refer you to the list of suggestions under the same headings in Question 4. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

**(c) Describe any other specific observations relating to responses of learners**

I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions. Question specific observations were listed under section (b) of each question discussion.

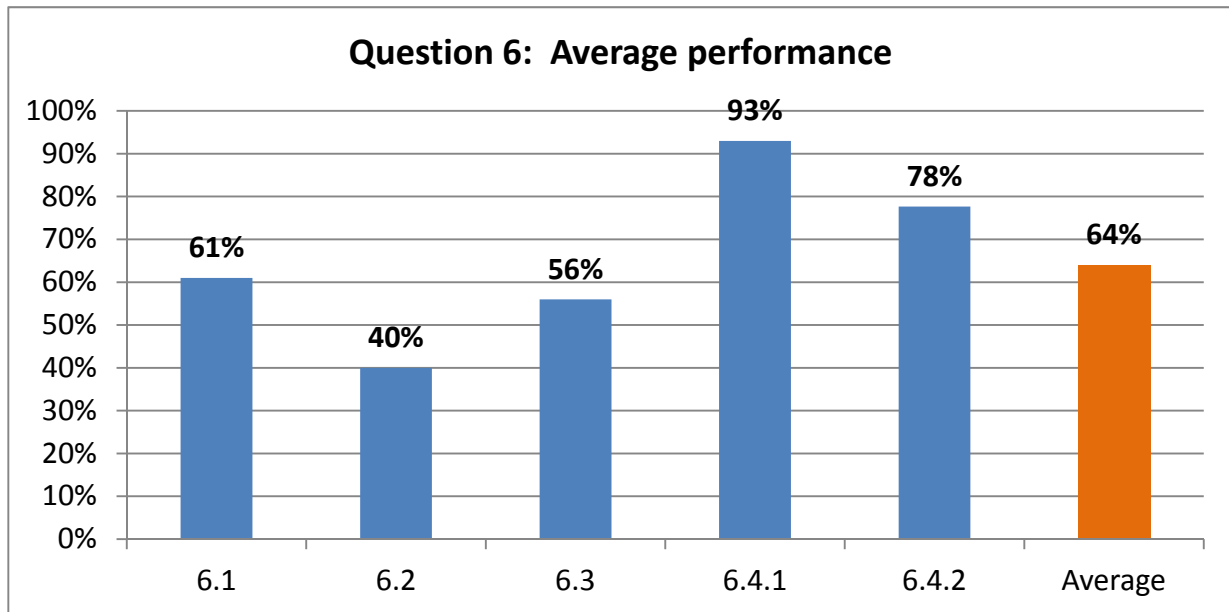
**(d) Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 6

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This question was very well answered by most candidates.



**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

I am of the opinion that the main reason why learners did well in this question was because this was knowledge they needed for 3 years to do the PAT assignment.

The only question that some learners battled with was

### **Q 6.1**

They responded with options like magazines, newspapers, etc. The reason being that they did not read the question properly. They missed the words 'personal opinions' or otherwise they thought that they could get the personal opinions of people in magazines or newspapers, This made we wonder if these candidates completed their PAT Phase 1 assignment because in preparation of this assignment learners are taught that one way to get personal opinions from people is to make use of options mentioned in the memorandum.

**(a) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 4. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

**(b) Describe any other specific observations relating to responses of learners**

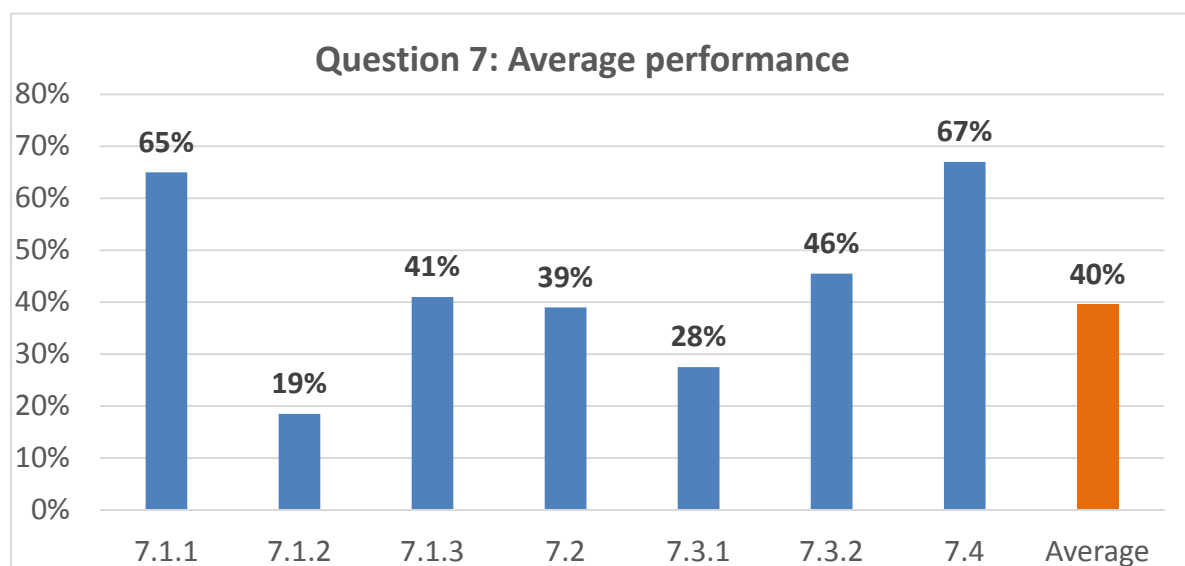
I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions. Question specific observations were listed under section (b) of each question discussion.

**(c)Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

**QUESTION 7****(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The performance of learners in this question range from very good to very poor.

**(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.****Q 7.1.2**

This was maybe one of the higher order questions because the response of learners was very poor. The learners gave very general answers and could not be awarded any marks. E.g.

many of them mentioned the fact that computer hardware should not be dumped but should be disposed of in a proper manner. Although the fact is true, they could not get marks because you do not use computer technology to dispose of your hardware in the correct way.

### **Q 7.3**

It seems that many learners do not really understand what phishing really is. They come up with very vague, general answers for e.g. you have won a competition or receive an e-mail but they seldom mention the fact that people are trying to get your private information in order to steal your money.

They also confuse phishing with identity theft and hacking. They want to use passwords to prevent phishing attacks.

### **Q7.1.2 – 7.1.3**

Poorly answered. The way in which the questions were phrased forced learners to think and apply their knowledge about green computing. Especially 7.1.2 they could not just list all the usual that come from grade 10. Teachers should take time to teach and assess learners in these types of questions.

### **Q 7.3.1 – 7.3.2**

Phishing – learners do not really have a good understanding of exactly what phishing is and how it works. They refer to using passwords to protect against phishing. Others believe that it is people hacking into your account.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 4. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

### **(d) Describe any other specific observations relating to responses of learners**

I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions. Question specific observations were listed under section (b) of each question discussion.

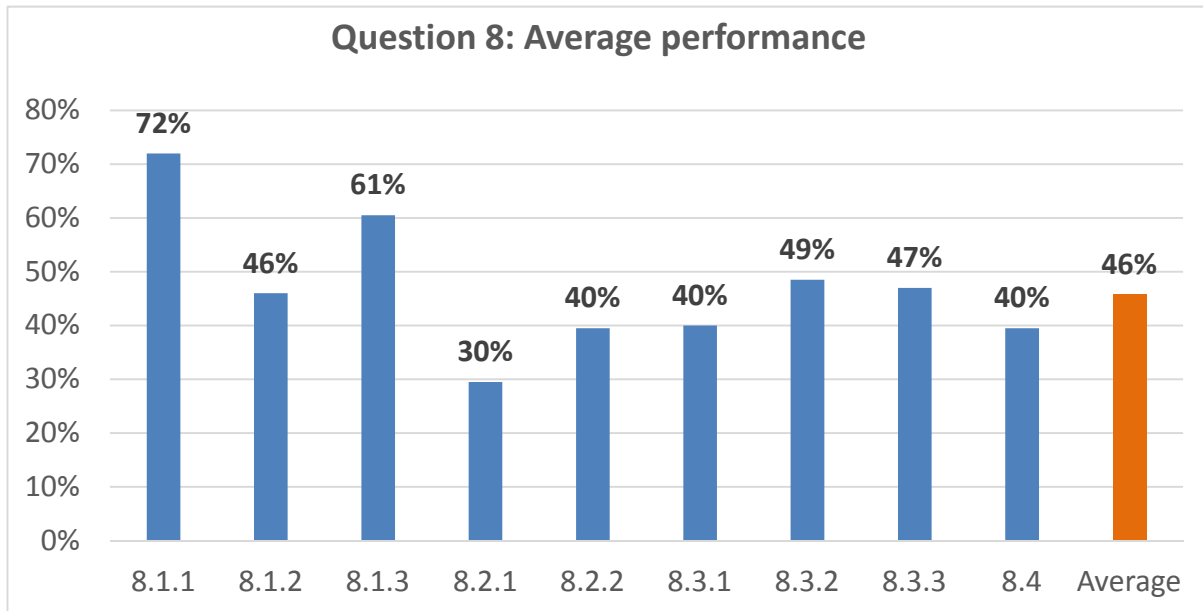
### **(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.

## QUESTION 8

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Once again the performances of learners in this question range from good to very poor. The reasons will be given below.



(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

### Q 8.1.1 – 8.1.3

These questions were questions on website design. From the responses of learners in these questions it seems as if not all learners were exposed to this topic. Many learners could not respond correctly to these answers.

### Q 8.2.1

Very few learners knew about wildcards and could give the correct answer. In general learners usually battle to answer practical work in a theory paper.

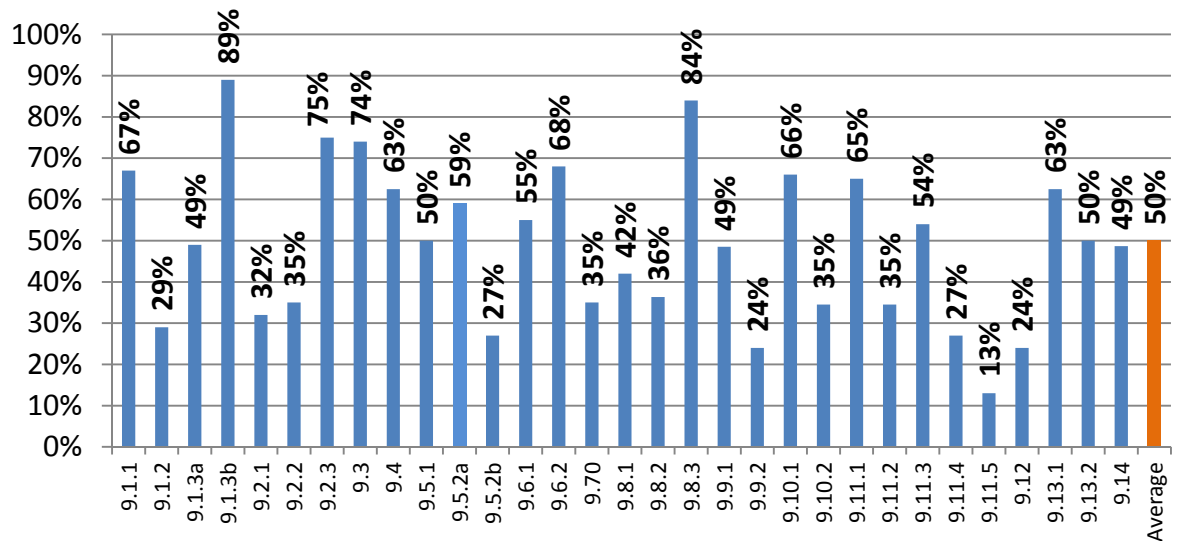
### Q 8.3.2

Learners did not respond well to this question because they misinterpreted it. They thought the function (countif) was incorrect and many changed that. Learners also did not know how to



present the answer.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
I refer you to the list of suggestions under the same headings in Question 4. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.
<b>(d) Describe any other specific observations relating to responses of learners</b>
I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions. Question specific observations were listed under section (b) of each question discussion.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.
<b>QUESTION 9</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
In comparison to previous years, this question was answered very well this year. This year learners also took the scenario into consideration when answering this question. Only the few questions on the specifications of a digital camera as well as the questions on the GPS that was linked to the taking of photos were out of the frame of reference of many learners in our province.

**Question 9: Average performance**



**(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

#### **Q 9.1.1**

Learners only knew the few basic specifications which was also applicable to the cameras on their cellphones. This was a little bit too technical for the non-photographers.

#### **Q 9.1.2**

Learners do not know the difference between a patch and a service pack. This was picked up by the markers when marking this question.

#### **Q 9.2.1**

Many learners still do not know what a device driver is. They think it is a hardware device.

Teachers should explain this concept to learners.

#### **Q 9.2.2**

The way this question was phrased, confused learners. The word *location* led them to believe that reference was made to some geographical location. But on the other hand, if they knew what a device driver was, this should not have confused them.

#### **Q 9.4**

Learners all know what a webcam is but those learners who were not exposed to them did not really know what exactly the function of a webcam is. They thought you can download photos and picture because of the reference to the Internet. This matter should be addressed by teachers. Although this was not part of the question but one of the optional answers to this question was a



vodcast/vlog. Markers of this question picked up that almost no one referred to a *vodcast* or a *vlog* in their responses.

### **Q 9.5.2 (b)**

Very few learners understood what was meant by synchronization option of a smartphone therefore they could not supply the advantage of enabling the 'synching' option of the principal's smartphone. Many learners have cellphones. This could be discussed in class making use of their phones.

### **Q 9.6.1**

Although many learners knew what GPS does, they did not know how it works – by making use of satellites or cellular towers. Teachers should pay attention to this.

### **Q 9.8.1**

Learners confuse broadband with bandwidth.

### **Q 9.11.2**

Many learners responded in this question that adding a memory card reader to the computer will give you more memory which means that they still do not know the difference between memory and storage.

### **Q 9.11.4 and 9.11.5**

It is VERY disappointing that many learners still do not understand/know the difference between RAM and ROM.

Most learners responded that the main function of RAM is to make y our computer faster.

Although adding RAM will make your computer faster, it is not the function of RAM.

NB: Learners know that adding RAM will make your computer faster but they do not know **why**.

This should be explained to them very clearly.

### **Q 9.12**

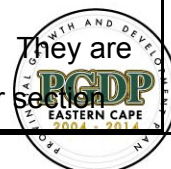
When looking at the graph above, it can be seen that this question was very poorly answered. I think the abbreviation FOSS confused learners (although it was explained in the paper as well.) All they knew about FOSS was that it is free and anybody can use it. Teachers should explain this to learners and bring it to their attention that it is often assessed in papers.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

I refer you to the list of suggestions under the same headings in Question 4. As those are the basic rules for successful teaching and learning in CAT Paper 2 – applicable to all questions.

### **(d) Describe any other specific observations relating to responses of learners**

I refer you to observations made in the responses of learners in general in this paper. They are basically the same for all questions. Question specific observations were listed under Section



(b) of each question discussion.

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

Please refer to the general comments at the start of this section for comments, suggestions and general ideas which could help teacher development as well as advantage our learners.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	CONSUMER STUDIES
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<b>DATE OF EXAMINATION:</b>	27 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Learners performance is not very bad with the exception of few learners who really performed bad. Standard has improved in general, and learners answered almost all questions from the question paper .Question six (6) the last question where usually learners do not answer, this time around most of learners performed very well and this question was written by the most .
Notice has been taken that most of the work from Term 3 is not covered in class, this is proved by the learners performance in these section and also revision of grade 11 work is not done. Learners could not apply the knowledge they received from grade 11.eg design principles and design elements.
Assessment Instructions 42 of 2014 assisted many schools as they covered the syllabus. Availability and accessibility of the Exemplification of Learners Evidence and Exemplar question papers also helped the learners to do much better.
Learners who are doing the subject as a choice in between also have a negative impact on the results of Consumer Studies

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Learners performance in this question was not very bad. Very few learners performed poorly in this question. Learners must be advised to make ONE cross in the Multiple choice items question 1.1, they lost marks if they make more than one cross. Learners must read instructions carefully before they answer any question. In question 1.5 they lost marks because they were asked to identify only FIVE , some learners wrote more than five and only the first five answers were marked, yet the correct answers were below the wrong ones so they lost marks there.
<b>(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners did not read the questions correctly. Instead of identifying from the list, they wrote sentences instead of writing the correct symbols.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must give more informal tasks based on Section A for the learners to get used in answering this type of questions.
<b>(d)Provide suggestion for improvement in relation to teaching and learning</b>
Give different types of questions for homework. Examination writing must be taught to the learners. The different action verbs must be explained for example ,Evaluate then they must give the negative and positives views. This must be done through discussion.

<b>(e) Describe any other specific observations relating to responses of learners</b>
Learners made more than one cross in Section A. They lost marks for doing this.
Learners identified more than Five as it was asked and lost marks.

**(f) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers have to include multiple choice questions in the class test and controlled tests and teach to get to the correct answer by means of elimination rather than to look for the correct answer .

## **QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This question focused on the Consumer. This question is 20 marks and was not answered well. Learners could not define grey goods and scams. The question on stokvel and the Act was poorly answered. Question 2.5.4 was poorly answered because learners did not write a paragraph. Learners lost marks if the answer were not written in a paragraph form. CAPS emphasizes paragraph writing in the subject

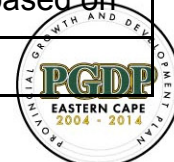
**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

This question was poorly answered because Consumer Education was not really taught in class .This is because the work content is on term 3, by this time not all learners and teachers are engaged in active teaching and learning as they are preparing for the trial examinations. Definition of Grey goods and scams learners struggled to define them , They wrote examples instead of the definitions. Question 2.3.1 very few learners knew the Act, this is grade 11s work learners could not remember what they have learnt from Grade 11. Question 2.3.2-2.3.5 these questions were based on the scenario, learners could not give the correct answer based on the scenario because they do not read the scenario with understanding. Question 2.3.5 learners were asked to write in a paragraph form, most of the learners could not write the paragraph. Most of the learners lost marks as their answers were not based on the scenario, they gave generic answers about the drastic price increase of the refrigerator .

<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must create short scenario questions for the informal tasks, this will give learners more exposure on how to answer the scenario questions. Informal tasks given to learners must have case studies that will integrate the grade 11s work since grade 11s work also forms part of grade 12 syllabus coverage.
The only way to learners will be able to write paragraphs, is to give them more exercises for homework to improve their paragraph writing.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not read the scenario with understanding in full, this makes them not to read the question as well. Question 2.3.3 asked the learners to explain the benefits of Lindy being the member of the stokvel, this was an easy question but learners far fetched the answers not sticking from the scenario.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
The CAPS documents are not used during teaching and learning. It is advisable that all the documents must be frequently used .Assessment instruction 42 of 2014 must be used as it outlines the how to complete the syllabus in grade 12 since term 4 is very short. Teachers and Subject Advisors must ensure that they all use this Assessment Instructions since it outlines all what has to be done so as to cover up the syllabus in grade 12 .

<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>
Question 3 in general was poorly answered by most of the learners .Although this question was not really difficult , but learners failed to do correct .Learners lost more marks because question 3.4.3 had 6 marks and learners were suppose to write a paragraph, they failed to so, question 3.6.2 learners were asked to evaluate the product they struggled to evaluate the given label they only generalized their answers based on diabetes.





**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 3.2 was poorly answered because learners did not have any knowledge about food irradiation .Learners could not link the knowledge that they were suppose to have about food irradiation with the ongoing day to day living since the question wanted them to explain the impact on public health. Learners lost marks because they wrote only one point. Question 3.3.1 was an easy question but learners lost marks, since their answers were not based on the scenario given. Common errors were made Learners could not say enough to substantiate their answers. Question 3.4.1 and Question 3.4.2 learners again lost marks because they could not underline the key word that could lead them to the correct answer (Fracture) as they repeatedly wrote fracture again in their responses.

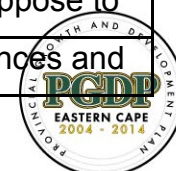
Question 3.4.3. Learners struggled to write a paragraph. (b & c) particularly was poorly answered.( b) Vitamins and minerals were discussed in general for example (Eat fruit And vegetables every day to build up your immune system) learners did not realize that They must be specific and say Vitamin D and Phosphorus work with calcium more effectively. (This is basic knowledge from grade 10 ) (c) Proteins very few learners got the mark regarding too much protein rich foods is negative, learners could not relate This fact to protein is going to help the muscles around the bones. Again this is the work that was done in Grade 11 Term 2 week 1 and 2 learners could not recall what they have learnt in grade 11.Learners did not analyse the question enough , they confused the functions of Proteins in the prevention of osteoporosis with the (strengthening of muscles)

Question 3.5.1 few learners knew the basic definition of food security.

Question 3.5.2 learners kept bringing back the lack of calcium as an answer instead of lack of iron .Some learners battled to apply this fact specifically to females by saying that you lose blood through injuries which could happen to any gender .

Question 3. 6.1 Learners could not identify allergens they wrote things like salt, butter and carbohydrates.

Question 3.6.2 Learners had no clue how to tackle this question , they were suppose to evaluate the label. Learners wrote about type 1 and 2 diabetes and the differences and



about diabetes in general . They gave generic answers like (Dietary needs , include
exercise regularly and do not skip meals). Very few knew how to evaluate the label that
Is Diabetes should not have sugar, sugar is moderate in the product and that Xylitol is
an artificial sweetener.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must expose learners to more scenario questions so that they get used in
These question types. English as a Language of teaching (LOT) must be used at all
times. When teaching Food and Nutrition for grade 12, it is important to revise the
Nutrients, their functions and sources taught in grade 10 and grade 11.
Include words like 'Evaluate' in the test papers.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners find it very difficult to express themselves in English. They find difficulty in
understanding of the question , then this makes them not to be able to write in full
sentences.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
More small informal tasks must be given to the learners at all times. These informal
Tasks are the stepping stones towards the formal tasks. The CAPS documents must
be used at all cost, teachers cannot teach without using the CAPS documents
Together with the Assessment Instructions of 42 of 2014.The Exemplification of
Learners Evidence of 2014 could also be of great assistance to teachers, so as to
see how the questions are correctly answered.

#### QUESTION 4

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

This question focused on Clothing, 20 marks learners found it difficult to describe the different stages of the fashion cycle .Design elements and design principles are grade 11 work but learners could not applied it to the dress and the shirt.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 4.1 most of the learners could not get full marks, they could not describe the fashion cycles. Question 4.2 the description of the term Retrospective fashion is based on the extract, learners could not get full (2) marks s they could not refer from the given extract .Question 4.3 Very easy question but learners lost (4) marks since they could not explain how shopping at a second- hand clothing shops or garage sales contributes to the sustainability of the environment. The term (Sustainability of the environment ) Was overlooked by the learners, they just wrote the advantages of using second- hand Shops.

Question 4.4 .1 and 4.4.2 were based on the photographs given. In 4.4.1 most of our learners did not even had a clue about optical illusion created by lines , this is grade 11s work, learners are now suppose to apply the knowledge from the theory they gained from grade 11.Question 4.4.2 learners were asked to evaluate the dress **OR** shirt again here learners lost full (6) marks because some learners evaluated both items yet the question requires the learner to evaluate only one item.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

The clothing section must be taught by using visual teaching aids for the learners to understand the concepts clearly .More pictures must be given to the learners to identify and evaluate the garments .Teachers must ensure that all Design elements and principles are thoroughly taught in grade 11 because in grade 12, learners are only applying the knowledge they receive from grade 11. An album with the design elements and principle can be developed by the learners so that they are all actively involved in



this section of work so as to improve their understanding of the content
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must use their CAPS documents carefully, from CAPS documents page 14
Section 3 Overview of theoretical topics per grade, expectations for each grade, per topic is outlined .
It is really necessary to use pictures or clothing items to illustrate these principles and elements. Learners can only answer these questions if they get exposure to these types of questions

<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>
Question 5 was also not a very difficult question. Learner's performance was average as learners did not refer to the case study.
Learners fails to read the question carefully with understanding , they quickly jump in giving the answer without through understanding of the question.
Learners do not know the type of housing subsidies. Universal design of a washing machine was answered poorly .

<b>(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 5.1.1 (a &b) learners were asked to identify and explain the type of homeownership based on the given scenario. Learners did not read the scenario very well, some only managed to identify, no explanation given. The explanation given was not based on the scenario, learners just gave generic answers so they lost marks .
Question 5.1.2 Learners could not discuss the type of contract that was signed by the couple, most of them only managed to mention the type of contract, but could not discuss it.
Question 5.1.3 was an easy question but learners could not refer to the scenario given



when answering this question. They lost marks since their answers were supposed to be based on the scenario because the question stated for this couple.
Question 5.1.4 very few learners managed to get this question correctly. Learners decided to write all those interest rates given in the question, then they lost marks.
Most could not motivate even those who managed to guess the correct answer, could not give the relevant motivation of their choice.
Question 5.1.5 was a very difficult question very few learners managed to get to this question.
Question 5.2 Most learners could not get this question correct. This was a very easy question to get full marks. Most of our learners did not even had an idea of what a Universal design is, this is strange in Grade 10 Term 4 week 4 this is dealt with again in grade 12 Term 3 week 3 (Assessment Instruction 42 of 2014) is appearing
Question 5.3 was also not very well done and yet it was an easy question. Learners could not identify that the two question are similar but not the same, 5.3.1 (At the time of delivery )5.3.2 (After delivery ) this shows that learners are not reading the questions in full they look the question on face value and give a vague irrelevant answer
Question 5.4 This was a very easy question content from Grade 11 Term 3 week 7 that should have been covered . Learners lost (4) marks by not completing this question.
Question 5.5. Most of our learners have done very badly in this question .Learners responses indicated that some learners do not even have an idea or a clue of how a tumble dryer looks like. This question is a higher order question, learners struggled to evaluate the impact of a tumble dryer on the finances(of the family from the scenario ) and the environment.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
More informal tasks will be high assistance to the learners. Teachers must have all the relevant pictures of the household appliances from CAPS document page 36 and Assessment instruction 42 of 2014 term 3 week 3 readily available in class for the learners to have a picture of each appliance in mind since some of them cannot afford to have these appliances from their homes .

<b>(d) Describe any other specific observations relating to responses of learners</b>
Some learners did not have a clue of how a tumble dryer looks like. They gave generic answers based on the washing machine. Learners do not understand that having built your own house you will pay rent to the Municipality. They think once you own your house you will never pay rent
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must teach all the types on housing acquisition to the learners .Revision of grade11 work in Term 3 week 7 will be of a high advantage to the learners as this section of work corresponds very well with the content in grade 12 Term 3 week 2 from the Assessment Instruction 42 of 2014(CAPS page 36)

<b>QUESTION 6</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 not a very bad question and learners performance is satisfactory most of the learners managed to more good marks. This shows that the work in Term 1 was well covered as compared to Term 3's work. Only the last question , question 6.3 that was not well done because it is a higher order level question .This was a challenging challenge question for the learners .
<b>(b)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 6.1.1 (Target market) Was well done most learners scored the (2) marks.
6.1.2 (Mark- up) Most of the learners managed to get (1) mark as they did not write the explanation in full.
Question 6.2.1 Was an easy question but learners missed the opportunity of getting full Marks because they did not based their answers on the case study given.
Question 6.2.2 An easy question most of the learners managed to get full marks (8)
Some learners could not explain the 5P's other than the (Product) as it was already Mentioned from the question paper, so they lost (2) marks.



Question 6.2.3 Most learners did well in this question few could not explain regular or routine maintenance of the equipment could benefit the business.
Question 6.2.4 well done they managed to identify these factors.
Question 6.2.5 Calculations were very easy, most of the learners got full marks. Very few learners lost marks by not writing the monetary value (R) in front of the final amount
Question 6.2.6 Not all learners got full marks from this question because they are lazy to read the case study .
Question 6.3 This question is a higher order level few learners managed to get the Marks. Learners could not predict why December 2013 will be the best sale scenario. Learners gave generic answers about the figures from the scenario not substantiating their answers

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
More activities on costing must be given to the learners to do as informal tasks. Case studies will assist learners to enrich their understanding and knowledge of the subject content .Give case studies on best and worse scenario and let the learners detect their answers from the scenarios

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners must read the case study carefully, and answer the question accordingly. From Question 6.2.2 Product was mentioned, but learners mentioned the( Product ) again then they lost (2) marks
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Give learners more exposure to these questions. Some learners have a language barrier and do not understand all the questions based on table, case study and scenarios







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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ECONOMICS
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	4 NOVEMBER 2014	<b>DURATION:</b>	1:30 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The performance of candidates in this paper was not very good. As it is the first group
of learners writing CAPS, interventions to assist teachers and learners were little. The
new edition of MTG catering CAPS is not available at schools. Section A was
comparatively better. Section C performance was very poor. Candidates scored an
average of $\pm 10$ marks. In Section B Question 2, but 3 & 4 done. Cartoons and 8 marks
questions was challenging. There are few candidates who achieved level 6 and 7, while
many achieved below 30% i.e. level 1. Past question papers were not available as this is
the first group of CAPS. Basic concepts should be taught well, essays need practice.
Overall it was a challenging paper. Shortage of time is evident-incomplete answers.

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Most learners did well in this section especially 1.1 and 1.2. Only in 1.3 they did not perform well. Terms and concepts problem. They should be taught well to answer this question.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
All data based questions were poorly answered .Questions asked in the data response did not relate to the cartoon eg 2.2.only 2.2.1 related to the cartoon. They could not interpret it correctly
e.g. cartoons 2.2; 3.3 and 4.2. Composite indicator was poorly answered. All textbooks except Enjoy Economics do not have explanations about this, however educators should consult the examination guideline which clearly indicates that this should be taught.
Essays were poorly answered. They were unable to structure it correctly i.e. using introduction, main part, additional part and conclusion.
Question 6 memorandum was most challenging because the information was scattered in different textbooks.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
In most cases the learners were not able answer the questions where it was expected of them , they formulated their own opinions. While I agree that it is important to apply one's
knowledge and skills, I still believe that a learner should know the economic concepts and theory and should be tested as such.
Educators should teach the theory and show how it works in practice because the field of Economics requires such. Questions should be set in such a way that learners would not be able to write long paragraphs in the hope of finding a few marks.



The formulation of policies e.g. NGP and NSDS are crucial for growth and development
of the country. Unfortunately information on these is not available for teachers to
teach and for learners to learn.

**(d) Describe any other specific observations relating to responses of learners**

Learners responses clearly indicate that they do not get themselves time to read the question clearly and understand what is required.

Responses that need calculations are left out or are not completed by learners.

The preparation of learners for the examination is not what is expected. The economic theory and language are not used in context with the questions.

Learners would rather use answers and language that makes more for general discussion and guesswork.

Writing long paragraphs of their own ideas which is out of context does not score them marks. The questions in the examination paper were in most cases about the economic ability and background of the learners. In other words, learners were not out their depth. A lot of hard work lies ahead for teachers of Economics if this type of question paper is our future.

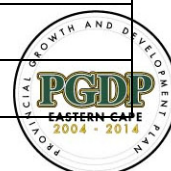
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers are encouraged to team teach and all educators who did not come to the marking session are encouraged to correct dummy marking, go through the marking guidelines in our first workshop, with subject advisors. This is teacher development.

Getting a marking guideline is not assisting educators who photocopy it and give to learners. All textbooks to be used by educators should be available and be accessible on the internet to download. Examiners to indicate which books are examinable. Additional resources to assist educators and learners should be available early in the school year. Experts should time and again be invited in the districts, especially where problem areas have been detected in the subject.

Emphasis should be placed on the following resources to be available for educators:

- Annual Teaching Plan
- Examination Guide
- CAPS Mind the Gap



- Different textbooks
- Learners and educators should be encouraged to listen to economic news and get newspapers for additional resources.
-Valuable time is wasted at schools where educators leave learners and attend meetings , Cass Moderation etc.
-All these can be attended after school time for effective teaching and learning to happen.
-Subject advisors to visit schools to see what is happening on the site and assist educators through workshop timeously

## LEARNER PERFORMANCE IN INDIVIDUAL QUESTIONS.

### Section A

#### Question 1:

- 1.1 The multiple choice questions were answered fairly well.
- 1.2 Learners had to choose the correct description from column B that matches an item in column A. Overall performance was good; some managed to get full marks, while few scored low marks.
- 1.3 Write the correct term or concepts. The performance was poor. Terminology is very important and they had problems. As per the CAPS document it is a low order question, but it was a middle order question and learners had problems. Teachers should expose learners to a variety of such terminologies to build their confidence. CAPS resources assist learners and educators to master terminology of each unit.

### Section B

#### Question 2:

Only 40% of the learners attempted this question.

- 2.1.1 Majority scored full marks at the same time others scored nothing.
- 2.1.2 It was a challenging question for the learners. 70-80% of learners scored zero while the rest between 1 and 2 marks. They did not clearly understand this question. Maybe the phrasing of the question confused them. This section is middle order but the question was higher order hence they scored low marks
- 2.2 Data based question for 10 marks from business cycle.
- 2.2.1 They had to identify a leading indicator from the extract. Many wrote all the indicators given in the extract, while they are suppose to write only one indicator. Markers had the feeling that marks should be awarded for the correct one amongst all the indicators written by the candidates, but that was not effected as the memo says only one answer.

**2.2.2** No correct answer is given by learners. They have no idea what a composite indicator is. Maybe they were not taught but it is reflected clearly in the examination guidelines. Only one source (Enjoy Economics) explains this concept. The marking guidelines accommodated other responses.

**2.2.3** Very few learners had given an answer at least closer to the one in the memo. Performance was very poor. A graphical representation was not given by any learner as expected.

**2.2.4** This question was answered better than the previous one. Majority scored at least 50% of the marks for this question—Questions from this sub section ie 2.2.3 and 2.2.4 were not from the extract, it means only 2 marks was asked from the extract.,.

**2.3** An extract from balance of payments is given.

**2.3.1** A well answered question.

**2.3.2** Definition of balance of payments, majority scored full marks while others scored zero. Other definitions of BOP should be accepted by examiners eg. Clever Economics page 73.

**2.3.3** Candidates do not have an idea why an item unrecorded transactions given, very few said it is to capture omissions. Maybe they were not taught. The majority of teachers are challenged by this section and they decide to leave it out when they teach.

**2.3.4** Calculate changes in net gold and other foreign reserves. Many have answered it correctly and scored full marks while others struggled. It was better if there was no negative marks given. It was better if balance on the current account is also included in the table. Learners struggled from 2.3.1 to 2.3.4 and hence performance was poor.

**2.4** They could not answer this question correctly. There are very few who scored the full 8 marks for this question. It was a challenging question for them. Differentiation should be taught in tabular form.

**2.5** Multiplier effect and calculation. 40% of the learners scored 4-6 marks on this question. It was not a difficult question but performance was not good. Actual business in the classroom should take place from both learners and teachers. Since 2008 (NSC) this concept was never taught well by educators and learners never understood. The phrasing of the question confused learners because no instruction was given to calculate but 6 marks was awarded in the memo guide for calculations.

### **Question 3:**

80% of the learners attempted this question

**3.1.1** A well answered question.

**3.1.2** They found it difficult as a result performance was poor. They defined economic indicators and not why economic indicators are important to the government.

**3.2** Data response question

**3.2.1** A well answered question

**3.2.2** A well answered question

**3.2.3** A fairly answered question

**3.2.4** Candidates were unable to explain the negative effect that might have on the banning of citrus imports by the EU have on local citrus producers. Some got 2 but the majority scored zero.

### **3.3 Questions based on the cartoon**

**3.3.1** This question was answered fairly. Learners understand the BEE concept and could relate to it, hence the question was fairly answered.

**3.3.2** They could directly write it from the extract majority of the candidates did that.

**3.3.3** Explain the message depicted in the cartoon; they were unable to pass the real message as mentioned in the memo. It was difficult for them. Few learners mentioned the word "greed".

**3.3.4** At least an average performance on this question.

**3.4** Discuss the aims of regional development for 8 marks. They could not explain well this question. It was a higher order question. They wrote things that are irrelevant. Learners did not relate their responses to regions or areas but to the country.

**3.5** Analyze population growth and life expectancy as a social indicator relating to demographics. This was a poorly performed question.

### **Suggestions for improvement:**

Learners should practice how to evaluate and analyze issues dealt with in data based questions. From grade 10 onwards they need to be adequately exposed to data response items on current economic events. These skills should be developed and enhanced in earlier grades. A variety of cartoons, extracts from newspapers and magazines should be used and discussed. Team teaching, outsourcing to specialists can solve the problem to a certain extent. Learners attitude should also change. A grade 10 common paper as in grade 11 and 12 is suggested to make teaching of concepts continuous.

### **Question 4:**

Most learners have selected this question.

**4.1.1** Some could not differentiate which is a supply reason and which is a demand reason.

**4.1.2** Many scored full marks. Found to be an easy question.

**4.2.1** They struggled to answer the data response question or to analyze the cartoon. They couldn't interpret it. They have not been exposed to BRICS; Trade protocol is not answered correctly by the majority of the learners. They scored only half of the marks.

**4.2.2** They couldn't convey the message from the cartoon. As a result poor performance.

**4.2.3** Why is S.A regarded as the gateway to Africa. They did not perform well.

**4.2.4** How will S.A benefit from its BRICS membership at least they were able to answer this question.

**4.3** Table showing National Income and production accounts.

**4.3.1.** Performance in this question was average to poor.

**4.3.2** Learners were not able to give the correct definition of GDP, which is taught from grade 8 (EMS). It was partly correct for the majority of the learners.

**Suggestion for improvement:**

Learner should be prepared in the interpretation of cartoon and they should be taught how to use all the information in the cartoon to determine the message that is meant to be communicated to the reader. (Emphasis be given on the examination guidelines and Annual Teaching plan)

**4.3.3** It was a higher order question and learners couldn't explain it. Educators have to teach all concepts in the three methods of calculating national accounts.

**4.3.4** Half of the learners who attempted were able to answer it correctly. Negative marks affected learners. It was better credit the correct answer and no negative marks. As alluded to earlier, educators leave out any topic where calculations are involved.

**4.4** Discuss the economic indicators relating to productivity. They misinterpreted this question. Majority talked about economic indicators generally. Maybe they were rushing to complete the question before the time. This question was poorly performed.

**4.5** Learners did not understand it correctly. They started argument (arguments in favour) about free trade and protectionism. Otherwise they need to write advantages of free trade and disadvantages of protection. From a teachers perspective this was not a difficult question, but performance was poor. Some candidates only listed only for free trade, which cost them marks.

**Suggestions for improvement:**

All essential basic definitions of basic economic concepts should be covered as this forms the basis of all knowledge in economics.

All available resources should be used:

-ATP

-Examination Guide

-All different textbooks available to educators

-CAPS Mind The Gap which can be downloaded.

**Section C:**

**Question 5:**

Macro economic objectives of the state was not a difficult question. They managed to answer this part. Majority of the learners attempted this question. The additional part was not done well. Candidates were not familiar with the layout of the paper, i.e. the second part of the question for 10 marks. They only answered the main part and mixed it with the additional part. Many candidates did not structure the essay properly, i.e. introduction body/main part, additional part and conclusion. They should be taught this from grade 10 onwards.





### **Question 6:**

Only few candidates attempted this question. Performance was very poor. A very challenging question. These strategies as the topic was not covered in many schools and they do not have enough information available in the textbooks. Many answers were based on general knowledge.

### **Recommendations:**

Results can improve if one prescribed book is used all over the country instead of many books. All teachers do not have access to all these books. Time allocated for the paper is also a concern. This paper needs 2 hours to answer correctly without leaving any questions blank. Educators must use the National Examination Guideline in teaching and assessment. Educators who need help in any of the problem areas must seek help from their subject advisors.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ECONOMICS
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	11 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The performance of the learners in all questions ranged from poor to good.
It is evident that in many schools educators did not make use of the 2014 Examination Guidelines when teaching in their classes.
The learners' responses showed a lack of knowledge of the basic economic concepts.
<b>Section A</b>
The learners' performance ranged from poor excellent. Learners lack the knowledge of basic economic concepts. Educators should ensure that learners know and understand the basic concepts by engaging them in a variety of classroom activities and exercises. Educators should discourage learners from using the cover page for answering this section as there are a lot of numbering errors done by candidates. This leads to loss of marks.
<b>Section B</b>
Learners demonstrated a lack of comprehension and interpretation skills. This was evident in the answers they supplied in data response questions and in one item questions. Educators should encourage learners to write in full sentences when responding to middle and higher cognitive level questions as they require application of their knowledge and opinion.
<b>Section C</b>
The learners' performance in Section C was poor. Poor essay writing skill was evident in their responses. The additional part is a big challenge. The poor quality of answers from many examination centres indicates that there is lack of training in essay writing skills.



Educators should train learners to follow the structure of the essay as outlined in the 2014 Examination Guidelines.

When answering essay questions learners should be reminded to follow the instructions in the question paper as marks are allocated according to the parts of the essay.

Teachers are advised to use CAPS MIND THE GAP STUDY GUIDE as a support resource for teaching and learning. It can also be downloaded from the DBE website.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The performance of learners in this question ranged from excellent to poor. Some obtained full marks. Therefore, the question has been answered fairly well with the exception of Question 1.3.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

1.1 The multiple choice questions were answered fairly well although some learners left blank spaces when they were not sure of the answers. This led to incorrect numbering.

1.2 Most of the candidates performed fairly well.

1.3 Learners were unable to give one word/term for the descriptions which were provided. Most learners were unable to distinguish between inflation and hyperinflation. Candidates could not provide the full concept of Indigenous Knowledge Systems and Pareto Efficiency. Words were left out.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

(i) Educators should expose learners to all varieties of short questions in order to build confidence in answering Question 1.

(ii) This question covers the whole curriculum although multiple choice questions and matching the columns questions provide the alternatives. These require full content knowledge to choose the correct answer.

(iii) Educators should spend more time in teaching learners economic terminology, definitions and concepts to ensure the expansion of knowledge



of the subject vocabulary.
(iv) It is advised that educators do continual testing in all topics covered. A quiz bowl can be an interesting tool to assess knowledge of economic concepts. Classwork or homework on definitions would ensure that learners are familiar with these basic concepts.
(v) Learners should be discouraged from using the answer sheet inside the front cover of the answer booklet to avoid numbering problems.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners are not familiar with basic economic concepts. These are the building blocks of the subject.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Educators are encouraged to use Examination Guidelines as a useful tool in the teaching of learners.
It is also advised that common tasks for all educators or schools in a district, both formal and informal, be administered and be moderated.

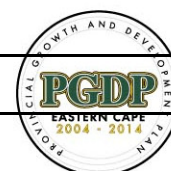
<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The performance of learners ranges from fair to poor. It was poorly answered by the majority of learners.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
2.1 Few learners performed badly in this question. Learners confused the characteristics of a monopoly to those of monopolistic competition.
2.2 In this Data Response question learners could not interpret or give the correct meaning for word "toll". They were not familiar with the terminology. They linked toll with tollgate. Most learners could not argue in favour of the implementation of toll roads.
2.3 Many candidates did well in this question. Very few learners did not get full marks.
2.4 Few learners could answer on the immobility of factors of production.



Most of the candidates could not write meaningful sentences to show their understanding of the concept of immobility .They could not relate it to market failure.
Most learners could only write about factors of production.
2.5 Most candidates could not explain how Sasol could compete in an Oligopolistic market, they explained collusion and price leadership.
Some learners showed an understanding of the non-price competition strategies of the oligopolists. They could not however link suitable strategies of non- price competition with Sasol, for example they mentioned door to door service delivery.
<b>( c ) Provide suggestions for improvement in relation to Teaching and Learning</b>
(i) Educators need to put more emphasis on the characteristics of the market structures and to explain the differences between a monopoly and monopolistic competition.
(ii) A variety of questions relating to market structures or their characteristics should be used to prepare learners for formal and informal assessment.
(iii) Educators should try and expose learners to current economic issues using newspapers ,magazines, internet etc.
(iv) Data Response questions should be set using the above mentioned resources.
(v) Question 2.5 is a higher order question it requires learners to show application of their knowledge on real practical economic issues.
<b>(d) Describe any other specific observations relating to responses of learners</b>
From our observations, some topics were not taught. If they were taught, content gap seemed to be an issue.
<b>(e) Any other comments useful to teachers, Subject Advisors, teacher development etc.</b>
(i) Adequate support from Subject Advisors and District Officials is needed.
(ii) Educators should work as a team for the benefit of learners i.e. team teaching within the school and inter-school team teaching.
<b>QUESTION3</b>
<b>(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Most learners attempted this question and their performance was poor.



<p><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></p>
<p>3.1 Learners could not differentiate between places of attraction and world heritage sites .They could not explain how tourism can influence the lives of poor people near tourist destinations.</p>
<p>3.2 Most learners did not relate the word “dirty” to the extract .They responded in a general manner. As a result most of them did not obtain marks.</p>
<p>3.3 Learners were unable to answer on unadjusted CPI figures which were provided in the table.</p>
<p>3.5 Most candidates could not explain why industries were often accused of contributing to land and water pollution .They often explained air pollution and didn’t link the pollution to the industries.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>(i) Educators should be advised that Data Response questions have an element of relating them to the extract/cartoon/table .They should train learners to read carefully before they respond.</p>
<p>(ii) Educators should teach the content in the Examination Guideline so as to be able to use or set questions according to the scope and the depth of examinable content.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<p>Learners are unable to answer questions directly. Writing in full sentences seems to be a problem, and yet higher order questions demand that candidates should respond in full sentences.</p>
<p><b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>(i) Educators should emphasise that World Heritage Sites are decided upon by an international organisation (UNESCO). They are not just any attractive or beautiful site in South Africa</p>
<p><b>QUESTION 4</b></p>
<p><b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>The learner performance ranges from fair to poor.</p>



<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>
4.1.1 Learners could not give correct answers to this question.
4.2 Few learners were unable to answer 4.2.3 on how to ensure that S.A becomes a world Top 20 travel destination by 2020. Most learners were unable to produce facts or to apply their general knowledge and creativity.
4.3 There are learners who still don't know about the kinked demand curve. Question 4.3.4 was also answered poorly. The question needed a learner to explain what will happen if a business lowers its price.
4.5 This question was poorly answered by most learners as they could not understand the concept of minimum wages.
Most learners confused minimum wages with a lesser amount of money an employee receives.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators should use the Examination Guideline and Caps document .These resources are useful as they will give the content and also the extent to which it must be dealt with.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates could not dwell on the effects of the implementation of minimum wages. They concentrated on discussing minimum wages. As a result, they used examples of strikes.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
(i) Educators are advised to have all prescribed textbooks, so that they use the Examination Guideline with the textbooks
(ii) Educators need to attend to all topics guided by the relevant resources .i.e. Examination guideline and Caps Document.

<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>
This question was a popular question chosen by most learners .The performance of learners in this question was fair, but the additional part was not done well.

<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>
(i) Learners could not obtain good marks. For example, they discussed all the characteristics of a perfect market. The question needed candidates to compare demand curves of the industry and the individual producer as well as profit maximization.
(ii) It could happen that educators do not place much emphasis on the elements of the South African Competition Act or candidates ignored this section when preparing for their examinations.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
(i) Educators should include the “additional part” when designing their informal and formal assessment so that learners get used to them.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners were unable to draw a graph illustrating the profit maximisation point. Instead, they drew normal profit, economic profit and economic loss graphs.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
(i) Team teaching, especially of the difficult topics, is advised for the benefit of learners.
(ii) Educator development programmes on certain aspects of teaching through workshops is advised.
(iii) Regular adequate support to educators by the subject advisors and subject specialists through in service training, meetings would be beneficial.

<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
A fair number of candidates chose the question and the performance from those who chose the question was also fair.
Candidates were challenged by the additional part of the question (benefits of SA's inflation- targeting policy).

<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>
(i) Most candidates did not respond to the “ additional part “ of the question.
(ii) Candidates failed to apply their understanding of inflation –targeting policy and the basic concepts of the targeting policies.
<b>(c ) Provide suggestions for improvement in relation to Teaching and Learning</b>
(i) Educators should encourage learners to attempt the” additional part” section.
(ii) Educators should also emphasize the monetary and fiscal policies and relate them to the Practical, commercial world.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some learners were unable to distinguish between cost push and demand pull inflation.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Some sections of the syllabus require educators to invite professionals to make presentations to learners i.e SARS official, Reserve bank official etc.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	EGD
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>		<b>DURATION:</b>	<b>3 HOURS</b>
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This section of the instrument is aimed at providing valuable feedback to schools, subject advisors, teachers and learners about common errors committed by candidates in the answering of questions, to assist teachers and subject advisors to identify areas that need to be given special attention in the teaching and learning of the subject in 2015.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary))

- General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- Why the question was poorly answered?
- Provide suggestion for improvement in relation to teaching and learning
- Describe any other specific observations relating to responses of learners
- Any other comments useful to teachers, subject advisors, teacher development

## SECTION 1: (General overview of Learner Performance in the question paper as a whole)

The question paper was definitely within the capability of a Grade 12 candidate who worked consistently throughout the year. Although the question paper was of a fair standard the question paper had a great deal of detail to draw which slowed the candidates down and as a result the candidates were under extreme pressure to finish the paper in the allocated time. The question paper tested the maturity levels of candidates both how to read the question and to follow the instructions as well as to interpret what had been asked. Question four in particular had three views to complete which had a lot of detail. Some of the detail was extremely small which made it difficult to draw. However, some candidates managed to complete the paper and performed very well. Candidates who worked thoroughly and consistently throughout the year performed well while others were mediocre. Learners and teachers must remember that EGD is a skilled based subject and has to be practiced regularly. Learners must actually draw past exam papers or exercises of appropriate standard in order to increase their speed and accuracy if they wish to obtain a good mark. Past papers from National and Provincial level are good sources to use. The Exemplar given this year by National Education was a good source to use as it gave a good guideline what was to be expected in the final paper. Just looking at passed papers is not enough. Questions must actually be drawn out if good results are expected. All the questions incorporated lower and medium level knowledge and skills which gave all candidates the opportunity to at least pass the paper. The paper also had enough higher order questions to challenge the more advanced learner. Cognitive skills of comprehension and the application thereof were also required from the candidate. The question paper covered most of the grade 12 content and concepts as prescribed by the CAPS guidelines. Enough content and concepts were tested despite the fact that there were only four questions. All the questions fell within the scope of the prescribed syllabus and no unfair questions were asked.

No candidate can complain about the type of questions asked and the terminology used in the paper. The questions posed were similar to past exam questions, therefore Candidates should have had no trouble in understanding, reading or interpreting the questions if the syllabus was covered in the class room.

Besides the fact of all the detail the candidate had to work through, the question paper is of a good standard for Gr.12. All the drawings and given information was clear and accurate.

The quality of the reproduction of the question paper was neat and of a high standard and very neatly presented.

## 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>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p><b>ANALITICAL:</b> This question tested the ability of the candidate to read and identify certain civil features. Overall this question was surprisingly poorly answered as candidates did not read the question correctly or understand what was required.</p> <p>The questions posed were to the point and reasonably easy. The answers to most of the questions are clearly stated on the information sheet, in many cases right next to what is being asked.</p> <p>This was a fair question and candidates could have obtained more marks if they had worked through the past examination papers and applied themselves during the year.</p>

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Candidates had problems identifying certain features and made unnecessary mistakes causing them to forfeit easy marks. The questions posed in this question were easy and could be read directly from the given sketch.</p> <p>The majority of the problems where candidates lost marks were in the following questions:</p> <p>(a) Question 7. The colour of new timber on a drawing. (Yellow)</p> <p>(b) Question 8. The colour of new steel on a drawing. (Blue)</p> <p>(c) Question 9. The corner height, or height above sea level</p> <p>(d) Question 10 MH represents a Man hole not a main hole.</p> <p>(e) Question 11 The line at 3 indicates the boundary line and not a fence.</p> <p>(f) Question 14. The new paving is to be laid on compacted hard core. This is clearly stated on the paper.</p> <p>(g) Question 16. Many could not read the dimension from the building on the south western wall because they could not orientate the conference centre with the true north sign.</p> <p>(h) Questions 18 and 19. Determining the perimeter and area of the new conference centre was a problem to many candidates and was very poorly answered. This type of question is asked every year. It would be advisable to practice finding the perimeter and areas of rooms and houses in order to overcome this problem.</p> <p>(i). Question 20. Drawing a freehand sketch of the graphical representation (conventions) of the front view and the top view of a single urinal was poorly answered. Candidates must know these graphical symbols as they will appear every year in the paper.</p> <p>Enough lower- and medium-level questions were incorporated in this question making it a fair question in which candidates could have obtained good marks.</p>

(c) Provide suggestions for improvement in relation to Teaching and Learning
The maxim “practice makes perfect” applies here to the fullest degree. There are many good analytical



type questions in past exam papers. These questions can be worked out regularly or used as class tests. Several questions are repeated yearly. The only way to get to know the terminology used in paper 1 is to work through as many of these analytical questions as possible. Candidates can score good marks in a short period of time in the exams if they do well in this question.

(d) Describe any other specific observations relating to responses of learners

Printing neatly and legibly is of vital importance. These answers are supposed to be printed neatly according to drawing standards. In most cases the answers are very untidily given, not even printed. Learners must be encouraged to print neatly and legibly when answering this type of question. Answers must be written with a pencil and not with a pen. The letters should be formed according to the SABS code of practice. The answers must be placed in the appropriate space provided. However, due to time constraints neatly written work was accepted.

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

Teachers can get together and discuss relevant problem areas. Cluster meetings can also be used more productively in discussing the content of the exam paper and the report on the learners' responses. Weaker schools will benefit a great deal from this discussion. Many queries and challenges can be resolved by these informal discussions. The subject constitutes a Civil as well as a Mechanical component. The expertise who have formal Civil training can be used fruitfully and give valuable advice to those who need it.

## QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

### SOLID GEOMETRY:

This is the first time that a solid geometry question had been asked, as a result this question was poorly answered by most candidates. A high percentage of candidates did not even attempt this question. Of those who attempted the question, a very few obtained high marks. The majority of candidates who attempted this question only managed to reproduce the given information. It is clear that this section of the syllabus had been neglected.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

It is very clear from the answers that this section of the work had been omitted or very superficially done. The first problem was that candidates could not draw the given information because of the lack to draw certain basic geometrical figures. There were three geometrical figures to construct viz. a simple square, a hexagon and a pentagon. To draw the front view the hexagon and the pentagon had to be constructed first. Constructing the pentagon was the biggest problem as most candidates forgot how to construct the pentagon which is covered in Gr. 10. However, any five sided figure was accepted and after penalization

principle of marking with the mistake was applied.

Even though the candidates started poorly which caused their views to be incorrect marks were still awarded if the candidate showed knowledge concerning the projection and sectioning of solids.

Even though this question had been poor answered by most candidates it still remains a good innovative question and definitely within the ability of a Gr. 12 learner.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Learners must be exposed to this type of question as this solid geometry type question will appear in future papers. There is not enough time in the class room to do enough of these examples so as to entrench it in the minds of the learners. Therefore learners must be prepared to also work at home if they wish to master this type of problem. Similar questions are covered in the Gr. 11 syllabus. They have to be drawn physically not just looked at.

(d) Describe any other specific observations relating to responses of learners

The question must be read correctly and answered what had been asked. The question had been asked in first angle projection but was often drawn in third angle projection. The front view had been cut instead of the left view. Hidden detail in the non sectioned areas had often been omitted. These careless mistakes caused candidates to lose unnecessary easy marks.

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

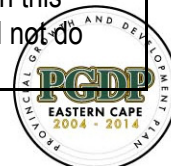
The exemplar issued by National Education had a good example of this type of question. The question in the question paper was in fact easier than that in the exemplar. Discuss this type of question at cluster meetings or arrange special meetings for teachers who are experiencing problems conveying this knowledge to their learners. Weaker schools will benefit a great deal from these discussions. Many queries and challenges can be resolved by these informal discussions.

### QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

#### PERSPECTIVE:

This question was answered extremely poorly. However, a few centres performed s very well in this question. The question was unusual as it was a perspective of the inside of an entertainment area. The horizon line was placed lower down than what candidates were used to and this seemed to have a negative effect on their performance of the question. However, the constructions to complete the drawing remains exactly the same as for any other perspective drawing. Candidates should have noticed that two walls and the tiles touched the picture plane, if projected down then true heights of the building could have been determined from these lines. The performance of the candidates ranged from very poor to good. This question was fair and reasonable for a grade 12 level question. Candidates who performed well in this question identified the lines from which true heights could be taken. It was clear that teachers did not do enough or any of this type of perspective.



(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Many candidates could not even recognise the drawing because of the unusual way in which the views were presented. Naming the vanishing points however still needs to be entrenched into their minds. Unnecessary marks were forfeited for this negligence. There are a number of reasons why candidates who did not receive good marks for this question: viz.

- (1) the vanishing points were incorrectly determined and often not labelled. The question clearly states “determine and name the vanishing points”. The vanishing points were often placed on the picture plane instead of the horizon line.
- (2) Many candidates ignored the given horizon line and drew their own horizon line just under the picture. This of course changes the entire shape of the building and caused the drawing to be inaccurate.
- (3) About 80% of candidates drew a vertical line from the SP and used this line to obtain the true height and projected from this line to the VP’S instead of using the two lines of the wall which touch the picture plane.
- (4) It is evident that the basic knowledge of constructing the perspective semi circle is not understood by most learners. This aspect has appeared many times in past papers but no improvement is shown. In most cases the semi circle had been omitted thereby forfeiting unnecessary marks.
- (5) The height and length of the seating and opening were often drawn from the incorrect line.
- (6) Many candidates only manage to determine the two vanishing and left the rest of the question out completely.

(c) Provide suggestions for improvement in relation to Teaching and Learning

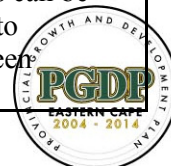
Learners are required to draw Two point perspective drawings in Grade 11. A good foundation must be laid in Gr. 11 already. Teachers must ensure that the work done in Gr. 11 is not neglected as they are being prepared for Grade. 12. A good number of two point perspectives from National and Provincial papers must be drawn out as these examples are of the correct standard. A two point perspective drawing will most likely always be asked in the exam papers. A similar question has been asked in the exemplar. Had the learners worked through the example they would have had no problem answering this question.

(d) Describe any other specific observations relating to responses of learners

This question contains a large number of construction lines that must not be erased as valuable marks can be lost. If the candidate determines the vanishing points incorrectly, he/she only loses the marks for the vanishing points. The rest of the question is marked according to his/her mistake. These construction lines assist the markers if the drawing is slightly inaccurate or even incorrect. Particular attention must be paid to accuracy and neatness.

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

The only way to improve the marks in this question is by working consistently throughout the year. There are many examples available from past exam papers that could be used to entrench the principles required to draw good accurate perspective drawings. Teachers must emphasise that if the desired point does not fall on the line which touches the picture plane then new true height lines can be generated. In other words if the points lie in different planes. Attention must now also be paid to perspective drawings of the inside of rooms, e.g. kitchens, entertainment centres etc. ( as had been asked now)





## QUESTION 4

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

### CIVIL DRAWING:

The entire question or part of the question was attempted by all candidates. The performance of the candidates varied from fair to very good. Unnecessary marks were forfeited simply because candidates do not read the question paper properly before attempting the question. Learners must be made aware that there are always notes to be read and schedules to check. If the candidate did not read the question properly the views were placed in the wrong positions and unnecessary mistakes were made. It can be clearly seen from these mistakes that attention was not given to the notes and schedules. This question was comprised of three sections. Completing the floor plan, drawing a north elevation and a sectional elevation through a cutting plane. The following problems must be brought to the attention of the teachers and learners.

### FLOOR PLAN

- (1) Labels - inserting the room designation and floor finish was often neglected. In many cases only the one component was given, either the room designation or the floor finish.
- (2) Electrical - the given graphical symbols must be used from the given legend  
incorrect symbols were used at the designated points  
fluorescent lights were drawn without it's designated wattage as indicated on the legend  
the electrical wiring must not be drawn as a straight line with a straight edge but curved freehand. The switch socket outlets were often omitted. The symbol for the ceiling light was often incorrect.
- (3) Windows - marks were deducted for not being the correct length, window frame incorrectly positioned and not & doors showing the window sill. In some cases the swing of the doors were not shown or done free hand. These similar mistakes occurred last year.
- (4) Hatching - hatching was not always compliant with the SANS 10143 document. Often done at the wrong angle and mechanical representation was used. Some of the walls were also not hatched.
- (5) Fixtures - the exact graphical symbols must be used as specified in the question paper. The symbol was either correct or wrong. Consult the SANS 101143 document for the correct graphical symbol. No marks were awarded if the pictorial view from the exam paper was used.
- (6) Cutting- According to the given plan view the one window could have been placed to the left thereby Plane missing the Plane cutting plane. The learner will then forfeit 3 marks in the sectional view is drawn. Many of the good candidates lost 3 marks because of this oversight. In addition no mention in made in the assessment criteria of marks allocated to the window.

### NORTH ELEVATION

The question clearly states that first angle principles must be used. However, candidates seem to ignore this instruction and draw the views in third angle or place them any inappropriate place. Common mistakes that were observed:



- (1) The roof height s were mostly incorrect. To find the height of roof 1 was a challenge to most candidates.
- (2) The fascia board and gutter was often incorrectly drawn. The lower edge of the fascia board can be seen. This line was often omitted.
- (3) The rain water down pipe was often places on the side of the north view instead if in the front. The gully for the RWDP was often not drawn.
- (4) The window was often incorrectly placed with no window sill and inaccurate.
- (5) The FFL line often omitted.
- (6) The required labels were very untidily places anywhere near the view. Labels must be placed in the appropriate places. The correct abbreviation must be used and printed horizontally so that it is legible.

## SECTIONAL ELEVATION

This elevation was often placed in the incorrect position and not turned so as to read the drawing correctly. A number of unnecessary errors were made causing the loss of easy marks.

- (1) The roof had a great deal of detail which was often omitted or drawn at the incorrect scale. The following detail needs to be noted:
  - (a) the roof pitch is set at 20° which was not always the case from the candidates answers
  - (b) the purlins are spaced at 1080 c/c and often placed in the incorrect position.
  - (c) the wall plates are not shown
  - (d) only five branberings were required and evenly spaced.
  - (e) the fascias and gutters were often omitted
  - (f) the incorrect roof truss was shown in the sectional view. The sectional plane passes through roof
2.
  - (g) the size of all the beams must be to the correct scale.
  - (h) the roof cap was not drawn according to the given information.
  - (i) the roof cover was in many cases omitted.

If the roof is to be constructed correctly the schematic diagram of the roof truss and the given information must be analysed.

- (2) The foundation detail was not badly drawn but in some cases inaccurate. The footing for the internal wall was often left out probably because of the different shape as compared to previous papers. However, the detailed drawing of the internal wall and footing was given on the information sheet. The substructure hatching was in many cases untidily done. Drawing lines randomly and incorrectly is not hatching. The size of the compacted hard core was often too thin not according to the dimensions given. Candidates don't always know the different types of hatching for the substructure. This entire substructure should be covered from grade 10 already according to the syllabus.
- (3) The window was often drawn on the incorrect side.
- (4) The DPC under the compacted hard core and at the window was often omitted.
- (5) The placing and inserting of required labels was poorly and untidily done.
- (6) The wall filling on the top of the outer walls were mostly omitted.
- (7) The question specifically asks for a double lintel above the window and not just a single lintel.

This question was not answered poorly but carless mistakes caused candidates to loss easy marks. In fact his question was the life saver and helped many candidates to pass this subject.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common





committed by learners in this question, and any misconceptions.

By not paying attention to finer detail and inaccuracy cost candidates many marks. The main reasons were listed in (a) above. This question was answered fairly well by many candidates. Candidates who performed average or poorly made some careless mistakes and omitted some detail which cost them marks. If the problems stated above can be taken note of and applied then the marks for this question will improve.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must firstly read the report containing the common mistakes made by the candidates in the November paper and convey this information to the learners. These same mistakes must not occur again in the forthcoming exams. The only way to improve their marks is by ensuring that a variety of this type of question is worked through carefully taking note of the finer detail and emphasizing the special notes on the question paper. There is no other magical substitute for this. This question is time consuming and therefore the learner must be prepared to work on this type of question at home as well. The emphasis of this type of long question is time management and correct interpretation. Learners must try to increase their speed without compromising the quality of their answers.

(d) Describe any other specific observations relating to responses of learners

First angle principles must be used in this question when looking at the required view. The sectional view must be drawn in the direction of the arrows and placed in the position according to first angle principles. Learners often don't know how to interpret a cutting plane. This then creates a view that is incorrect or full of unnecessary mistakes.

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

Teachers must emphasise that the various parts i.e. fixtures and all roof detail must be according to the scale given. Many of the components were out of proportion. The purlins, branderings, wall plates and fascia boards are very small on a scale of 1:50. However these features must be clearly shown if the marks are to be awarded.

PLEASE NOTE:

Most of the mistakes made by the candidates mentioned above were also made last year. It appears as if the report on the marking of scripts is not read by the teachers or conveyed to the learners. Teachers, please scrutinize this report thoroughly and keep reminding the learners of these mistakes as you cover the syllabus. Some are small minor errors but unnecessary marks are being forfeited due to ignorance or carelessness. Teachers please encourage your learner to draw neatly. This subject is a subject of precision and should be treated as such.





## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGINEERING GRAPHICS AND DESIGN
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	10 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1:**

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

To answer this question you have to look at the performance of Districts in the Province. Some Districts performed well while other districts under performed. Some centres within districts were the exception to the rule. These centres must be used to uplift the standards in the rest of the district. It seems that the majority of candidates performed better than last year but the large amount (30.3%) of candidates that still could only achieve a level one is of great concern. This can be attributed to a few factors, namely: (a) inadequately trained teachers, (b) pupils not interested, (c) pupils not having the correct instruments.

### **SECTION 2:**

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

<b>QUESTION 1 (Analytical - 30 marks)</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Sections of the question was well answered by the majority of the candidates, but overall this question was poorly answered.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Question 1.1 - 1.8, 1.10 &amp; 1.18: These questions were lower order cognitive questions and had to be read of the given drawing or title block. The majority of candidates obtained a 70% and above mark for this section. (8 marks)</li> <li>Question 1.9 &amp; 1.11: This question tested the candidates knowledge of the sectioning of parts. This work has been done since grade 10 and is fundamental</li> </ul>

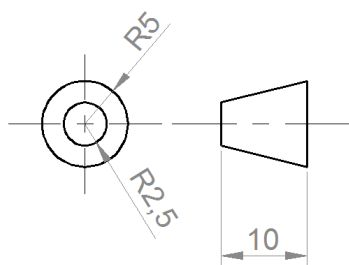
knowledge that a candidate should have if he wants to make a success of EGD. All the questions in paper 2 is based on the candidates knowledge of third angle orthographic projection. The majority of candidates answered this question incorrectly. (4 marks).

- Question 1.10: Candidates had to interpret what two lines on a view was indicating. The word “hole” was excepted as correct although the correct answer was “oil hole”. Very few candidates obtained any marks here. (1 mark)
- Question 1.12A-C & 1.13: These questions were testing the candidate’s ability to find three dimensions on the given views. The majority of the candidates obtained only 1 mark out of 3 for this question. Some candidates could not find any of the answers. (3 marks)
- Question 1.14: Very few candidates could identify the part G as a “stud”, which indicate that candidates do not know the terminology used in EGD. (1 mark)
- Question 1.15 & 1.16: Candidates do not know what the conventions in mechanical drawings are used for. Very poorly answered. (2 Marks)
- Question 1.17: Candidates had to identify what a machining symbol look like and then count how many of the surfaces had to be machined. Less than 5% of the candidates could count the 7 machining symbols. (1 mark)
- Question 1.19: Candidates do not have the general knowledge to know how parts work in a mechanical drawing and what the function is of different parts.
- Question 1.20: This question was asked in every question paper since 2008. The candidate had to draw, in freehand, a third angle orthographic projection symbol. Many candidates did not attempt this question, although the answer to this question is on page 5 of the question paper. The reading/understanding skills of the learners leave much to be desired. Many candidates gave answers that showed they did not understand the questions. Some candidates gave the names of the parts of the drawing instead of the dimensions.
- The lack of knowledge of technical terminology was a big factor in the inability of the candidates to answer questions.
- The inability to read/understand a drawing was evident in the wrong answers/dimensions that was given in some questions.
- Question 1.1 – 1.8, 1.11, 1.12A-C, 1.15, 1.17 and 1.20 were asked in previous examinations and they were still very poorly answered, that shows that teacher do not consult previous papers when they do their lesson planning.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct terminology for the subject.
- Exercises in the reading of drawings must be done to improve the candidate's ability to find dimensions.
- Teachers must make use of old examination papers to guide the candidates in how to answer the analytical question.
- Teachers must teach their candidates how to write dimensions, e.g. A/F97, Ø50, 150°, etc.
- Candidates must answer questions correctly, e.g. if the question states that the projection symbol must be drawn in freehand, then it must be freehand. The opposite is also true; if instruments are required freehand drawings will not be accepted. Time management is essential to complete all the questions.



**(d) Describe any other specific observations relating to responses of learners**

- The responses from candidates indicate that many of them do not understand the terminology and language that is used in the paper. The answers would reflect that they did not understand what was asked, e.g. dimensions become names of parts, etc.

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

- This is the type of question that you give to your pupils and they have to take it home and research the answers. Let the class then decide which answer is the correct one and why.
- To get candidates to learn where the different views must be placed in third angle orthographic projection, let them print the names of the views below the drawings they do for CASS.
- This type of question should be asked in grade 10 to start developing their skills in reading drawings.

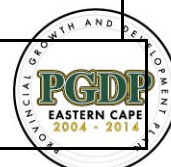
<b>QUESTION 2 (LOCI AND CAMS - 38 marks)</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Question 2.1 and 2.2 were poorly answered.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>Question 2.1 LOCI (Spring)</p> <p>The following common errors were made:</p> <ul style="list-style-type: none"> <li>• No centre lines were drawn</li> <li>• Candidates did not read the question and drew square springs, augers and simple single line helix.</li> <li>• The pitch could not be found by most learners</li> </ul> <p>Question 2.2 CAM</p> <ul style="list-style-type: none"> <li>• Many candidates did not show the constructions to divide the rotation or displacement axis in equal parts.</li> <li>• Most candidates could only plot the uniform velocity part of the diagram and they left the simple harmonic and acceleration and retardation part of the question out.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning.</b>
<p>Question 2.1 &amp; 2.2</p> <ul style="list-style-type: none"> <li>• Teachers must teach according to the CAPS document. Work that was done in Grade 10 &amp; 11 must be revised in Grade 12.</li> <li>• Dividing lines into equal parts must be practiced more extensively.</li> <li>• The different variations of movement must be practiced.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners.</b>
Candidates must read the questions carefully to avoid doing the wrong drawings.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
More practice in Loci and Cams must be done. They are not drawings that take a long time to do and can easily be practice in class time.

<b>QUESTION 3 (Isometric – 37 marks)</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Most schools answered the isometric drawing well. There are still some centres where there is a lack of understanding the concept of converting from 2D to 3D.</li> <li>• The base of the drawing was well answered by the majority of the candidates that attempted the question.</li> </ul>



<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>
<ul style="list-style-type: none"> <li>• Candidates could not read the drawing, change from orthographic view (2D) to isometric view (3D).</li> <li>• The question stated clearly that all constructions should be shown; some candidates rubbed out their constructions. They forfeited marks if they did that.</li> <li>• Construction of the isometric quarter circle is still a problem for many candidates. This is work that should have been covered in grade 11.</li> <li>• Very few candidates inserted the centre line in the circle.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teachers must make use of previous exam papers to enlighten candidates on how the question is asked and what is expected of them. This question, if asked without the section, would be a good question for grade 11.</li> <li>• More exercises in isometric drawings must be done in the previous grades to help the candidates to improve on their marks. This question is a good example of why EGD is skills based subject. Candidates must practice to read the 2D drawing and convert it to an isometric view 3D.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• A few candidates still did not place point P as the lowest point of the drawing as required.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Pupils must practice isometric drawings in all grades.</li> <li>• Teachers must show pupils how to look for non isometric lines and when it is necessary to construct an auxiliary view and how to copy that view to isometric.</li> <li>• Practice the constructing of circles and semi-circles.</li> </ul>
<b>QUESTION 4 (Assembly – 95 marks)</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Most candidates attempted this question with some degree of success and the marks for this question varied from centre to centre.</li> <li>• Some centre's still did poorly in this question.</li> </ul>



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Many candidates have a problem with drawing accurately and that cost them marks.
- Many of the candidates do not know their rules of sectioning, e.g. (a) not changing the direction of sectioning for adjacent parts, (b) part-sectioning of changes to the socket head screw, (c) sectioning of the washer, nut and flange stud and (d) using civil hatching in mechanical drawing.
- Construction of the nut was also problematic.
- Many candidates did not draw the left view in the correct position.
- Some candidates also drew the views in first angle orthographic projection instead of third angle.
- Very few candidates inserted the centre lines and cutting plane.
- Very few candidates copied the given welding symbol.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct rules of sectioning.

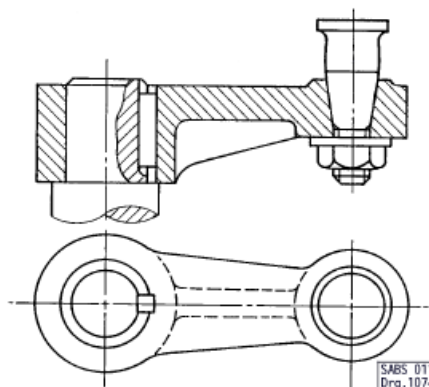


Figure 28 — Rib, shaft, key, crank pin, nut and washer, not sectioned

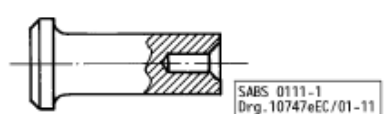


Figure 23 — Part section

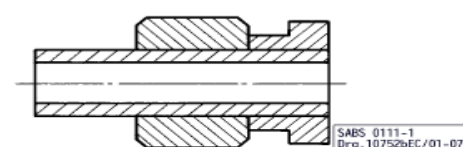


Figure 17 — Hatching interrupted for dimensions

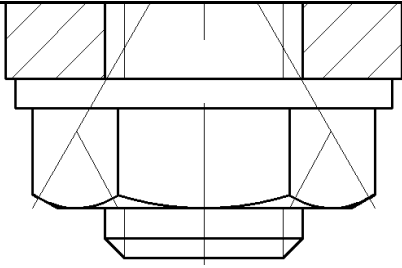
- Exercises in the reading of drawings must be done to improve the candidate's ability to fit the different parts together.
- Teachers must make use of old examination papers to guide the candidates in how to answer the assembly question.
- Teachers must make sure that the candidates understand the rules of sectioning and do relevant exercises to improve their understanding.

**(d) Describe any other specific observations relating to responses of learners**

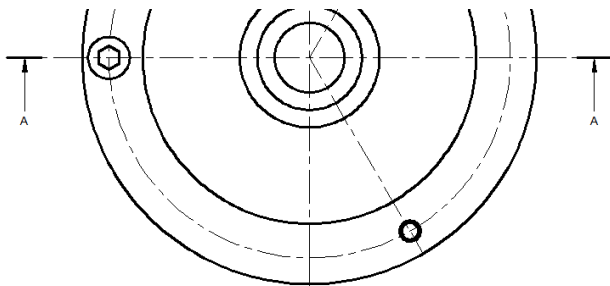
- Planning of the placement of views is critical.
- Centre lines were very poorly drawn.
- Very few learners were able to construct the nut properly.







- Very few learners labelled the cutting plane and drew centre lines correctly.



- Many candidates used civil hatching, and hatched at the wrong angle.
- Parts of the assembly were often drawn as unassembled.
- It appears as if more candidates are attempting this question with some kind of success, but they need more practice in assembling the parts.
- It appears as if some centres/candidates still do not have the basic requirements/equipment to offer the subject, e.g. drawing boards, t-squares, set squares, compasses, flexi-curves, etc.

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

- In grade 10 pupils are required to section simple castings. Let the grade 10 pupils do the sectioning of one of the components of the grade 12 exam papers. Do not let them assemble the components, but let them section all the parts separately. When they get to grade 12, they will not see it as an impossible task.
- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct rules of sectioning.
- Exercises in the reading of drawings must be done to improve the candidate's ability to fit the different parts together.
- Teachers must make use of old examination papers to guide the candidates in how to answer the assembly question.
- Teachers must make sure that the candidates understand the rules of sectioning and do relevant exercises to improve their understanding.



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## **NSC 2014 CHIEF MARKER'S REPORT**

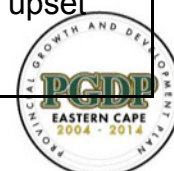
<b>SUBJECT</b>	ENGLISH FIRST ADDITIONAL LANGUAGE		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	27 OCTOBER 2014	<b>DURATION:</b>	2 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The initial impression of the question paper as a whole was that it would be easy for learners to score high marks. However, learner performance showed the opposite. Candidates performed poorly in Question 1(1.1, 1.2, 1.3, 1.4, 1.5.2, 1.5.3, 1.6, 1.7.2, 1.8, 1.9 1.10, 1.11 and 1.12) as they were unable to use their own words and contextualise their responses. The majority of candidates quoted blindly without paraphrasing then lost marks as they could not be awarded full marks.

The choice of text in Question 2 is appropriate and relevant. Teachers must stress that learners must write summaries that are within the word limit. Many learners showed poor understanding of what was required in the question (security features of a smart card that will prevent identity fraud); instead they gave instructions on how to make a smart card and some talked about security guards. This contributed to a poor performance. Question 3 .The worst poorly answered question. Candidates struggled to answer 3.3 and 3.5 both worth 6 marks and they failed to fully explain and gave scanty sometimes irrelevant answers.

Question 4 was poorly answered. Learners could not even state visual clues (4.1.2) and learners were not specific about the facial expression showing that the driver is upset (4.2). Learners also struggled to explain the pun in 4.5.



Question 5. Candidates fared poorly in 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.6, 5.2.2 and 5.2.3; learners seem not to have the grasp of basic grammar as they could not identify and correct errors, rewriting sentences into negative, direct speech and active voice..

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

#### (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was poorly answered by the majority of learners scoring low marks- below 15 marks which is 50% of the question. With the text provided for the comprehension one would think that learners could score more marks, it is easy to read and it accommodates both urban and rural candidates. With those learners that scored between 15-27 marks it is evident that the text was appropriate, relevant and easy to understand.

#### (a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The majority of learners fared poorly because they find it difficult to answer questions in their own words. They tend to quote verbatim, generalize answers instead of referring to the context, give little or no substantiation at all, repeat same facts in different questions, and do not look at the mark allocation and therefore give scanty responses that cannot score them full marks.

The following common errors have been noted in this question:

#### \*Quoting verbatim and not scoring full marks

Question 1.1- "limited resources, many people have to travel long distances...families."

Question 1.2- "they provided three coaches to be used...eye care to rural communities."

Question 1.4- "The health care staff includes close to 40 student volunteers... related fields."

Question 1.5.3- "equipped with the latest...technology...has more than doubled...facility"

#### \*Generalized answers instead of referring to the context/passage



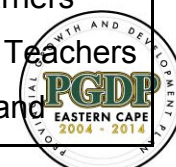
Questions 1.6 learners tend to talk about a trusted family friend in general without any reference to the text; also in question 1.7.2 learners' answers do not refer to the case of the grandmother, some gave the impression that the old lady was blind. In question 1.9 learners' responses make no reference to improvements with regards to the services that are currently offered by Phelophepa, they even suggest that Phelophepa must construct/build RDP houses and clinics, supply water/food parcels, etc. In question 1.11 some learners missed the point of mentioning the imbalance on spending, they refer to their experiences with alcohol. Some even wrote about doctors who drink alcohol and teachers who like shopping for clothes.

**\*Scanty answers/no substantiation at all**

Learners failed to break down some questions and give full responses. They focused on one aspect of the question and ignoring the other parts, e.g. in 1.3 they only gave the meaning/origin of Phelophepa leaving out linking the meaning to what the train offers/does. Also in 1.7.2 learners gave a feeling and one reason. In this case they were not credited for the initial feeling but for their reasons. Most struggling learners could not score full marks for question 1.5.2-they gave one word answers like "begin" and some could not explain the phrase "hit the tracks". In question 1.8- learners could not give the figurative meaning of "South Africa's Train of Hope", 1.11- some learners missed the point of mentioning the imbalance on spending, and in question 1.12- they could not make a comparison between statistics/numbers and illustrations irrespective of what they chose as more effective.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Learners must be taught and drilled on using own words as per given instructions. The fact that they are referred to specific paragraphs must not be a reason for them to just quote blindly. In the past learners could still score full marks irrespective of quotes. **The news has to be conveyed to each school that when learners are instructed to "answer in your own words" it means exactly that.** Teachers must give more activities for comprehension so as to improve the learners vocabulary and the skill of answering in own words. Learners must be taught question words/key words in questions so that they may respond accordingly. For an example in question 1.6 learners should be taught to look for key words and explain them by giving three facts for full marks (3). Learners must be encouraged to read widely so as to improve their general knowledge. Teachers are also urged to give exercises that will expose learners to idiomatic phrases and



figurative language. Learners should also learn to think critically and reading must be enforced. More activities are needed on visual texts especially Text B where learners could not interpret well.

**(d) Describe any other specific observations relating to responses of learners**

Struggling learners failed to correctly answer questions 1.5.2, 1.5.3, 1.6, 1.7.1, 1.7.2, 1.8, 1.10, 1.11 and 1.12. Their lack/poor comprehension skills and limited vocabulary contributed in that they could not interpret information, they lifted chunks from the paragraphs they were referred to. Some learners hand writing is difficult to read. The responses of learners who scored high marks showed that these learners have the vocabulary to express themselves well. Learners are careless; question 1.9 is not interpreted as “How can the services of Phelophepa be improved” but as “How Phelophepa improved the people’s circumstances”. They also do not know the basic words- “track” in question 1.5.2 is “truck” to many learners. The lay-out of many scripts is poor with an incorrect numbering sometimes.

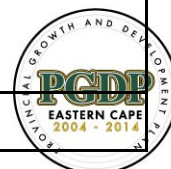
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

Teachers should put more emphasis on the issue of paraphrasing instead of quoting so as to avoid unnecessary penalties. Learners should be equipped with this skill because those who attempt to paraphrase end up with meaningless/non-coherent sentences. Subject Advisors should visit schools regularly so as to check on the progress made in all the suggested aspects.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Learners are doing well when it comes to writing a point form summary. However, a number of learners performed poorly in this question with some scoring no marks, with the exception of learners from performing centres who easily scored up to 10 marks.



**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

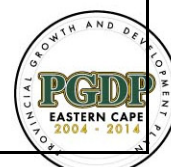
Learners tend to use quotes rather than using own words and sometimes irrelevant quotes. It seems as if those learners who scored low marks had a problem understanding the passage. For example some learners are not able to differentiate between a “security feature” and a “security guard”, they would often give details about security guards. There seem to be a misunderstanding of the question as some learners focused on giving instructions on how to make a smart card rather than focusing on its security features. Some learners still do not cross their drafts. It is also evident that learners use past papers for practice as they put their answers in two columns titled quotations and own words. This makes it difficult to choose the one to be marked. Learners lack vocabulary to express themselves well, they struggle to paraphrase main ideas. Some include irrelevant points and examples in their summaries; the most common was the inclusion of the introductory paragraphs in their facts. Certain centres have candidates who did not even attempt to answer this question. A common trend is that summaries are too long, but learners still indicate the word count within the limit. This suggests that they are getting away with this at their own schools. Struggling learners who paraphrased had poorly constructed sentences leading to incoherent facts that could not be credited.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners must be taught and drilled on using own words as per given instructions. In the past learners could still score full marks irrespective of facts being quoted. Teachers must give more activities for summary and expose learners to different questioning styles, that is, learners must know that they will not only be asked to write summaries on how to do something. Learners must pay attention to detail and refrain from ambiguity. Teachers need to teach learners to either use own words or quotes that come with penalties, not both as presented in the memorandum



<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners tend to be lazy to read for specific information and assume that they will get facts from the first paragraph of the text, which in some cases is not the case.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Summary activities must be given weekly and Subject Advisors must monitor that closely. Learners must be taken through the reading process(pre-reading, reading and post reading)  Learners must be encouraged to use full sentences and to start a sentence with a capital letter.
<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 poorly answered with the majority of learners scoring no marks. This question showed the worst performance of learners when compared to other questions. Those that scored a mark could only answer question 3.1 correctly. Only a few managed to score a top mark which is 8 in our case.
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners struggled to understand the advertisement; they misinterpreted the advertisement, some learners confused the word "sunshine" with a brand name of a margarine and some thought that the dogs are blind or they are just pets and the advert is for dog lovers-their answers referred to men who take care of dogs. Some learners saw the dogs as security for the woman not guide dogs, with some mentioning the fact that dogs are a man thing (cultural influence for most rural learners). Very few learners were able to relate the picture to the message of the advertisement. Most learners struggled to answer questions 3.2, 3.3, 3.4 and 3.5. With question 3.3 most learners gave generic explanations of the words "my friend, my eyes and my sunshine".





<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must focus on teaching the techniques of analyzing the advertisements. More exposure to visual literacy would equip learners with the necessary skills. Learners must be taught question words/key words in questions so that they may respond accordingly taking into consideration the mark allocation too. Learners must be drilled on answering open ended questions.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners tend to think that adverts only promote household products like shampoo, they gave answers like the dogs must be washed using their shampoo.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be exposed to a variety of advertisements; more emphasis must be put on critical language awareness. Teachers must share good practices especially during cluster meetings/moderations
<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>
Learners performed poorly in this question with struggling learners scoring between 0-3 marks only. A few managed to score between 9-10 marks. Some learners did not attempt to answer this question.
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners could not interpret the cartoon; some even ignored the note because they kept referring to Mavis and Zandi as men not women. Most learners could not pick up the visual clues required in 4.1.2. Some learners kept on referring to other frames when answering 4.1 questions. Struggling learners could not identify the pun or ambiguity. Learners gave answers like “she is not talking to her assistant” as a visual clue (4.1.2). Some learners could not be specific on facial expression and some said the mouth is closed for 4.2 instead of “curving down”.



<b>(d) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must work hard in helping learners to understand cartoons better. More exposure to visual literacy would equip learners with the necessary skills. Learners must be taught question words/key words in questions so that they may respond accordingly taking into consideration the mark allocation too. Learners must be drilled on answering open ended questions.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Cartoon analysis is still a challenge for many learners; this is evident from their poor performance.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Critical language awareness must be closely observed when teaching cartoons. Teachers must work harder and compile a resource pack for visual literacy.
<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>
This question was poorly answered by the majority of learners; some even scored marks ranging from 0-3. Some pockets of excellence were evident with learners scoring up to 17 marks.
<b>(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Struggling learners could not pick a single error in 5.1.1, careless mistakes on spelling, punctuation and simple following of instructions were evident in most learners. Some learners could not understand what a homophone is; some gave answers like "I am standing on top of a homophone". Quite a number of learners gave the word "stirs" as a homophone. Most learners struggled to answer questions 5.1.2, 5.1.3, 5.1.5 and 5.1.6. Surprisingly some learners gave "goodest" as an answer in 5.2.3 (c). Also 5.1.2 posed a challenge because learners showed little understanding on the use of conjunctions used as pairs (either or).



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers need to do a thorough revision on the most basic things in grammar, e.g. concord, parts of speech, active and passive voice and changing from indirect to direct speech. Learners must be given daily exercises on these aspects.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners could not punctuate correctly for direct speech which made them lose 2 marks.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Back to basics must be the order of the day for all schools. More focus must be given to lower grades (8-11), and subject advisors must monitor that closely. The CAPS document must be used by all teachers as it stipulates what must be taught and when per grade.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH FIRST ADDITIONAL LANGUAGE		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	06 NOVEMBER 2014	<b>DURATION:</b>	2 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

As the first CAPS examination, this year's paper has proved to be quite rewarding and beneficial for the learners. The questions set on the novels do fit well into the CAPS curriculum which requires the learner to have his own opinion on the novels taught. The curriculum envisages a learner with a critical mind on issues surrounding him. Most of them proved capable of responding to such questions.

Drama has proved to be the most popular choice this year, with the majority of learners attempting QUESTION 5.

SECTIONS C and D were also favourites amongst the learners.

### **SECTION 2: Comment on candidates' performance in individual questions**

<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>
This was a well-answered question. Learners' response proved that they have been taught well. They showed an understanding of the themes and characters. Responses reflected their understanding of the novels as a whole.



**(b)**

**Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners who came up with poor answers proved to be those who responded to a genre they were never taught at their schools.

**© Provide suggestions for improvement in relation to Teaching and Learning**

Educators are advised to continue making use of extracts from previous question papers for classroom discussions and revision.

**(d) Describe any other specific observations relating to responses of learners**

A few learners struggled with grammar which affected the expression of their ideas. In some responses, mother tongue interference could be noted in word choice and spelling.

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

Educators should continue with good teaching of characterisation and themes. Making use of good study guides to enhance the teaching of the novel is also advised.

## QUESTION 2

### **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This year has seen even fewer centres responding to this question as compared to the previous years but the performance has been average. Learners showed understanding of the Novel with regard to characters where they had to state differences between Jack and Ralph (2.2.3) and also present a discussion on themes prevailing in the novel. Most of them presented good arguments on whether Piggy could or could not be a good leader (2.1.7). This showed their understanding of the character.

### **(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Responding to the question on tone (2.2.5) again proved to be a challenge in this examination. Also, in 2.2.2(b) some learners could not come up with the figurative meaning of 'their befouled bodies'. Question 2.1.5 also proved a challenge to the learners.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

For learners to gain understanding in the difference between the literal and figurative meaning of words, they need more exposure to such exercises. Educators are advised to spend time on this so that learners gain confidence in how they express the difference. Also, during class discussions on different characters, especially when character analysis is done, educators need to attend to the tone prevailing on those lines. This could be detected by the choice of words used by the character.

**(d) Describe any other specific observations relating to responses of learners**

Almost every learner who responded to Question 2 got 2.1.1 correctly. This suggests that learners know and understand the characters in the novel. Previously learners failed to stick to the number of words required in response to a question. There has been a vast improvement on that error this year.

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

Educators are urged to put more emphasis on the teaching of the difference between figurative and literal meaning of words and tone.

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

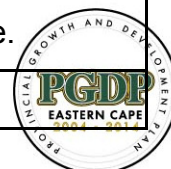
Very few centres attempted this question. The performance of those who did, showed that learners had been taught well. Learners understood the terms in the novel: "Harambe" and "Mau-Mau". Despite the improved performance, the following are questions that learners did not achieve well in: 3.1.7 and 3.2.7.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Discussion of themes seemed a challenge to some learners. Some could identify the theme but failed to give a holding discussion on it. Others gave the required discussion but could not identify the theme. With question 3.2.7, learners failed to present an understanding of the title of the novel and therefore support whether it is appropriate or not.

**© Provide suggestions for improvement in relation to Teaching and Learning**

The teaching of the relevance of the title in a novel can never be over-emphasised. This assists with further understanding of the entire novel. Through discussions during lessons, learners could present their opinions on the appropriateness of the title.





**(d) Describe any other specific observations relating to responses of learners**

Question 3.2.6 required a deeper understanding of the character Mumbi. Leaders needed to understand her through all that she does and say in the novel. Also, her interaction with other characters is vital in the understanding of her role in the novel.

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

Looking at how the examiner assesses characterisation, it is then of vital importance that educators attend to the role each character plays in the novel. Learners need to discuss why they think each character has been included in the novel. The above therefore calls for more emphasis on deeper discussions of characters during lessons.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The drama, Romeo and Juliet is not a popular one even though centres which responded to it gave a commendable performance with good responses on questions requiring the theme (4.1.6). The learners' responses on 4.2.7 and 4.2.9 proved that the system is achieving its goal of the envisaged learner: A learner with a critical mind and an open view of the world they will soon be venturing into. The opinions presented by our Province's teenagers showed well-thought statements which opened our eyes on their views on suicide.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The following are the questions that were poorly answered: 4.1.5b, 4.2.4a and b. In 4.1.5b, some learners found it difficult explaining how the figure of speech becomes relevant later in the play. For 4.2.4b, identifying Lady Capulet's tone proved to be a challenge to some learners.

**© Provide suggestions for improvement in relation to Teaching and Learning**

In 2013, learners struggled with questions on 'tone' and this was alluded to in the Chief Marker's report. 2014 has seen an improvement but still some learners fail to identify the prevailing tone in a character's words. It should always be remembered that Romeo and Juliet is a drama meant for stage performance. Educators can select a scene or two to be re-enacted in class by the learners themselves. They should be made to listen to the lines or choice of words as said by the characters and then detect the tone that is prevailing.

**(d) Describe any other specific observations relating to responses of learners**

Some of the learners' responses in Question 4 needed restating for them to be accepted. For instance in 4.2.5b, learners responded that Romeo's mother died of a heart attack. Yes, her heart was hurting when her son was banished, but what actually took her life was 'a broken heart'. For an English FAL learner the appropriate vocabulary to be employed when stating this fact, must be taught.

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

Drama is meant to be acted on stage. Educators need to find time to provide learners with the opportunity to act out some lines. This should give them an in-depth understanding of the characters at play and actually make them feel what the characters feel in the chosen lines. This could also help with understanding the tone at hand. Also, a good DVD on the play could be brought to the school for the learners to watch for further interpretation of the play.

**QUESTION 5**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

This was the most popular choice in the province. Varied performance levels were presented by learners. There were centres that performed very well and other that performed below par.

Generally, the centres presented an average performance.



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 5.1.1c proved a challenge as learners giving 'Themba' as the response. This is because they failed to note that the 'to' in the question is part of the infinitive 'forgive'. In 5.1.3, the instruction is that they must give ONE word, but learners tend to give more than that and lose marks. E.g. they would write 'he feels sad'.

In 5.1.5 the learners refer to Themba as a 'politician' and 'apartheid activist'. Question 5.1.7 required learners to identify and discuss the theme which is extract based. Some learners could not identify the theme, let alone discuss it. Question 5.2.3 expected learners to explain the relevance of the TRC to Sipho and his family. They had to give THREE points: Sipho disclosing the truth, interrogation by Mandisa and Thando and Sipho coming to terms with himself and his family.

The question on Nuremberg –style trials in 5.2.2 did not elicit a correct response. Learners cited 'revenge' instead of 'punishment' as its purpose. 5.2.6 assessed the learners' higher order level of thinking. They had to apply their logic in deducing the shortcomings of the TRC. They only paraphrased the lines.

In 5.2.4, learners seemed to have ignored the part: "which is evident in this extract". In so doing gave irrelevant responses. This further disadvantaged them from scoring marks for 5.2.4b as well.

Question 5.2.7 required an understanding of who Mandisa is and her role in the novel as a whole. They also had to bring in their own opinions in their responses.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

With 5.2.3, educators need to teach the two layers of meaning in the drama. Teachers should encourage the learners to articulate their personal opinions and views regarding the role of each character during class discussions and debates.

**(d) Describe any other specific observations relating to responses of learners**

Learners do have an understanding of the play but lack the interpretative skills to tackle the higher order questions in the drama. It is every teacher's responsibility to develop their learners' critical thinking.



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

The play must be taught in its political and social contexts and in terms of its two levels, i.e. personal and the TRC revelations. Teachers must facilitate discussions and debates where learners can get a platform to express their opinions of the characters and their roles in the play.

## **QUESTION 6**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

There is an improvement in learner performance in this section.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The following questions were identified as poorly answered: 6.1.2b and c, 6.1.6, 6.2.4, 6.2.6 and 6.2.7.

In 6.1.2b a few learners could not identify the figurative meaning of the man's words. E.g. "That woman is not the tsotsi's mother" cannot be credited. In 6.1.2c, learners could not understand the question. Instead of referring to the old lady, they refer to the role of the big man in saving the young lady. In 6.1.6, learners could not justify the initial response to the question. Those who responded "yes" simply stated that he is a hero because he confronted the tsotsi and by doing so, repeated the question. Others responded that he is a hero because he defended the young girl.

Question 6.2.4 required the learners to explain the comparison in line 16 of the extract. They ignored the word explain and wrote "Pinky is the mouse and China is the cat."

Question 6.2.6 addresses characterisation and some learners could not manage it. 6.2.7 is an open ended question which also requires an understanding of the social and political setting of the story. Learners referred to the violence that occurred during apartheid but failed to link it to China's behaviour.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Explaining figures of speech remains a challenge to learners and educators need to address this. Characterisation is another challenge. Also, before teachers begin to teach a short story, they must explain the setting or the period in which the story is set. This should include how the characters are affected by it.

**(d) Describe any other specific observations relating to responses of learners**

The coffee cart itself is the symbol of China and Pinkie's relationship, but in 6.2.5 learners failed seeing it as such.

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

Educators are urged to explain the title of each short story taught and link it to the content.

**QUESTION 7**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

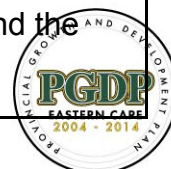
The performance in this question is average.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 7.1.1 presented the learners with a different dimension of viewing the poem. They had to state reasons why death should be proud. This then became a challenge to some of the learners. They just recalled the views presented by the poet on why death should **not** be proud.

7.1.4 calls for learners to explain the comparison in line 5 to 6. Most of them could not explain the comparison. In 7.2.4 learners confused 'wrecks' in 7.2.4 with the 'wreck' in the title. In question 7.2.6 they misinterpreted traffic for as the traffic official. Instead of using their OWN words in question 7.2.7a, learners quoted the lines.

Very few learners achieved in question 7.2.8 due to an inability to link the title and the content of the poem to its relevance to today's readers.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Educators to coach learners how to fully explain figures of speech especially those dealing with comparison. Also learners should be able to interpret lines in a poem by using their own words as much as possible. Learners also need to be able to relate and apply what they learn in their literature to the world they live in. 7.2.8 is an example of this.

**(d) Describe any other specific observations relating to responses of learners**

Learners gave similar responses to 7.1.7 and 7.1.8 because they could not personalize the question and come with a personal opinion based on their own understanding of the message in the poem.

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

There were questions where learners were required to use their own words to describe words or lines. Some resorted to quoting. More practice on paraphrasing should be done during teaching and learners.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH FIRST ADDITIONAL LANGUAGE		
<b>PAPER</b>	THREE		
<b>DATE OF EXAMINATION:</b>	25 NOVEMBER 2014	<b>DURATION:</b>	2½HOURS

### **SECTION 1:**

(General overview of candidates' performance in the question paper as a whole)

### **SECTION : (ESSAY)**

#### **QUESTION 1**

##### **1.1. 2015: My year to shine**

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This topic provided candidates with the opportunity to describe what they plan or envisage for 2015. Candidates could: reflect on what they planned for 2015; describe what they wanted to do and/or achieve that would make them shine. It is clear that some candidates have a vision for 2015, expounding on what they hope to achieve and how they intend to shine and rise above the mundane .However, many candidates merely gave a litany of expectations, e.g. obtaining a driver's licence, a car, employment, a house, money without explaining how they intend to shine while pursuing this wish list.

##### **1.2. Write a story that includes the following words: The last time I saw them ...**

Candidates who selected this topic tended to write a narrative involving family members. There were many excellent responses which indicate that many candidates are able to tell a story sequentially with an engaging story line. Candidates who did not fare well wrote long tedious introductions which then



culminated in the abrupt and inconclusive climax of the narrative. Emotional reactions and feelings were often sincere.

### 1.3. **An explosion of colours**

Very few candidates selected this topic. However, those who did, were able to indulge their creativity which resulted in outstanding 'wow!' responses.

'Explosion of colours' seemed to call for imaginative thinking and many candidates who chose the topic never failed to 'rise to the occasion'. The topic evoked responses relating to diverse socio-cultural issues: religious occasions such as Diwali, Christmas, glamorous wedding ceremony, reed dance etc. Those candidates who had an element of abstract thinking in their pieces included things like relationships with certain aspects of these being perceived as expressing, in a figurative sense, some form of 'colour explosion'.

### 1.4. **Social media like 'Mxit', 'Facebook' and 'Twitter' have changed human relationships. Do you agree?**

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This topic was chosen by a vast majority of candidates. Most of them ignored the aspect 'have changed human relationships' and focused on social media per se, instead of agreeing or disagreeing on how human relationships have been changed either in a positive or a negative context by social media as explicitly suggested in the topic. 'Do you agree?' implies that this is an argumentative essay, albeit the memo also makes provision for the discursive approach to the piece. Candidates explained at great length what is meant by social media and how Mxit, Facebook and Twitter can be used to find jobs, make friends, exchange opinions, photographs, news, gather information for homework, assignments etc. They are also very aware of the dangers they are exposed to when using social media. Moreover social media is also blamed for people being misled, defrauded, killed, lured by those who deal in human trafficking, the breakup of marriages and other relationships, defamation of character, and other vices associated with the social networking sites and applications. Candidates in many cases just could not explain and link the impact of these social media applications to human relationships as the topic strongly required. This, in turn, impacted quite strongly on performance as the pre-conceived opinions the candidates had about the topic could not be applied.





correctly to the crucial needs.

### 1.5. **The moment of truth**

Candidates grasped the implications of this topic which resulted in sincere and authentic responses. Narrative writing built up to a climax in which the moment of truth was revealed. Those who wrote reflectively were able to convey how the moment of truth impacted either positively or negatively in their lives. However, candidates failed in some instances to arrive at the moment of truth in some of their responses. These responses were frequently characterized by a lengthy build-up which culminated into a rather surprising anti-climax. Due to the character of the topic, such responses impacted quite negatively to performance. A point worth noting here is that learners need to be taught to approach topics that require chronological development of topic with extreme caution, with the end being crucial.

### 1.6. **Teenagers are not really rebellious: they are just misunderstood. Discuss this statement.**

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This was not a popular choice, as extremely few candidates selected this topic 'Discuss' is indicative of a discursive essay in which both sides of the statement should be attended to in a fairly balanced argument. Albeit this is the case, but the memo did allow an argumentative approach with only one line of argument, which would be complemented by conclusivity along the single view. A fairly large number of candidates chose the topic. They may have been prompted in their choice by the relevance of the topic to the lives of teenagers, some of whom may have seen an opportunity to 'set the record straight' amidst being allegedly misunderstood by adults. Most candidates who attempted the topic gave something less of what would on average be regarded as inspiring responses. These responses dwelt much on the simple dynamics of life lived by teenagers without relating these to the question of being 'misunderstood'. The responses seemed to justify the life a modern teenager lives with the crucial part as pointed out above being left unattended to. Learners need to be taught higher order skills to help them to interpret topics that require higher order thinking correctly.

### **1.7.1 Picture of two children (of different cultural backgrounds)**

Not many attempted this topic. Those who did, wrote about the diversity of our rainbow nation (one even mentioned the biodiversity of cultures in South Africa). And the following also featured quite prominently: race relations, racism, racial tolerance, friendship, crossing racial borders, apartheid etc.

Many candidates who attempted this topic did fairly well.

Perhaps this is indicative of the understanding many candidates have about the effect of our racial past on the lives of South Africans in the modern age.

### **1.7.2. The question mark picture**

Very few candidates chose this topic. The responses were generally very good as the picture lends itself to abstraction and very deep thought.

The following are some of the issues raised relating to the picture: the world is full of unanswered questions, 'who am I?', people living questionable lives etc.

The picture seemed to evoke multiple feelings among candidates such as reflection on their lives, introspection relating to diverse behavioural patterns etc.

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## **SECTION B (LONGER TRANSACTIONAL TEXT)**

### **QUESTION 2**

#### **2.1. DIALOGUE**

This was a popular choice. Candidates are au fait with the dialogue format. The performance levels varied from mundane to excellent. The art of persuading the friend that the clean-up project was a waste of time was well-projected. It would appear that many communities feel that litter is not their problem, but that of the municipality or the government. However, in the counter-arguments of many candidates it is evident that they really do have the desire to instil a sense of responsibility in the community to be accountable for the cleanliness and neatness of their environments.

A matter that still needs to be addressed by teachers pertaining to dialogue writing relates to long-winded exchange of greetings that ultimately leave inadequate space for the actual content of the answer to the crucial part of the question. Greetings should occupy very little space in a dialogue as they do not constitute part of the



answer to the crucial part of the question.

## 2.2. **FORMAL LETTER**

The formal letter was by far the most popular choice. It is apparent that the format of the formal letter has received much attention in the classroom, as most candidates who attempted this text used the format correctly, some with minor digressions. Unfortunately, there were those (the minority) who were not sure about the format. The topic read, '... was not clean. There were also many expired items on the shelves.' Candidates were required to refer to the lack of cleanliness and the expired items (NOT either ...or ...). There were many candidates who only focused on either the cleanliness or the expired items. It was not enough to merely mention the lack of cleanliness and expired items, more detail regarding these matters was necessary in order for candidates to be placed in the higher content levels.

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## 2.3 **INFORMAL REPORT**

Not many candidates chose the informal report. There were some format errors (no recipient, no topic and sender (report compiler). It must also be noted that candidates generally did not highlight the voluntary work done but tended to focus on Mandela as a hero and were vague about actual community work. The problems highlighted here relate to faulty interpretation of the question. The focus on Mandela by candidates is an unwarranted digression which should be addressed in the classroom by teaching learners the importance of correct and accurate interpretation. For example, in this question Mandela is merely a prompt with the central point of focus being 'the work you have done.' The report has to be based on this.

## 2.4. **REVIEW**

Very few candidates chose this question. Some responses were excellent.

The question was probably selected by candidates who obviously had a more established reading culture and had been exposed to this type of text in the classroom. However, it was obvious that many candidates had no concept of what a



book review entails and as a result some wrote about set works, (which was acceptable) but in incorrect format. Features such as a dialogue between two characters, summary of set work etc. which were common among some candidates' responses are indicative of absolute ignorance about this piece of writing on the part of some candidates. It's an important piece of writing that puts candidates' analytical skills to a test. It is therefore important to encourage teachers to give it the attention it duly deserves.

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### **SECTION C** **(SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL)** **QUESTION THREE**

All three topics were equally popular and there was a good spread of responses in this section.

#### **3.1. FORMAL INVITATION**

Candidates tended to use the letter format to frame the invitation instead of the invitation card. In many candidates' responses the basic important details were omitted and/or incomplete, for example, type of function, time, date of event, venue, dress code, RSVP details, as were the source of the invitation (chairperson of the RCL) and the recipients (members of the SGB). Albeit the general performance in this question was fairly impressive, but the problem of candidates who could not address basic requirements in arguably the easiest question in this section is a cause for serious concern. If the focus of teachers has shifted to more 'sophisticated' pieces in keeping with the times, then a reminder is that an invitation is still a vital piece of writing in the modern world.

#### **3.2. DIARY ENTRY**

Candidates responded adequately to this question as it is within their experiential field and related with pain their experiences of being hurt by friends and classmates who had caused emotional trauma to them through gossip, backbiting and scandal mongering. Responses varied from being expressive of anger, disappointment to being positive and using the experience to improve themselves or to prove their detractors wrong (those guilty of gossip and scandal mongering). In some instances candidates heard complimentary remarks and this led to emotions of

joy, gratitude, pride etc.

### 3.3. **INSTRUCTIONS**

Ironically many candidates did not follow the instructions related to what the question required of them.

They used the items given in the question paper as examples, or they did not mention the item being lent to a friend. Those who chose their own items generally

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performed well, especially those who gave instructions regarding items such as a scientific calculator, digital camera, laptop etc. Some candidates wrote instructions on all the items mentioned in the question paper. Of all the items used to give instructions on the careful use of an item, the digital camera was by far the most popular. Candidates who gave items of clothing tended to be repetitive as they instructed the lender on how to care for the item, with washing, storing and ironing the item featuring most prominently.

### 4. **RECOMMENDATIONS TO TEACHERS**

- Consult the CAPS documents in order to familiarise yourselves with the types of texts that need to be covered in the FET phase. (These differ from the NCS curriculum documents.) The types of texts are pertinently stated in the CAPS Document and in the DBE document entitled: OFFICIAL LANGUAGE: FIRST ADDITIONAL LANGUAGE GRADE 12 2014).

the teaching and practising of texts in Section B and Section C should be covered from Grade 10. Teachers cannot cover (with success) all these texts in Grade 12 only.

adherence to the length of the topics in each of the three sections is vital.

Learners penalise themselves if they either go beyond the stipulated length, or write texts that are too short. This blatant disregard of the length of texts indicates lack of proper planning and organisation which impacts on the marks awarded for content. This, in turn, impacts on overall performance.

The correct use of punctuation marks needs urgent attention. Many candidates have no comprehension on how and where to punctuate. They also do not seem to have a clue on reasons for punctuation. Therefore using punctuation correctly is a big challenge for many of them.



Candidates hyphenate words at the end of lines “willy-nilly” without taking into account that the words should be hyphenated according to how the word is broken up into syllables. Rules pertaining to hyphenating may not be comprehensible to some of them. Therefore, they should strongly be discouraged from doing it. The writing will become more clean and neat.

- Paragraph development and sentence construction are, in many cases, sadly lacking. Teachers are encouraged to teach learners that shorter sentences

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are more effective than long rambling ones which ultimately lead to incoherent and muddled writing.

To counteract poor sentence construction, teachers should focus on “joining sentences” using the appropriate conjunctions when teaching language structure (grammar).

- Spelling of words should never be neglected.
- In Section A, the use of contractions is regarded as a spelling error. This section is a formal piece of writing and contractions are to be written out. Slang and colloquial language is to be avoided in this section.
- Swearing and using vulgar language is not acceptable. Creative and transactional writing require the formalities of language which are dealt a severe blow by the use of unpalatable language.
- Teachers are also reminded to familiarise themselves with the latest (CAPS) Marking Rubrics and to use them consistently in their schools.

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**NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH HOME LANGUAGE		
<b>PAPER</b>	ONE		
<b>DATE OF EXAMINATION:</b>	27 OCTOBER 2014	<b>DURATION:</b>	2 HOURS

**SECTION 1:**

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

There was a wide range in the quality of answers of the learners. In many cases, it was disappointing to note that learners did not fare better, given the accessibility of the topics. As in the past, many still appeared to battle with questions which demanded detail and which also demanded careful reading. This often resulted in answers lacking enough detail for full marks to be awarded. It was, however, pleasing to note that learners used full sentences more often. It is also important that they use their own words, as far as possible. Key words such as “style”, “appropriateness”, “critically evaluate”, and “diction” need to be understood. There still appear to be candidates attempting this paper when they should be writing ENGFAL and there are some centres where marks are very low because the candidates are obviously not able to write on ENGHLE level. These learners are severely disadvantaged, especially when it comes to subtle nuances of language.

It is pleasing to note that the pure grammar question (Question 5) appears to be receiving more attention in the classroom in some areas. Although this question carries only 10 marks, the use of good grammar is needed for both Papers 2 and 3. Some learners must pay attention to mark allocation and be guided by this. Answers to visual literacy questions are definitely improving and this is pleasing to note and indicative of good teaching. There were many questions carrying lots of marks (9 x 2 marks, 9 x 3 marks and 1 x 4 marks). Answers, therefore, needed both clear direction and sufficient detail. It is vital that learners fully understand questions before they answer them – and that they go back to the question to make sure that they have answered it as fully as possible. Some of the better learners penalise themselves by being too terse in their responses. Teachers need to explain the concepts of expressing an opinion and of giving a global response.

Learners need to be reminded to leave a line between each answer and the next. Also, it is better to answer the very few multiple choice questions in the answer book on foolscap rather than on the multiple choice table found inside the cover. It is also strongly advisable that each QUESTION is started at the top of a new page. Good, clear handwriting is expected too.





## SECTION A: COMPREHENSION

	QUESTION WITH OFFICIAL MARKING GUIDELINES (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
1.1	<i>Explain why the writer uses the personal pronoun, "I", in the headline of the article.</i> [2] <b>The writer involves the reader more personally./ He uses "I" to show that he is about to present his own views.</b>	One good statement secured 2 marks. Generally, this was well answered.	It is advisable to still teach learners to write down two facts for 2 marks. The first question of the first Matric exam will usually be a very accessible lead-in type of question such as this one.
1.2	<i>What is the implication of the phrase, "Now barely disputes"(lines 5-6) [2]</i> <b>The phrase implies that the effect of global warming is hardly ever debated./ It is uncontested science./ It is accepted as fact.</b> <b>[Award 1 mark if reference is made only to the factual element.]</b>	Some answers were too garbled as learners tried to say too much. Global warming is not debated as it is accepted as a scientific phenomenon – not because people are not interested in the topic.	Focus on vocabulary and language <u>in context</u> . The question focuses on the existence of and not the control of global warming.
1.3	<i>Why does the writer make reference to himself in, "I should know – I did it last week" (line 21).[2]</i> <b>The writer validates his view that it is easy to be involved in putting measures in to save the planet./ He believes that every individual, including himself, should take action./ The writer makes this statement to enhance his image by showing how easy it was to have taken action.</b>	This question was well answered, whether answered from a general or a specific perspective.	Focus on "I" and the attitude of the writer. It is not good enough to give one bald statement, such as, "He speaks from experience". Again, it is advisable to make two good statements for 2 marks.
1.4	<i>Discuss the effectiveness of the word, "emit" in the context of the passage (line 16).[2]</i> <b>The word "emit" is normally used to refer to the discharging of (harmful) gases into the atmosphere. Likewise, the messages sent are doing more harm than good.</b>	This was also fairly well answered. However, some learners did not mention BOTH legs of the pun though and this was poor given that this is a vocabulary question and that the answer was not difficult to find.	A pun or play on words will always have two legs. It is important for learners to focus on the words, "in the context of the passage". Teach learners what context means – especially useful for Paper 2! It was not necessary to mention the word, "pun".



1.5	<p><i>Comment on the writer's attitude in lines 20 – 21: "Why should I bother to cut down on my driving?" [3]</i></p> <p><b>The writer's attitude is one of irritation/resentment/ indignation/defiance etc. He is of the opinion that the average person is not convinced of the importance of making a contribution to the fight against pollution. The common man's lack of concern arises from the indifference of prominent companies to saving the planet...</b></p> <p>[Award 1 mark for the writer's attitude.] [Award 2 marks for discussion; the ½ mark may be awarded in this part of the response.] [Accept cogent alternative responses.]</p>	<p>Many learners neglected to define the writer's attitude at the outset. This would have given them a clear guide as to how to answer the question. Although lines 20 – 21 were given as the reference, it was important to look at the whole paragraph/text. A clear discussion is needed in this question – the first 3-mark question. His attitude clearly expressed a "why should I, ... if they" .... attitude.</p>	<p>Teach learners to answer the whole question in a logical way. Words such as, "negative" and "sarcastic" should be avoided. [Tip - it is a good idea to give learners clear definitions, with examples, of terminology such as, SARCASM and IRONY – especially. Many do not know the difference.] Global marking is applied to a question such as this one.</p>
1.6	<p><i>Do you agree with the writer's claim that "not enough thought has been devoted to the best role for government" with regard to climate change (lines 22 – 23)? Justify your response.[3]</i></p> <p><b>Agree</b> <b>The government. They have not taken ownership of the problem and their interventions/ incentives are often ineffective.</b> <b>OR</b> <b>Disagree</b> <b>Accept relevant cogent responses. For example, candidates could argue that governments have addressed the matter of climate change, but individuals and companies have not bought into the initiatives.</b></p>	<p>Too much repeating of the question occurred in this question. There was also a lot of repetition in responses. Most learners could earn 2 marks, but not many earned the full 3 marks. Learners who expressed interesting opinions were rewarded.</p>	<p>Show learners how to argue logically once they have stated that they either agree or disagree with the statement. They also need to be able to make logical deductions and to have an opinion. Original, insightful comments ARE credited. Teach learners that it is acceptable to give a mixed response – where this is logical.</p>

1.7	<p><i>Critically evaluate the diction used in paragraph 6.[3]</i></p> <p><b>The writer uses emotive words to reinforce the gravity of climate change. Words/phrases such as “frightening” and “irreversible calamity” evoke a sense of horror at the imminent destruction of the earth. The metaphor “sky-choking” further emphasizes the devastating impact of pollution. The diction effectively captures a sense of impending doom. [Award full marks only if the candidate provides a critical evaluation.]</b></p>	<p>It was imperative to give good examples in this answer... the focus is on diction and so good choices, such as the ones given in the marking guideline should have been used. Two well-explained examples were fine. Clearly, good vocabulary was required in this response.</p>	<p>With regard to diction, learners need to be taught about the emotions attached to and the effects of words. The instruction “<u>critically evaluate</u>” is fairly common and answers require judgement, analysis and clear substantiation. This is a higher order question.</p>
1.8	<p><i>Suggest why the writer makes reference to Socrates in both the opening and the closing sentence.[3]</i></p> <p><b>The reference to Socrates, a source of wisdom, in the opening and closing sentences creates a sense of cohesion. The opening and sentence poses the timeless question about man’s reluctance to do the right thing. Having given ample evidence that man requires rewards for his efforts, the writer concludes by answering the initial question with an emphatic response.</b></p> <p>[Award no more than 1 mark for reference to Socrates as a wise man].</p> <p>[Award full marks only if reference is made to both the opening and closing sentences.]</p>	<p>Many learners clearly had never heard of Socrates – and surprisingly, many thought that he had something to do with global warming! The fact that a glossary was supplied was often ignored. Several learners merely repeated the fact that he was “an ancient Greek philosopher” and this was disappointing. Apart from the cyclical effect, the main issue was that Socrates preached a concept which is still relevant today.</p>	<p>Show learners that the focus is on the whole paragraph. The focus is on the nature of man. They need to read into this question. A shallow response could only earn 1 or perhaps 2 marks.</p>
1.9	<p><i>Which response does the writer wish to elicit from the reader by using the heading, “Is it too late?”</i></p> <p><i>A resentment</i>  <i>B terror</i>  <i>C alarm</i></p>	<p>This was well answered.</p>	

	<i>D anger</i> [1] <b>C</b>		
1.10	<p><i>How does the reference to statistics support the question, "Is it too late?"</i> [2]</p> <p><b>The alarming statistics lend validity to the view that climate change is a critical issue.</b></p>	<p>This question was poorly answered as many learners were not sure what was required and so they simply repeated parts of the question. Some even quoted parts of the text, such as, "the hottest in 400 years...". Learners need to express the idea that there is a sense of urgency and that these statistics prove or validate the views expressed.</p>	<p>Show learners that simply repeating the question will not earn marks.</p>
1.11	<p><i>Discuss how the image conveys the seriousness of global warming.</i> [3]</p> <p><b>The broken egg symbolizes the fragility of the earth. The heat of the frying pan is associated with global warming. The hand that cracks the egg symbolizes man's role in global warming. Once the egg is cracked, it can never be restored to its original form; similarly, the earth can never be rejuvenated once it is destroyed by global warming.</b></p> <p>[Award 1 mark for each of 3 points.] Award 3 marks for any two points, well developed.]</p>	<p>This was question was generally very well handled. The excellent graphic lent itself to lots of varied discussion. A few learners missed the point of the graphic.</p>	<p>It is pleasing to note a much better grasp of visual literacy. Clearly, teaching has improved in this area. It is a good idea to encourage learners to focus on one point at a time and to analyse it carefully. Encourage learners to use simple, clear sentences and not to give convoluted answers.</p>

1.12	<p><i>Both Text A and Text B address the issue of global warming. In your view, which text is likely to have a greater impact on the reader? Justify your response by comparing the <b>styles</b> of the texts.</i>[4]</p> <p><b>TEXT A</b>  <b>The style is logical, concise and cohesive, but includes an emotive appeal when the writer points out the consequences of global warming. The writer has modelled the desired behaviour, which further encourages the reader to take action.</b></p> <p><b>TEXT B</b>  <b>The text contains a blend of emotive language and factual evidence that confronts the reader with the destructive effects of global warming. The striking symbolism of the image speaks more loudly than words. The use of the superlative degree in the text emphasizes the fact that global warming is the most urgent issue facing mankind.</b></p> <p><b>[Award full marks only if the candidate makes reference to both TEXT A and TEXT B.]</b>  <b>[The ½ mark may be awarded.]</b></p>	<p>Disappointingly, many learners did not read the question carefully and chose to answer on one text only – when the question clearly speaks about the styles of BOTH texts. This is also a higher order question. Learners did well with regard to Text B as there was probably more to write there. Text A was more difficult to answer as learners focused on content rather than style.</p>	<p>This is a style question and learners are required to focus on style and to use the content to validate their statements – not to simply describe the content. Teach learners to look for the following: tone, register, sentence types, sentence length, the use of quotations and their effect, headings, graphics, vocabulary and figures of speech and very often, rhetorical questions. Teach them also to realise that intention dictates style. This a difficult question – because it demands detail.</p>
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**TOTAL SECTION A: 30**

## QUESTION 2 SUMMARISING IN YOUR OWN WORDS

Use the following main points that the candidate should include in the summary as a **guideline**.

Any 7 valid points to be credited in paragraph or point form.

**N.B. Sentences and/or sentence fragments must be coherent.**

	QUOTATIONS	OWN WORDS/POINTS
1	Technology should be viewed as an enhancer, and never a replacement	Technology improves/enables good teaching, but cannot substitute the teacher.
2	Teachers are still needed to adapt their lessons to learner's needs	Teachers are able to tailor their lessons to meet their learners' needs.
3	It requires a person to appreciate another person's unique characteristics	Teacher appreciates and accepts learners' diversity.
4	... provide more comprehensive feedback to students.../...talk to the students afterwards	Teachers are better able to provide constructive feedback.
5	Only a teacher...can properly mark a written essay	Only a teacher can evaluate an essay and provide feedback./ Computers cannot assess creativity.
6	Humans actively seek human contact	We need human interaction.
7	Children enjoy positive engagement with an adult... encouragement of someone/ ...the kind of input that makes all the difference when it comes to motivating a child.	Computers cannot provide motivation as a human can.
8	Teachers...impart soft skills such as respect communication, socialization, interactive abilities and conflict resolution.	Teachers inculcate values, attitudes and inter-personal skills in learners.
9	Teachers... show children how to use [computers] to make their lives easier	Teachers show learners how technology can facilitate their lives.
10	Computers cannot be passionate	A human being adds an affective element.

**What follows is merely an example. It is not prescriptive and must be used very carefully.**

**Competent teachers use technology effectively to ensure good teaching. They accept and appreciate the diversity of their learners and adapt their lessons accordingly. Moreover, they are able to provide feedback after assessing a piece of work. Because teaching involves human interaction, values and attitudes are inculcated by teachers. Technology merely facilitates their lives.  
[53 words]**

### Marking the summary:

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10
- **Distribution of language marks when candidates have NOT quoted verbatim:**
  - 1-3 points correct: award 1 mark
  - 4-5 points correct: award 2 marks
  - 6-7 points correct: award 3 marks
- **Distribution of language marks when candidate has quoted verbatim.**
  - 6 – 7 quotations: award no language mark
  - 1 – 5 quotations: award 1 language mark

NOTE:

- **Format:**

Even if the summary is presented in the incorrect format, it must be assessed.
- **Word Count:**
  - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
  - Summaries that are short but contain all the required main points should not be penalised.

**TOTAL SECTION B: 10**

### COMMENTS AND SUGGESTIONS.

#### COMMENTS ON LEARNERS' ANSWERS:

1. Many found the topic extremely accessible.
2. There was a lot of lifting from the text, although where it was done in an intelligible way, marks were awarded.
3. Some tried so hard to use their own words that they deviated from the text too much.
4. Fewer added their own creative ideas – which were obviously not part of the text.
5. Some learners answered in both point-form and in paragraph form. The paragraph was marked.

## ADVICE TO TEACHERS:

1. Teach learners to read and follow all instructions precisely. These will vary for each summary.
2. It is vital to keep within the word count and to be accurate. Markers will only mark up to 5 words over the stipulated limit.
3. Learners need to use their own words, as far as possible. However, marks will still be awarded if sections are lifted from the text. Key phrases may be quoted, but quoting verbatim will result in no language marks being awarded.
4. Repetition, listing examples and padding are to be avoided.
5. Where the topic appears to be complicated, learners need to re-read it before they start so that they have a proper grasp of the content.
6. This is a valuable skill and so teachers must persevere in teaching summary skills, both in point-form and in paragraph form.

## SECTION C: LANGUAGE IN CONTEXT

### QUESTION 3: ANALYSING ADVERTISING

#### Marking Section C:

- Spelling
  - One-word answers must be marked correct even if the spelling is incorrect, unless the error changes the meaning of the word.
  - In full-sentence answers, incorrect spelling should be penalized if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding to the correct answer AND/OR the answer written out in full as correct.

	QUESTION FOLLOWED BY OFFICIAL MARKING GUIDELINES (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
3.1	<i>Closely examine the image of the jacket. Explain the advertiser's intention in using this image.[2]</i> <b>The advertiser gives the jacket the attributes of energy, motion and athleticism. These qualities make the jacket appealing to people who like clothing which is associated with outdoors adventures.</b> <b>[Award full marks only if reference is made to both</b>	This question was well answered mostly. Learners realised that the movement implied in the graphic was important.	Show learners that after focusing on the image, it is important to comment clearly on the intention behind it. Details are vital.



	<b>motion/energy/athleticism and intention.</b>		
3.2	<p><i>Account for the advertiser's reference to "twenty years".[2]</i></p> <p><b>Taking twenty years to develop a product suggests that it has been made with great care/that it is superior./ It shows that the company has invested time and resources to manufacture a jacket of outstanding quality.</b></p>	<p>Several learners took this question very literally and their answers were good. The issue was not about the great length of time, but rather about the attention to detail and continued progress to produce a superb quality product.</p>	<p>Account for means give reasons or explain clearly.</p>
3.3	<p><i>Comment on the advertiser's technique in using the catchphrase, "Heavy as a feather". Refer to both the image and the words.[3]</i></p> <p><b>The advertiser contrasts heaviness and lightness. The word "heavy" is depicted as being composed of feathers, signifying the lightweight quality of the product. Wordplay on the idiom, "light as a feather" draws attention to the denial of the standard notion that a jacket is heavy.</b></p> <p>[Award 2 marks for a well-developed point and 1 mark for the second point.]</p> <p>[Award full marks only if reference is made to both image and words.]</p>	<p>This proved a challenge for some as it was fairly difficult to explain the clever advertising technique used in writing the bold word, "Heavy" in feathers AND in explaining the play on words in "Heavy as a feather". Both the word and the idiom had to be discussed. Some learners focused on the image of the jacket again.</p>	<p>Learners need to be shown how to tease out a question such as this one. Where expression might be problematic, it is advisable to use short, simple and clear sentences.</p>
3.4	<p><i>Refer to the written text, "A wise man...still a departure". In your view, is the style of expression effective in promoting the product? Justify your response.[3]</i></p> <p><b>Yes</b></p> <p><b>The style is narrative/colloquial. The anecdotal statements are meant to engage the reader. The use of informal language e.g. "haul their stuff", appeals to a wide target market. The dialogue creates a conversational</b></p>	<p>This was a difficult question – yet another one on style. Many learners did not have a clear starting point. Some tried to apply the AIDA principles, with varied success.</p>	<p>Teach learners how to define style – see question 1.12. Once they have defined the style used, they should look for quotations and/or references to substantiate their opinions. It is not always necessary to assume that the answer must be answered in the affirmative and a mixed response is good, if it makes sense.</p>



	<p>tone. The advertiser blends casual expressions with sophisticated language to appeal to clients as well.</p> <p>OR</p> <p>No</p> <p>Although an unlikely response, assess on merit.</p> <p>Credit cogent alternative/mixed responses.</p> <p>Award full marks for any two examples of style</p>		
			(10)

#### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

	QUESTIONS WITH OFFICIAL MARKING GUIDELINES ADDED AT END (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
4.1	<p><i>Describe the change in Dilbert's body language in the course of the cartoon.</i>[2]</p> <p><b>In frames 1, 4 and 7 Dilbert's hands are folded in front of him. However, in frame 2 he has unfolded his arms/in frame 6 his arms are outstretched/in frame 8, his arms are at his side/he is seated.</b></p> <p><b>[Credit interpretations of Dilbert's body language.]</b></p> <p><b>[Candidates do not have to identify the frames in their responses.]</b></p>	Learners were credited whether they simply described what they saw in each frame or gave a good interpretation. The question asked them to describe what they saw and so a simple answer earned 2 marks.	It is advisable to teach learners to focus on specifics and to be able to interpret body language. They also need to focus on the instruction word. They were simply asked to describe what they saw.
4.2	<p><i>Explain the difference between Dilbert's and his boss's use of the word, "genius".</i>[2]</p> <p><b>Dilbert uses it to manipulate his boss, whereas the boss arrogantly/pompously applies the term to himself.</b></p> <p><b>[Credit responses that state that Dilbert thinks that his idea is smart, whereas the boss thinks that he is smart.]</b></p> <p><b>[Credit reference to the tense and how it relates to the intentions of the characters.]</b></p>	Not enough focus was put on the given word, "genius". Dilbert uses it as an adjective and his boss as a noun. Some learners did realise that there was a change of tense, but failed to comment on why this was used.	It is important to see how the word is used, all the while focussing on the images in the cartoon.
4.3	<i>Do you think the cartoonist</i>	A variety of answers was	Detail is required here. The

	<p><i>succeeds in creating humour? Substantiate your response.[3]</i></p> <p><b>Yes</b>  <b>The boss's pompous stupidity is funny, especially since he has all the formal authority./ Dilbert cleverly manipulates the boss into believing that his (Dilbert's) ideas were originally thought of by the boss. The word "bossify" adds to the humour as it is a silly coinage that mocks the boss. He uses adjectives "wise", "great", and "genius" to describe his ideas and ascribe them to the boss – to achieve his goal.</b>  <b>OR</b>  <b>No</b>  <b>[Although an unlikely response, assess on merit.]</b>  <b>[The ½ mark may be awarded.]</b>  <b>[Award 3 marks for a comprehensive discussion.]</b></p>	<p>accepted – including those which dealt with the cartoon's not being humorous.</p>	<p>question called for substantiation and so learners must be encouraged to justify all statements.</p>
4.4	<p><i>Comment on the cartoonist's use of satire in the above cartoon.[3]</i></p> <p><b>The cartoonist satirises the tourists who exploit underdeveloped countries. The bold words "love", "basic", "unspoilt", "cheap", and poor are indicative of their smugness and ignorance of the plight of the poor. The fact that they want the country to remain poor is selfish as it benefits only the rich. The beach seems out of reach of the local community, since these two tourists are the only visitors.</b>  <b>[Consider the following points, cogently discussed: When tourists flock to a place and it becomes popular, locals exploit tourists. / the tone of the second speaker is cynical/he mocks the first</b></p>	<p>This question proved inaccessible to the vast majority of learners. Many failed to see the satire in the cartoon. Some very successful pointed out irony and where this was well-expressed and linked to the satire, marks were awarded. Simply describing what they thought they saw in the cartoon did not earn the learners marks. Some answers lacked logic – clearly the two men in the cartoon were not wealthy tourists!</p>	<p>Satire is a concept which all learners should be able to recognise and describe. It is a good idea to teach them to start with a broad definition (which will not earn marks, but which will give learners a platform from which to start). They need to focus on all details and be able to use logic in their responses.</p>

	speaker's view./the characters mock the rich who find poverty attractive [Accept other cogent alternative responses.] [The ½ mark may be awarded]		
			(10)

#### QUESTION 5: TEXTUAL EDITING

	QUESTIONS WITH OFFICIAL MARKING GUIDELINES ADDED (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
5.1	<i>Correct the error of concord in paragraph 2.[1]</i> <b>"a group of people WAS ironically dancing to the Worst Music of the Nineties"/groups of people WERE/....where people WERE</b>	This proved problematic. It is not good enough to simply write, "was" as the word, "were" was used four times in the paragraph!	Revise concord rules – a very common error.
5.2	<i>Rewrite the colloquial expression "spinning tracks"(line 5) in formal English.[1]</i> <b>Spinning tracks – playing tracks/records/songs/music</b> [Assess only the change from "spinning" to "playing".]	This was well answered. Some learners confused playing with mixing, however.	
5.3	<i>Provide alternative punctuation for Barbie Girl (line 5).[1]</i> <b>"Barbie Girl"</b> [Mark the following correct, even though they are, technically, not punctuation marks: <b>Underlining/Bold print</b>	Too often, learners incorrectly hyphenated these words!	Revise punctuation rules. It is acceptable to name punctuation marks, but preferable to write the word correctly punctuated.
5.4	<i>Correct the malapropism in paragraph 2.[1]</i> <b>Error – era/ Era</b>	Well answered. Some learners were confused with the word, "moustachioed".	Vocabulary and malapropism to be revised.
5.5	<i>"I'd like to throw all of them with a rock"</i> <i>(lines 8 – 9).[1]</i> <b>I'd like to throw a rock at all of them/at them.</b> <b>I'd like to throw rocks at them.</b>	Surprisingly, this was poorly done. Many learners simply changed "rock" to "rocks".	
5.6	<i>"I can understand longing</i>	Well answered question.	Revise redundancy (remember

	<i>sentimentally for the past times gone by” (line 10).[1]</i> <b>I can understand longing sentimentally for past times</b> <b>OR</b> <b>I can understand longing sentimentally for times gone by</b>		that tautology is a form of redundancy.
5.7	<i>Give the adverbial form of “intellectualized” (line 11) [1]</i> <b>Intellectually</b>	Also well answered.	Although spelling was not an issue, it is advisable to teach learners to spell correctly.
5.8	<i>Refer to lines 16 – 17. Explain the difference in meaning between the following:</i> 5.8.1 <i>Children only played outside.[1]</i> 5.8.2 <i>Only children played outside.[1]</i> <ul style="list-style-type: none"> <li><b>the children did nothing other than play outside</b></li> <li><b>Those who played outside were children and nobody else</b></li> </ul>	5.8.1. Was tricky and the overwhelming majority of learners did not get it correct. 5.8.2. This was good in most cases, but some learners did not give enough clarity in their responses.	It is useful exercise to teach the importance of the position of the adverb.
5.9	<i>“the only constant is change” is an example of...</i> <i>A antithesis</i> <i>B oxymoron</i> <i>C anti-climax</i> <i>D paradox[1]</i> <b>D</b>	This was very well answered.	These are all important terms for learners to know.

(10)

**TOTAL SECTION C: 30**

**GRAND TOTAL: 70**

## ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP LEARNERS TO REACH THE EXPECTED LEVELS

### GENERAL

- Teachers must teach candidates to set out their work neatly (line between answers, neat writing, new page for new section), and to answer questions in the order in which they appear on the exam paper. Candidates must number their answers properly
- There should be teacher training courses for teachers of English HOME Language in some areas. Many teachers appear to be unequipped to teach their candidates the proper structures and content. That anomaly must contribute enormously to candidate failure.
- Teachers need to emphasise the necessity to follow instructions. Read key words and be guided by mark allocation.
- Question terminology must be taught. “Close reference to the text” means that candidates must refer to specific words and comment on the diction in the text – not just quote a word or two with no explanation given. “Graphic” or “illustration” refers to pictures and not the words.
- A lack of vocabulary is still a big problem. Every effort must be made to improve the vocabulary of candidates by using a variety of sources. Candidates must read more widely.

### SECTION A: QUESTION 1 - COMPREHENSION

- Candidates must answer questions as fully as possible, without being repetitive.
- Answers which carry 2 or 3 or even 4 marks clearly need more than a simple statement as the response. Learners must be taught to have opinions and to substantiate them.
- Candidates may give mixed responses in questions which require a choice, but they must then give logical substantiation for their response.

### SECTION B – QUESTION 2 – SUMMARY

- Candidates should aim at providing at least seven points in the summary – both point-form and prose-form. They need to keep to one paragraph in the prose-form summary.
- Learners who go over the word limit penalise themselves.
- It is important to teach candidates to follow instructions exactly as they are given for the set summary.
- Summaries must be written in the candidate’s own words, as far as possible. However,

lifting sections sensibly is allowed and credited

- Rough work/planning needs to be labelled as such.

### **SECTION C – QUESTION 3 – ANALYSING ADVERTISING**

- Aim at full answers and deeper analysis to get full marks
- Stress advertising techniques.
- Tell candidates to observe all details in the advertisement.
- Learners must know when to refer to the illustration and when to refer to the wording.

### **QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

- Many weaker candidates are visually illiterate. They need to focus on details of visual literacy and to make specific reference to them. All details must be taken into account.
- Learners need to be able to recognize irony and to discuss it in detail. It is not enough to simply describe what is happening in the cartoon. The link must be more than tenuous.
- Stress importance of looking at all details in a cartoon – facial expressions, background details, body language, clothing, position of characters relative to one another and any other details, no matter how minor.
- Pay attention to style of language and be able to comment on style techniques

### **QUESTION 5: USING LANGUAGE CORRECTLY**

- Terminology to be revised.
- Revise errors of concord.
- Revise parts of speech/word classes.
- Revise ambiguity and malapropisms.
- Punctuation rules again need constant revision.
- Although only 10 marks can be directly earned from teaching grammar, it must be done. A good understanding and application of grammar basics improves language expression in general.
- The learner can earn full marks in this section.

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH HOME LANGUAGE		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	2½ HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

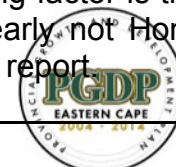
Learner Performance reflected a wide range of achievement levels – from Level 7 to Level 1. However, it is of concern that the majority of learners fell into the lower levels. Although this paper was a balanced paper, i.e. the choice questions followed the same pattern in terms of the types of questions asked, the mark allocations and the skills and knowledge application tested, the majority of questions were 3-mark questions and learners simply do not have the capacity to answer this type of question.

In the poetry section, overall it was felt that questions were badly answered. This is obviously a generalisation, as there were centres that showed evidence of excellent teaching. This was evident in the responses of the learners. What was disappointing was that there were some poems which had evidently not been taught in some centres, where learners were achieving well in other areas of the paper.

The memorandum was very prescriptive and as a result even well-prepared, competent and deserving learners did not score full marks on all sections, including the essays. However, a general impression is that far more centres show evidence of having prepared learners to structure and write a literary essay. This indicates that sound teaching and learning is taking place. However, there are still some learners who answer two contextual questions instead of a contextual and an essay question.

Teachers must encourage learners to approach literature study with confidence and must make them believe that they can succeed with sound textual knowledge and sensitivity to the nuances of the various genres.

Schools where excellent teaching takes place, should be commended for their hard work and dedication. Similarly, it is disheartening to mark scripts from learners who have either not been taught, or who have been taught incorrectly. A contributing factor is that many learners register for English Home Language when they are clearly not Home Language speakers. This is a problem that falls beyond the scope of this report.





## SECTION 2: Comment on learners' performance in individual questions

<b>QUESTION 1: Poetry – Essay Question: 'Rugby League Game'</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"><li>Not many learners chose this option. Overall, responses were weak. They ranged from 'fiction' wherein learners berated the poet for his feelings regarding rugby, to a mixed masala of 'facts' gleaned from their perusal of the poem. It was evident, in some cases, that the poem had been taught and that it was well-liked by the learners, but they lack the skill to convert their understanding of the poem into a well-structured literary essay. The points that were meant to be discussed, i.e. diction, imagery and tone, were seldom referred to. This is clearly an area that requires in-depth work on the part of the teachers. Essays do not reflect evidence of planning. In most cases they were a rehash of the poem as they saw it.</li></ul>
<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>
<ul style="list-style-type: none"><li>Learners had a flawed understanding of the poem – evidence of poor teaching.</li><li>Vocabulary – If learners do not understand the words, how can they deal with the intended meaning?</li><li>Literary devices and other literary terms are essential tools for being able to discuss what they encounter in the poetry.</li><li>Many teachers do not have teaching resources – if they were to acquire resources, it would go a long way to ensuring better teaching and equipping learners to cope with this specialist writing skill.</li><li>Many did not understand what the question wanted.</li><li>Many just paraphrased/rehashed the poem.</li><li>Many failed to plan the essay.</li></ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"><li>Provide a standardized study guide for teachers to ensure that they are all on the same page when it comes to interpreting the poem.</li></ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"><li>It was obvious that some teachers had taught their learners incorrectly as many schools had similar flawed answers.</li><li>Many candidates a 200-word essay as a single paragraph. This impedes meaning and clarity.</li></ul>





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

- Teachers need to do more research and preparation and make sure that they know what they are teaching and how they should teach it.
- Revision is essential. This should take the form of specific training on how poetry questions should be answered. Question terminology and what is required should form part of this revision. Definite work on the writing of literary essays is necessary.
- A suggestion was made that learners should already be exposed to the study of poetry at primary school.

**QUESTION 2: Poetry – Contextual Question: ‘Autumn’**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Responses were generally weak. Although the question seemed popular, the effort learners exerted in answering the poem was very poor and most learners got 0.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- 2.1 Often, learners merely attempted to lift bits of the text without quoting in order to answer this question. It appeared as though they did not understand what was required
- 2.2 ‘Visual appeal’ is a concept they do not understand. They took it to mean ‘froth = wine’ and ‘sun-gold = the sun or olive oil’ – responses were too literal.
- 2.3 They picked up (mostly) on the ruby as being red in colour, but so is the fire and many felt that the fire was being described. They did not read on to the next line, to see the reference to wine. Words often confused were ‘ruby’ and ‘rugby’ and bits of ‘Rugby League Game’ found their way into their responses. The word ‘panting’ was sometimes ‘painting’ – or it referred to exercise!
- 2.4 Poor interpretation of the question. Vocabulary is lacking. Many had no idea what a ‘pyre’ is. Some struggled with the concept of change or transformation.

**N.B.**

- Mark allocation is very important. Learners do not seem to pay it any mind. Learners should be prepared for the standard mark allocation which has been applied for the last two years.
- Vocabulary – Learners do not understand the words in the poem and cannot deal with the intended meaning.
- Learners do not understand the diction of the question. Some learners just paraphrase sections from the poem because they do not understand what is required from the question.



- Some learners just swop answers – the answer for 2.2 was written in 2.3 and vice versa.
- Literary devices and other literary terms are essential tools for being able to discuss what they encounter in the poetry.
- Many teachers do not have teaching resources – this will go a long way to ensuring better teaching and equipping of the learners.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Learners should be trained to answer questions. At times it seemed that teaching might have taken place but learning did not.
- Teachers must train learners thoroughly to answer examination questions. Expose learners to question papers throughout the year.

**(d) Describe any other specific observations relating to responses of learners**

- Some answers were just estimations.
  - In 2.1 learners mentioned coldness, snow and rain which do not even feature in the poem.
  - In 2.2 learners included sunset – not in the poem.
  - In 2.3 “panting” was ignored or became “painting”; “ruby” morphed to “rugby”.
  - In 2.4 only one image – either death or birth – was mentioned; in some answers the image was ignored.
- Some learners are clearly not home language learners and simply cannot understand the questions nor ever hope to provide remotely relevant answers.

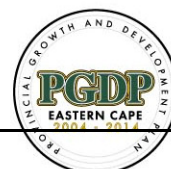
**(e) Any other comments useful to teachers, subject advisors, teacher development etc.**

- Intensive revision is essential. This should take the form of specific training on how poetry questions should be answered. Question terminology and what is required should form part of this revision.
- A suggestion was made that learners should already be exposed to the study of poetry at primary school to remove the mindset that poetry is difficult.
- Poor spelling, poor sentence construction and not answering according to the mark allocation are still challenges.

**QUESTION 3: Poetry – Contextual Question: ‘The Wild Doves at Louis Trichardt’**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Most learners answered well but some answered very poorly. Depending on centres, many had been taught; many had not.



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- 3.1 Mere repetition of “busy” in many cases. Often only a cursory glance was taken at the stanza. Answers are not full responses.
- 3.2 For most “shrilling” meant heat. They have no idea what “shrilling” means. Learners do not read questions properly in order to discover what is actually required of them.
- 3.3 Centres where the poem was taught responded well to this question. However, many had no idea.
- 3.4 Some misguided responses showed a complete lack of understanding. Doves were seen as Biblical images, as symbols of peace, etc. Few looked at the contrast of heat and cool.
- The meaning of concepts and expressions was not taught.
  - Literary devices and other literary terms are essential tools for being able to discuss what they encounter in the poetry.
  - Many teachers do not have teaching resources – this will go a long way to ensuring better teaching and equipping of the learners.
  - Some teachers interpret the poem from a personal perspective and this is inappropriate.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Learners should not quote unless specifically told to quote.
- Teachers must take care not to supply learners with examples of the sound “shrilling” for instance because the learner frames his answer around the example which is often not how the word has been used in the poem.
- Teachers must understand the poem as a whole before teaching their learners. “Cicadas” are not animals.

**(d) Describe any other specific observations relating to responses of learners**

- Teachers taught learners the symbolism of “doves” (peace, purity, etc.) but in this poem the symbolism is not relevant as it is the “cooling” aspect of the doves that is asked in the question.
- In 3.1 only the “busy” part of the morning was mentioned and not the heat. “Busy” did not even get a mark as a quote was not requested.

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

- Revision is essential. This should take the form of specific training on how poetry questions should be answered. Especially in 3-mark answers, learners need to frame answers from both denotative and connotative perspectives.
- Revision must include question terminology and what is required.
- A suggestion was made that learners should already be exposed to the study of poetry at primary school.
- Access to extensive material on all poems is required.
- Teachers must acquire the standard interpretation of the poem and teach learners only that.



<b>QUESTION 4: Poetry – Contextual Question: ‘When to the Sessions...’</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Although in the sample, responses on this poem scored the best, there were centres – many - where the question was poorly answered.</li> </ul>
<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>
<p>4.1 Learners merely lifted the words ‘summon up’ from the poem and did not fully explain the implications of the phrase. Providing a vague synonym is not sufficient.</p> <p>4.2 Learners did not explain why the speaker experiences such intense crying – or the purpose of the hyperbole.</p> <p>4.3 The sound device was identified and then it was stated that it contributes to the sad tone, but this is not sufficient. Learners need to explain how the phonic devices slow the pace or imitate the sound of weeping or moaning. Many confused the terms diction and sound devices. A number of them wrote the answer to 4.4 at this place and neglected to discuss the metaphor at 4.4</p> <p>4.4 A simple paraphrase is not enough. Learners need to understand the literary terms which are necessary to deal with questions of this nature. They need to explain the accounting/financial metaphor in FULL including its application in the final couplet of the poem.</p> <ul style="list-style-type: none"> <li>Vocabulary of the poem must be known.</li> <li>Literary devices and other literary terms are essential tools for being able to discuss what learners encounter in the poetry.</li> <li>Many teachers do not have teaching resources – this will go a long way to ensuring better teaching and equipping of the learners.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Provide the learner with plenty of information about the poem and guide how the learner frames the answers. Even in the 2-mark poetry question there needs to be logic in the expression of a response.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Perhaps because of the difficult nature of the poem, it was clear that some intensive teaching had taken place and learners had been prepared well to respond to the sonnet.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Revision is essential. This should take the form of specific training on how poetry questions should be answered. Question terminology and what is required should form part of this revision.</li> <li>A suggestion was made that learners should already be exposed to the study of poetry – even sonnets - at primary school or at the very least in the senior phase.</li> </ul>



<b>QUESTION 5: Unseen Poetry – Contextual Question: ‘Recollections’</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>A range of assessment results was achieved by the learners. The poem was a good choice – very accessible.</li> </ul>
<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>
<p>5.1 A more emotive response is required. Learners merely lift details from the text. Here the inability of learners to understand the nuances and subtleties of English Home Language negatively impacted on their ability to answer the question. As an entry level question, the memorandum requires a very specific answer which learners do not get.</p> <p>5.2 Most learners could answer this question. However, they do not always understand that ‘jingle’ is a sound. Many struggle with the identification of a mood. The word “jingling” was interpreted as movement but this option was not credited in the memorandum.</p> <p>5.3 Many learners struggle with nuances and subtleties of HL. Responses were too literal, giving mere definitions of ‘prowler’ and ‘prey’ rather than looking at imagination at play in the games of hunting.</p> <p>5.4 Once again, learners are responding literally to the idea of memories of childhood, rather than looking at the circumstances that defined their lives as children and at the role that imagination played in their escaping from the ‘grim houses’ where they lived. In 5.4 only the first part of the stanza was considered in the answer. The whole stanza needed to be discussed.</p> <ul style="list-style-type: none"> <li>Once again the knowledge and understanding of the words is essential to grasp the intended meaning of the poet.</li> <li>Literary devices and other literary terms are essential tools for being able to discuss what they encounter in the poetry.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>More exposure to internalization of unseen poems is required.</li> <li>Emphasis must be placed on reading poetry for enjoyment and making an emotional connection with the poem as per the CAPS requirements.</li> <li>Learners must look at all parts of the question.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Revision is essential. This should take the form of specific training on how poetry questions should be answered. Question terminology and what is required should form part of this revision.</li> <li>Learners must be motivated to read for enjoyment and there must be immersion into English poetry.</li> <li>Language conventions must be taught and remediated.</li> <li>Attention must be drawn to the length of answers (be guided by mark allocation).</li> </ul>



<b>QUESTION 6: Novel - Essay Question: <i>Animal Farm</i></b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• There was a range of responses but very few over 20. Why? Learners lapse into a narrative of commandments and Principles of Animalism and do not analyse.</li> <li>• There is too much reference to allegorical aspects.</li> <li>• Structure and style of the essay is sometimes ignored.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>• Too much narrative and generalization and too little analysis.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Format, style, register and language conventions must be taught/emphasized.</li> <li>• Learners must be aware of the audience for whom they are writing.</li> <li>• Discipline regarding essay length must be instilled.</li> <li>• Use of visual aids (movies, etc.) must be exercised with care. Learners tend to write about the movie and not the book and end up misinterpreting the question.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• The essay format needs to be given attention. No sub-headings, bullets or numbered points should feature in the essay.</li> <li>• There did seem to be an improved effort on the part of many learners to answer and to engage with the question paper.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Teachers must provide guided intervention. Answering of past papers is a good tool.</li> </ul>

<b>QUESTION 7: Novel - Contextual Question: <i>Animal Farm</i></b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• There was a range of results. Some learners fared poorly because the wording of the questions was too complex.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>• Questions sounded repetitive – all linked to failure of the revolution.</li> <li>• The questions were too weighted – all were 3-mark questions except the last question which was a 4-marker.</li> </ul>





- 7.1 Poorly answered. The instruction to “account for” was not understood.
- 7.2 Poorly answered because wording is obscure. Many did not understand “anticipate the fate”.
- 7.4 Poorly answered. Allegorical responses were frequent and could only obtain 1 out of 3 marks.
- 7.6 Irony was misunderstood. Candidates are unable to describe and apply the use of irony.
- 7.7 Straightforward question.
- 7.8 Poorly answered. It is a duplication of the essay question (Q6). Candidates do not refer to the separate passages in their answers.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers must teach format, style and language conventions.
- Emphasis must be placed on register.
- Teachers must censor the audio and visual material and align it to the text.
- More discipline must be exercised in length of responses.
- Learners must be taught to answer 3-mark and 4-mark questions.
- Until credit is ever given for the inclusion of historical background, teachers should avoid such focus in their teaching.
- The last question requires specific references to both reading passages. Candidates should be taught to refer in specific terms, and not resort to generalised waffle.

**(d) Describe any other specific observations relating to responses of learners**

- Learners ignore language conventions.
- There is an improvement in the effort learners put into answering the questions.
- In some centres it is clear that learners were not taught the book at all. Some did not even know the basic plot.
- In Q7.4 learners included allegorical/historical aspects in their answers and these were not credited fully.
- Some learners still do two contextual questions. They must do an essay and one contextual.

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

- Most teachers must be complimented on teaching of content. The majority of learners know the plot.
- Guided intervention on answering contextual questions is required. Use past papers throughout the year.

<b>QUESTION 8: Novel - Essay Question: <i>Pride and Prejudice</i></b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>The essay question posed few problems. Learners had obviously read and responded to the text of <i>Pride and Prejudice</i> with an appreciation of the central themes.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>In those instances where the question was poorly answered, the bugbears were words. Learners had problems with how people “reflect” “virtues and failings” and did not seem to grasp how to use this vocabulary and as a result lost many marks for misunderstanding the requirements of the essay.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Learners should be encouraged to avoid vocabulary or concepts with which they are uncomfortable. Learners very obviously held an opinion on the area tested in the question. Why not stick to their own simple words?</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>The few schools who offer this novel are clearly schools whose teachers go to great lengths to prepare their learners for this examination.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>If this novel – probably the most complex of the novels - is to be studied, every effort must be made to ensure that learners have in-depth knowledge of the nuances of the text and are <i>au fait</i> with the conventions of the society in which the novel is set.</li> </ul>

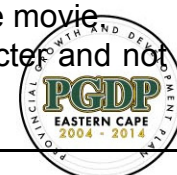
<b>QUESTION 9: Novel - Contextual Question: <i>Pride and Prejudice</i></b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>A range of responses was received. Most were of very good quality. It was clear that the majority of learners studying this novel were well prepared for the examination. Apart from Q9.2, Q9.7 and Q9.8, no question was consistently poorly answered.</li> </ul>





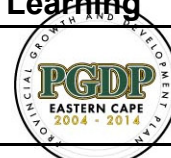
<p><b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b></p> <ul style="list-style-type: none"> <li>• In Q9.2 “mean understanding”, “little information” and “uncertain temper” each had to receive an explanation in the motivation.</li> <li>• Q9.7 Many learners failed to see that the question was directing them to comment on Austen’s use of satire – not what was ironic about the situation of Lady Catherine regarding Elizabeth as polluting the halls of Pemberley.</li> <li>• Q9.8 directs learners to Passage A and Passage B. Both the passages must feature equally in the answer.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Q9.8 directs learners to Passage A and Passage B. It would be useful and helpful to show learners, using texts of past papers, how to extricate that which is relevant.</li> <li>• Also – how important it is to deal with all aspects of a question i.e. Q9.2 “mean understanding”, “little information” and “uncertain temper”. Strong schools knew exactly what to do with such questions.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>• Most of the few schools who offer this novel are clearly schools whose teachers go to great lengths to prepare their learners for this examination.</li> </ul>
<p><b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>• Most of the schools who offer this novel are strong schools. However, there are some schools whose teaching of this novel falls short. Teachers at these schools need to be encouraged to invest in resources and to liaise with teachers who are producing excellent results so as to enhance their skills.</li> </ul>

<p><b>QUESTION 10: Novel - Essay Question: The Great Gatsby</b></p>
<p><b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p> <ul style="list-style-type: none"> <li>• A range of performance was recorded. Learners still tend to lapse into story-telling. Pre-prepared American Dream essays were prevalent.</li> </ul>
<p><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></p> <ul style="list-style-type: none"> <li>• The geography (East Egg and West Egg) is muddled.</li> <li>• The style and register of writing the literary essay is not appropriate. Careless punctuation and grammar make responses unreadable.</li> <li>• Spelling of character names problematic.</li> <li>• Responses were distorted because learners based answers on the movie.</li> <li>• Essays were often one-sided; focus was solely on a single character and not an array.</li> <li>• Information was lifted from the contextual.</li> </ul>



<ul style="list-style-type: none"> <li>The question was also imprecise. “Inequality” confused learners. Many included gender and race inequality which was not required by the question.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Clarity on East and West Egg must be acquired.</li> <li>Insist on the correct style and register for the literary essay. If learners are expected to write essays correctly from Grade 10, they would not encounter challenges in matric.</li> <li>Learning to spell the names of characters should be non-negotiable.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>The structure of the essay has improved in that most do include an introduction and a conclusion – although one or both are often independent of the content.</li> <li>Good/Better paragraphing was evident.</li> <li>Learners use colloquial expression in some cases.</li> <li>The wrong tone and register – too personal, too chatty – is used.</li> <li>Some still do not deal with entire question (eg. inequalities and evils).</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>It needs to be emphasised that handwriting and choice of pen does impact on how the marker responds to the essay.</li> <li>Limit exposure to movie versions of the novel before learners have a thorough grasp of the issues.</li> </ul>

<b>QUESTION 11: Novel - Contextual Question: The Great Gatsby</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>There was a fair spread of marks. The question was generally well answered.</li> </ul>
<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>
<p>11.1 “Romantic” was linked to the love between Gatsby and Daisy - similarly in Q11.3 where “cynical and melancholy” were not understood and learners did not get the contrast.</p> <p>11.2 Many missed the focus of the answer by going beyond the specified lines.</p> <p>11.5 Irony question was challenging. It was not clearly answered. The specific lines did not have to feature in the answer. Learners chose to give examples of irony which were then not credited.</p> <p>11.7 Very creative/different/insightful answers were given.</p> <p>11.8 Many learners did not refer to the specific extracts and could not get full credit for their answers. Some of the questions were “poorly answered”.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Read the novel; do not substitute the movie version.</li> <li>Know the geography.</li> </ul>



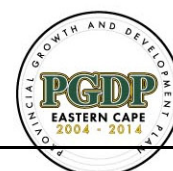
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Many lack the capacity for producing really thorough, detailed responses to 3-mark and the 4-mark questions.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Make extensive use of past papers and the published memoranda to prepare learners for this examination. Regular control of learners' responses in class and subsequent guidance on presenting contextual answers will enhance their responses.</li> </ul>

<b>QUESTION 12: Drama - Essay Question: Othello</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Mixed responses were presented. Some did well if all aspects were addressed. Poorly answered essays tried to fit in other prepared themes. Pre-prepared essays about weaknesses leading to Othello's downfall were often presented. Learners didn't come to grips with the question – they neglected the 'injustices' aspect and confused what they had learnt with the topic.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Learners did not relate to all aspects of the essay – missed the injustice part.</li> <li>Learners knew the weaknesses well, but top learners often penalised themselves by not covering the full topic.</li> <li>Good learners were only getting up to 15/25 because not all aspects were addressed.</li> <li>Some confused names of characters from other networks studied.</li> <li>Misconceptions were that Iago wanted to be General (Othello's position) – but that was not his point of jealousy with regard to Othello; Iago was not even in line to be General.</li> <li>Poor spelling (lieutenant, handkerchief, Brabantio) reflects badly on the quality of a learner's work.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teach learners how to highlight key aspects of the essay question, so that they can be more specific in their answers, giving examples from the play (not necessarily quotes, as they often misquoted).</li> <li>Learners tended to give sweeping generalisation about life in their essays! They must refer to the text.</li> <li>They need better comprehension skills to understand the question, and address each aspect of the question. Practise is clearly needed in just interpreting the requirements of the question.</li> </ul>



<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Many learners described scenes from the <i>Othello</i> movie that do not exist in the text; learners must read the full play</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Teach how to highlight the key issues relating to the setwork essay question – different from a creative essay!</li> </ul>

<b>QUESTION 13: Drama - Contextual Question: Othello</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Fewer learners opted for the contextual and on the whole the responses were satisfactory. There are, however, whole centres where teaching and/or learning is clearly not happening.</li> <li>Q13.1 and Q13.4 were managed fairly well. Learners knew the content. However the rest were problematical.</li> </ul>
<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>
<p>13.1 The wording of the question led many learners to answer on Desdemona and Othello together, instead of separating the two for a full mark.</p> <p>13.2 Learners confused the place of the extract in context; they missed the idea of how her ATTITUDE was changed; again, missed the concept of providing a contrast. Also brought in too much about how Othello had bewitched Desdemona – that became their focus.</p> <p>13.3 Poorly answered by those learners who did not know what ‘visage’ meant. Learners did not understand that the question referred to the connection between Othello and Desdemona’s MINDS, not their love; they missed the spiritual connection aspect.</p> <p>13.4 Those learners who mixed up Othello and Iago in this question did not follow through with the result of the irony (i.e. that his misplaced trust resulted in him killing Desdemona).</p> <p>13.5 Poorly answered in full; learners gave partial answers. Division of the question into Emilia’s USE of these words (villainy in context) and her REPETITION of these words (emotional impact) was not the way that learners answered. Learners thought that Emilia felt guilty for her involvement, but she doesn’t actually know it all yet.</p> <p>13.6 Poorly answered – again the extract was confused with being later in the action of the play. Learners did not realise that Iago has not yet been fully exposed. (The mark division was for the OUTBURST and the PHYSICAL ACTION). The passage only refers to Othello’s murder, so they went past the extract in their answers on the <u>dramatic impact</u> and must show the audience’s reaction in this regard too.</p>



13.7 Learners struggle with TONE and then left out the MOTIVATION. It was not well answered as learners are not all familiar with how to set out stage directions.
13.8 The question is very open-ended; almost a 'guess-what-I'm-thinking' type of question. The learners missed the point that Othello still thinks he has done what he had to do. The answers were not long enough to obtain the full marks (mini-essay). They referred to much more than the lines quoted; they did not even refer to the correct speaker at times.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Learners should be guided to look at the results of irony.</li> <li>Question needs to give clues when emotional response is required. It is not easy for learners to pick up on this.</li> <li>Learners MUST read the extract carefully to place it correctly in its context.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners did not seem to be aware of the 'non-typical' aspect of Othello and Desdemona's relationship (connection of minds) in 13.7.</li> </ul>
13.8 Learners struggle to express an answer about ATTITUDE.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Look at all aspects of the question.</li> </ul>

<b>QUESTION 14: Drama - Essay Question: The Crucible</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Fair question. Learners generally found it too broad and perhaps were hindered in selecting specific details/characters/incidents to focus on. Quoting was sparse – learners did not use/integrate quotes in arguments to strengthen the essay.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>Learners are still retelling the story – arguments are plot-driven.</li> <li>Learners find it difficult to interpret and substantiate.</li> <li>Learners misinterpreted what was meant by 'weaknesses' of characters but generally understood 'exploitation' and 'injustice'.</li> <li>Learners simply highlighted character flaws – not really relevant to the question.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Learners must be taught how to structure an essay.</li> <li>They must be taught devices, especially irony.</li> <li>They must use third person/passive voice.</li> <li>They must be taught to differentiate between comment, critically discuss etc.</li> <li>If specific lines are referred to in the question, they must focus only on these.</li> <li>They must be taught the content of the genre.</li> </ul>



<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Essays were not always well-structured.</li> <li>Learners do not interpret the question correctly and thus do not produce the required answer – although it is clear that they know the story.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>A workshop on how to teach learners to answer literature essays needs to be arranged. Teachers who have marked this paper and subject advisors should be asked to present the workshop.</li> </ul>

<b>QUESTION 15: Drama - Contextual Question: The Crucible</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>This question was poorly answered in general. The expected top marks were not achieved.</li> </ul>
<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>
<p>15.2 Learners struggled to answer correctly. They ignored the instruction to “refer to the play as a whole”.</p> <p>15.3 Random question – learners did not answer this question well.</p> <p>15.6 and 15.7 Stage direction questions are problematic.</p> <p>15.8 The mini essay question was loaded. Most generally paraphrased this question.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Learners must be taught how to answer 3-mark and 4-mark questions. There is a skill involved in sifting the information required and presenting the response in a logical and focused way.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Q15.6 – ‘Hang them high over the town’ - was interpreted literally.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Make extensive use of past papers and the published memoranda to prepare learners for this examination. Regular control of learners’ responses in class and subsequent guidance on presenting contextual answers will enhance their responses.</li> </ul>



**ASSESSMENT & EXAMINATIONS**

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# **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ENGLISH HOME LANGUAGE
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<b>PAPER</b>	3
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<b>DATE OF EXAMINATION:</b>	25 NOVEMBER 2014	<b>DURATION:</b>	2½ HOURS
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## **SECTION 1:**

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

Markers were impressed with the selection of essay topics. The paper was very fair and of an appropriate standard for grade 12. The topics were open to wide interpretation. Section A prompted learners to respond creatively and originally, with impressive results.

Learners are to be commended on their ability to write figuratively. It was pleasing to see the creative responses that 18-year-old learners were able to produce in two-and-a-half hours under examination conditions!

Poor responses were not confined to any particular topic. Most responses were mature, perceptive and even profound in many cases.

The topics were not specific to any gender or race and they were open to interpretation on various levels and in all styles of writing. The topics were not one-dimensional: responses could be creative, descriptive, narrative or discursive. The candidates related well to the visual topics in particular. The topics enabled learners to draw from their life experiences, for example, 'A bully does not need a fist'.

The topics catered for a wide range of candidates – both the eloquent and the less able. They also appealed to a variety of interests and encouraged personal responses. The most popular topics were 1.3, 1.6.1, 1.6.3, followed by 1.5 and 1.2.

Although a figurative approach to a topic in Section A is preferable, literal responses were of a high calibre, owing to the nature of the topics.

In Section B, topics 2.4 and 2.5 were outside the realm of the experience of the learners, thus some were unable to meet the requirements of the topics.

A pleasing number of candidates were awarded 100% for the entire paper or for sections of the paper.

## **SECTION 2:**

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

<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>
<b>1.1 We desire to bequeath two things to our children – roots and wings</b>
Candidates who attempted this topic generally performed well. Candidates understood that a figurative response was preferable. There was a strong cultural aspect involved. Learners' responses were mature. The topic was adaptable to discursive and narrative essays. It generated some very good essays with good figurative language, as well as a broad range of responses. Some weaker candidates did not understand the word, 'bequeath' and did not satisfactorily deal with both aspects of the quotation. Stronger candidates performed very well.
<b>1.2 The stories that blind us</b>
This topic was generally well answered. The topic was not always well developed and sometimes was misinterpreted: candidates referred to turning a blind eye. Responses included how the media, politics, propaganda and fairy tales blind us to reality.
<b>1.3 A bully does not need a fist</b>
This was a very popular topic to which learners responded with sincerity and understanding. The writing was mature and knowledgeable: candidates understood psychological, emotional and cyber bullying very well. As a result, even average learners were able to achieve good results. There were, however, examples of over-generalised and trite responses. Some candidates explained bullying and the reasons for bullying, instead of addressing the idea of the 'fist'. A few candidates became repetitive in their responses as they ran out of ideas. Candidates did not necessarily agree with the topic and were given due credit. A few candidates who chose a narrative response, were able to approach the topic with subtlety. This was a popular choice which also appealed to weaker candidates who were able to produce good writing.
<b>1.4 'To see a world ... eternity in an hour.'</b>
Although this was the least attempted topic, it produced some excellent responses. It was definitely a topic for the stronger candidate. Those who did respond to this topic often produced highly creative writing. Some learners were unable to comprehend the complexities of the quotation.
<b>1.5 The flavour of my town</b>
This was a popular topic which allowed candidates to relate their personal experiences, leading to sincere writing. It was also a good topic for the weaker learners. Most candidates understood the figurative meaning of 'flavour'. However, literal interpretations were most often well written and credited. Learners related the topic to the culture, religion, history and people of their towns. Weaker candidates struggled to express the concept of 'flavour' clearly even though they understood the idea.



### 1.6.1 Visual of the road

This open-ended topic was very popular and elicited a very wide range of good responses. There was a mixed response of narrative (often literal) and philosophical (figurative). It was a good topic for the weaker candidates. Unfortunately learners relied on many platitudes in their responses.

### 1.6.2 Imagination visual

Learners mainly ignored the circles and focused on the word, 'imagination'. As a result, this was not really a visual stimulus, but simply another topic with the title: Imagination. There were excellent narrative as well as discursive responses. Stronger candidates focused on using imagination to improve/plan your life. Weaker candidates focused on imagining scenarios, resulting in limited responses.

### 1.6.3 Broken plate visual

This was a very popular topic which produced creative and outstanding narrative essays. The topic was effectively dealt with by both stronger and weaker candidates. Responses were sincere and insightful. Candidates resisted the temptation to be overly sentimental, producing subtle writing. Literal responses were also creative and original. There were many essays which created a parallel between the literal and figurative.

**(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Because of the nature of the topics, there were no questions which caused problems or were generally misunderstood in Section A.

Problem areas have been discussed under each topic.

### **(a) Provide suggestions for improvement in relation to Teaching and Learning**

- Encourage creativity and figurative responses to the **topics**; however, if the candidate is average, he/she should stick to what he/she knows, instead of trying to create an out-of-the-box response.
- Educators should focus on the importance of **content** and learners should realise that their responses must be relevant to the topic: all thoughts and ideas should link to the topic.
- Candidates should include a title to their essays, since this will create focus and reader expectation, enhancing the quality of writing.
- Candidates should link their essay to the topic with a good introductory and concluding paragraph.
- Candidates need to practise introductory and concluding paragraphs to ensure that the conclusion follows logically from the introduction. Educators should stress the importance of the impact of effective introductions and conclusions.
- Candidates must not use headings like 'Introduction', 'Body' and 'Conclusion'.
- The importance of **structure** needs to be emphasised: the development of an essay is greatly enhanced by correct, logical paragraphing and the use of topic sentences.
- Far too many candidates simply used 'and then' to join sentences which ran into overly long and clumsy paragraphs.
- Paragraphs need to be varied! Some candidates are under the impression that an essay consists of three paragraphs only: an introduction, a body and conclusion.
- Candidates need to be reminded that a new paragraph means leaving a line open. This is also very important when direct speech is used in the writing.
- There is no need for the candidate to repeat the topic or state the focus of the essay as if the candidate were debating, e.g. 'In this essay I will be discussing...'; 'The topic means ...'.
- Candidates must be aware of the time allocation per section and plan the division of

their time accordingly. The time allocation is suggested in the instructions. It is strongly advised that candidates should adhere to this.

- Candidates should plan essays to maintain focus, yet they should **refrain from overly long planning**. The writing of a draft should be **limited to the essentials** to allow time for writing and editing.
- Candidates should number their planning **and** their final copy.
- To ensure that markers are aware of where the essay begins and ends, candidates must distinguish clearly between their planning and their final product.
- It is essential that candidates start their essays at the **top** of a page and write to the **last line** of the page, since at times it appears to the marker that the essay has ended, yet there is still a paragraph or two that follow once the page has been turned.
- Candidates should focus on varying their sentence length as this improves the style and structure of the essay.
- While good vocabulary is rewarded, inappropriate use of excessive pre-learnt or pre-taught **vocabulary** should be discouraged. Invariably candidates use these words in the wrong context.
- Teachers should not encourage learners to learn lists of clichés, quotations and platitudes which are then used excessively in their writing. These come across as forced and produce writing which is not cohesive; instead the writing is insincere, disjointed and lacks meaning.
- Candidates should avoid writing overly long essays and then fabricating the word count.
- The weaker learners, especially, should focus on being concise. A sentence is a unit of meaning. Lengthy sentences, which can almost be considered to be a paragraph, should be avoided.
- A particular problem this year was the use of sentence fragments. Teachers should address the candidates' use of incomplete sentences.
- Candidates must be more attentive to **punctuation**. Sentences were at times long and confusing, leading to a lack of coherence.
- Comma splicing remains an ongoing problem and needs **serious** attention. It leads to long, rambling sentences. Concise sentences should be encouraged.
- The importance of sentence structure should be reinforced to create readable and effective writing.
- Candidates who develop their ideas and provide detail are able to score high marks for structure.
- Discourage the repetitive use of **participial phrases** to start sentences. However, this was not such a problem this year as in previous years.
- Learners should not use semi-colons indiscriminately.
- Focus should be on using a comma after the word instead of at the beginning of the next line. For example: Even though the road has been long  
, it was worth the effort.
- A hyphen must be used at the end of a syllable when a word is continued on the next line. If candidates are unsure where to use the hyphen, they should rather place the entire word on the next line.
- Candidates should avoid using 'e.g.' or 'etc.' or 'i.e.' in their writing. If they do insist on using these, they should abbreviate them properly and use them correctly.
- Inconsistent use of the **pronoun** needs to be addressed, e.g. Candidates write, 'One should do their work' instead of 'One should do one's work' or 'Everybody must do their work' instead of 'his/her work'.
- Candidates should apply the rule that a pronoun replaces the name of the person or thing and should avoid writing: 'This letter it is ...' / 'Anne, she is a bully...'
- Educators should address sequence of tense: Candidates change tense in mid-sentence and within the paragraph. There is a tendency to use the continuous tense when the simple or perfect tense would be more appropriate.
- The apostrophe must not be used to form plurals.

- Candidates need to learn where to place the apostrophe in cases of omission. However, this was much less of a problem this year.
- The punctuation and paragraphing of **direct speech** needs to be addressed at Grade eight level and reinforced every year.
- Discourage the use of **redundancies** such as: we as the youth / I as a person, / I as a human being / we as people / we as humans. Such redundancies detract from the efficacy of the writing. Unfortunately these redundancies are on the increase.
- Teachers should address **commonly confused words**: advice / advise / everyday and every day; they're / there / their; his / he's; where / were; apart / a part; live / leave; still / steal; rich / reach; your / you are.
- Address the following words which are **misspelt**: because / in fact / a least / bullying /referred / occurred / diligently / tomorrow / challenges / powerful /grateful / truly / careful / beginning / develop / occasionally /alot of / lam / aswell / of course/ definitely / everytime / incase/ receive / deceit / separate / desperate /until / till / in spite of / infront / in fact / disappear / disappoint / guarantee
- Correct the use of 'should of' / 'could of' / 'its'vs'it's'.
- Avoid the use of 'hence' / 'a couple of' / 'you guys' / 'cos' / 'cause' instead of 'because'.
- Avoid excessive use of 'whereby', 'therefore', 'however'.
- Avoid addressing 'you' in the essay, as in, 'You should look at your own life and make a decision.
- Avoid double **superlatives** such as 'most strongest' / 'most happiest' / more harder.
- Avoid the use of 'like' instead of 'as'.
- Correct use of prepositions can be taught to avoid errors such as: 'aware on', 'angry at'.
- Learners should use fictitious names in their responses.

**(d) Describe any other specific observations relating to responses of learners**

Learners were able to respond in any style to the topics. Candidates who prefer narrative essays were able to adapt the topics to suit their writing.

- Some candidates were unable to organise their thoughts, resulting in haphazard and muddled writing. Some form of planning is essential.
- Learners should treat the script as they would a legal document to ensure neatness and legibility.
- Learners must NOT tear pages from their answer books. Planning must be left in the answer book.
- Learners should not choose topics which they do not fully understand. Topics which were poorly answered resulted from a misunderstanding of the topic.
- There are a number of learners who insert capital letters randomly in their sentences.
- It is pleasing to note that the use of **slang** and sms language is steadily decreasing. However, the use of 'i'm' instead of 'I'm' remains a problem.
- Figurative aspects of topics are not always understood.
- There was an improvement in format and some centres boast excellent, mature writers!
- High levels of creativity were observed and the quality of writing continues to improve.

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

The introduction in creative writing should not be a statement of intent. Far too many learners repeated the topic in their essays, explained the meaning of the topic or informed the marker what they were going to discuss in their essays. Learners should be discouraged from manipulating the topic.

A few learners addressed more than one topic in their responses.

Learners should not use stock phrases or clichés. Refer to the common errors referred to in (c).

Candidates should be guided by the word limitations.

Candidates should not use the very light-blue ink pen. Legibility is of **paramount** importance.

**SECTION B**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

**2.1 Letter to the editor**

Key words in this topic are: 'offensive advertisement' and 'public outcry'/'controversy'. Learners were not always able to cope with the demands of this topic which requires formal register. Stronger candidates were able to formulate mature responses. Learners do not always understand the function of a letter to the editor and the neutral position of the editor.

**2.2 Interview**

Most candidates who chose this topic achieved well. It was topical and within their frame of reference. Even weaker learners coped well with the topic.

**2.3 Magazine article**

Candidates could relate to the topic and responses were satisfactory. Weaker candidates struggled to cope with the demands of this style of writing.

**2.4 Minutes of a meeting**

This topic was generally poorly answered. Learners possibly thought that it would be an easy option since the structure was provided by the agenda. However, there were some centres where the weaker learners had clearly been taught the format and demands of minutes and they were able to perform better than most.

**2.5 Letter of request**

This topic was also generally not well answered. Learners omitted the 'request' aspect of the topic. Format and register were inadequate. However, there were some mature and detailed responses.

## 2.6 Review

Responses were mostly satisfactory. Candidates generally understood the function of a review. There were few candidates who were not able to cope with this topic.

**(b)Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

2.1 Lack of format, or the use of incorrect format, was a major issue. Essential aspects of format were omitted. Learners did not refer to the advertisement and referred to controversy in general. At times details were lacking and responses were vague. Many candidates gave instructions to the editor to address the situation or held the editor responsible. Candidates omitted reference to the public outcry. Poor formal language usage and incorrect register were problematic. The formal letter was often verbose and candidates used vocabulary out of context in an attempt to sound impressive. Letters often included irrelevant personal information.

2.2 Candidates wasted time and words on scene setting, greeting the audience/listeners and providing background. Some candidates misunderstood the word, 'tarnished' or ignored that particular aspect in the topic. The interviews became too general and were not always relevant to the topic. Questions were not always insightful or leading/probing. A number of interviews consisted of one or two questions and were thus lacking in interaction. While colloquial language was permitted, slang is definitely not acceptable when writing an examination.

2.3 Candidates were confused by the visual and many did not refer to the '...or is it?' aspect of the topic. Candidates tended to lecture or moralise and some used a narrative style, possibly in response to the graphic. Many candidates did not understand that they should have written in a more discursive style. Responses lapsed into clichés and trite statements. A few learners failed to distinguish between a magazine and newspaper article.

2.4 Minutes of a meeting are clearly within candidates' frames of reference. Candidates should be instructed to steer clear of topics they do not understand or have not learnt. In some centres, candidates wrote the headings of the agenda, followed by the number of minutes it would take to discuss that aspect! They clearly had no concept of what minutes of a meeting entail. Candidates did not use the past tense; used reported speech; used the first person; did not address the urgency of the meeting in the welcome and had no knowledge of the requirements of the headings, 'Attendance' and 'Apologies'. The minutes were sometimes written as a speech.

2.5 This topic was also not within most candidates' frames of reference. Many learners have never had to plan a holiday. Candidates included irrelevant information, such as having received a first pay cheque or wanting to surprise someone. Some candidates described the picture while others wanted to purchase the house. Letters were lacking in relevant detail. Expected requests, such as location, price, accessibility, etc. were not included. Format and register were problematic.

2.6 Weaker candidates provided too much detail about the plot. General details expected in a review, such as location, actors, times, dates and recommendations were lacking. Some candidates referred to film and others advertised the show. A few candidates misunderstood the word, 'amateur' and interpreted it as meaning 'incompetent'.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Educators should condition learners to answer to their strengths.
- Learners should select topics to which they can relate and to which they can respond with confidence and knowledge.
- Functional writing can be learnt; learners should be exposed to as many examples of transactional writing as possible.
- Expose candidates to actual letters to the editor in newspapers and reviews from magazines in order to acquaint them with the requirements of these genres.
- Candidates should be taught that transactional writing is writing with a purpose and the response should fulfil that purpose.
- Focus on the importance of using correct transactional formats in order to score top marks.
- Paragraphing, structure and register are important.
- Concise writing must be practised since learners need to give as much relevant detail as possible.
- Learners must not announce their names at the beginning of letters, e.g. "My name is Anne and I am writing this letter because ...."
- Candidates need to be reminded that TWO pieces of writing are required in Section B and should manage their time accordingly.

**(d) Describe any other specific observations relating to responses of learners**

Far too many candidates did not know the appropriate formats for the transactional writing nor understand the purpose, especially with regards to the formal letter and the minutes. The following problems were noted:

- addresses were omitted
- street addresses and P.O. Box numbers were used together in the same address
- addresses were written in the incorrect order
- codes and dates were omitted
- the date was also included in the business address
- the date was not written in full
- the name of the company or the addressee (The Director / The Manager) was omitted
- the salutation referred to 'To whom it may concern' or 'Dear Manager'
- reference to 'Dear Editor' instead of 'Sir/Madam'
- candidates used a colon after 'Dear', as in 'Dear: Editor'
- headings were omitted
- headings were far too long or vague
- opening paragraphs did not specify the nature of the complaint
- at times the body of the letter was in the form of a narrative
- in the body, far too much irrelevant background detail was provided
- the body of the letter consisted of one long paragraph
- incorrect signing off was used



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

Learners must choose topics they understand and formats and purposes with which they are familiar. Sincere, authentic, mature and appropriate responses are awarded good marks.

Educators should stress the importance of suitable register.

In the formal letter, candidates should not write: 'I would really like for you to ...'.

**PLANNING:**

- Candidates need to show progression/development/organisation of ideas in their writing.
- Visible evidence of planning (rough work) is not essential and candidates will not be penalised for not producing a draft. Markers understand that candidates could be planning and organising their thoughts in their heads. Stronger candidates may not need to plan. Weaker candidates' lack of planning will show in their writing.
- The instruction on the question paper regarding planning is simply to encourage candidates to organise their thoughts. It is part of the writing process.

**SECTION A: CHOICE OF TOPIC**

- Candidates should be **encouraged to choose topics they understand** or which are familiar to them. Too many candidates choose a topic which they misinterpret or which is totally foreign to their realms of experience.
- By choosing a topic to which they can relate, candidates are able to produce sincere and honest responses which are credited accordingly.
- Candidates should be taught to underline keywords in the topic so that they can remain focused on what is required. This will help to avoid a misinterpretation of the topic or a too narrow focus.
- Candidates should avoid responses that are simply over-the-top and completely unrealistic.

**LANGUAGE VS CONTENT MARK**

- If a candidate's response is off the topic or a misinterpretation of the topic, the content mark will fall into the 'Elementary' or 'Moderate' category, depending on the severity of the problem. In such a case, the language mark cannot be more than ONE code higher than the content mark
- This rule does not work in reverse: a candidate can be awarded a 'Skilful' mark for content and a 'Moderate' or 'Elementary' mark for language.

**RUBRIC**

- When deciding on a category on the rubric, do not be swayed by only one descriptor.
- Select the category in which **most** of the descriptors apply.

**SECTION B: GENERAL**

**FORMAT**

- When marking, first focus on content.
- If there are major problems with format – drop slightly in the category decided on for content or award a mark from the next category down. The drop depends on the severity of the format problem.
- **What the candidatesays is more important than the format.**

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

- Candidates are able to score very good marks in Paper 3 and should be encouraged to persevere and write the paper instead of giving up after perhaps having a bad experience with Paper 1 or 2.
- Paper 3 carries most weight and should be afforded more teaching time. Candidates need to be well-informed and guided in the writing of this paper. The number of candidates who are awarded 100% for the paper or sections of the paper proves that it is worthwhile spending more time preparing candidates to cope with the demands of the paper, since it is a paper in which they can and should score very well.
- Even average candidates may be awarded high marks, especially if they are able to cope with the format, register and content of Section B.
- Creativity and originality are rewarded and candidates should be given more opportunities to develop and improve their writing skills.
- The aim of paper 3 is to test the candidates' abilities to write creatively and functionally and use acceptable English.
- Teachers need to focus on eliminating common errors which detract from the fluency of the writing.
- A focus on correct format, style and register for Section B will be to the candidates' advantage.
- Unless candidates are particularly good at expressing themselves formally, they should be advised to avoid the formal letters.
- If candidates **do not understand** a word or words in the topic, they **should not** attempt that topic.
- Candidates must be made aware of topics which require a figurative response for the writing to be successful and original.
- Handwriting which is difficult to read leads to words which cannot be deciphered being marked as errors.
- Under no circumstances should candidates remove pages from their answer books, not even their rough work, as this is regarded as an 'Irregularity'.
- Under no circumstances should candidates staple pages containing their planning into their answer booklets. This is also regarded as an 'Irregularity'.
- Planning can be done in the booklet and does not only have to be on the page for rough work.
- Candidates need to be reminded to cross out their planning.
- Candidates must be aware of the fact that they are writing an examination: their language and style cannot be too informal even if they are writing a dialogue or interview.



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**NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY</b>
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<b>PAPER</b>	<b>1</b>
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<b>DATE OF EXAMINATION:</b>	<b>30 OCTOBER 2014</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)**

Candidates for the 2014 Geography paper one assembled for the first time to write an examination based on the new Curriculum and Assessment Policy Statement (CAPS). This years' question paper was set out of a total of 225 marks which was 75 marks less than previous years question papers. In essence the format of the question paper did not deviate much from previous years question papers. Candidates still had to answer three of the four questions divided into two sections viz SECTION A: Climate and Weather and Geomorphology and SECTION B: Settlement Geography and Economic Geography of South Africa. The duration of the question paper was three hours and was written first on the day of the Geography examination.

The general standard of the question paper was good and challenged candidates in certain questions. The curriculum was adequately covered and questions were well spread out among the content topics prescribed in the Grade 12 learning program. The instructions were clear and most of the diagrams and articles in the annexure were in context with the questions asked. The question paper was comprehensive but still afforded candidates ample time to complete the paper within the allocated time-frame. Questioning techniques conformed to Bloom's taxonomy and subscribed to the ratio of lower(25%), middle(50%) and higher(25%) range of questions. The language used in the question paper was of an appropriate standard although there were concerns expressed about its standard for second language candidates. The marking memorandum was wide enough to cover for a range of answers but was still lambasted at the marking centre for being too restrictive.

Candidates performance in the question paper was generally average. There were outstanding performances recorded and early indications suggest that many candidates coped with the question paper. Question three proved to be the most popular question but the Physical Geography section still remains a challenge for most candidates.

This years question paper revealed that candidates tend to do well in the lower order questions but struggled with the middle and higher order questions. Most of the



paragraph questions were of a higher order and candidates lacked the ability to interpret these questions. Candidates fail to qualify statements and lack basic Geographical knowledge. The issue of poor conceptual understanding raised its head again. Candidates have to have sound conceptual knowledge (built up through the FET-phase) to be able to achieve good results at matric level. Lack of conceptual knowledge stifles the ability of candidates to examine Geographical processes in depth.

Candidates need to realise that the CAPS curriculum needs to be covered adequately and that equal time be devoted to all topics. CAPS has no room for selective teaching. Every topic belongs to a question. Candidates are left unprepared if this is not achieved. Absolute theoretical knowledge of the subject is of the utmost importance.

An area of concern is that candidates are unable to grasp 'action words' in questions: 'evaluate', 'processes', 'critically evaluate', 'impact' etc. Inability to understand or interpret what the question requires of you will ultimately lead to poor marks.

The Rasch analysis suggests that candidates achieved the highest marks in question three and the lowest in question two. The analysis of 100 scripts from various districts recorded that candidates averaged 40.6% for the question paper.

An analysis of individual questions and candidates performance sourced from 135 markers, 27 senior markers, 5 deputy chief markers, 1 moderator, 1 chief marker and the Rasch analysis will be provided in each individual question.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

The Rasch Analysis shows that the average percentage mark for this question was 25.6%. This suggests that it was poorly answered. Candidates performed well in the lower order questions in 1.1 and 1.2, but struggled with questions that required them to synthesise and apply knowledge. Questions 1.3 and 1.4 highlighted katabatic winds and berg winds. The formation of these winds (secondary and tertiary circulation) were not understood by the majority of candidates. The paragraph question 1.5.5 was the question in which the candidates performed the worst. The question was a higher order question that required candidates to understand and explore various Geographical terminology viz 'erosion', 'courses of a river', 'vertical erosion', 'deposition', 'graded', 'ungraded' etc. Candidates also could not provide an accurate definition for a longitudinal profile(1.5.1) and could not associate a levee(1.6) as a depositional feature.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Candidates were not helped by a poor sketch in 1.3 and a memo that required similar answers in 1.3.3 and 1.3.4. Candidates confused katabatic wind and temperature inversion and struggled to interpret the sketch. At the core of candidates poor performance in the question was their weak conceptual knowledge. Candidates did not understand the origin of Berg winds and how (DALR) is associated with it. While they were able to make a connection with Berg winds and fire, they did not understand the conditions under which Berg winds originate. The essay question in 1.5.5 demanded from candidates to dig deep and apply their knowledge on graded and ungraded profiles. This is something not commonly taught in the class hence candidates performed poorly. The common error committed by candidates in 1.6 was the confuse 'levees' with 'floodplains'. Candidates could not identify levees (answer was given) and explain its formation. Candidates also lost marks because they could not draw a free-hand sketch of a graded longitudinal profile.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

The 'language of Geography' needs to be continually instilled into candidates. This is achieved by providing a strong conceptual background to topics. Educators need to change their approaches to teaching certain topics. They need to engage in other resources like DVD's, maps, photos, newspaper clippings, excursions etc. to make topics realistic to candidates. Topics in Geomorphology and Climatology need to be also taught with relevant diagrams and sketches. These are topics that need visual representation.

**(d) Describe any other specific observations relating to responses of learners**

Candidates struggle with paragraph writing. They 'list' instead of qualifying facts. Language remains a barrier and candidates struggle with spelling. They show poor understanding of basic concepts taught in Grade 10. They choose questions with not much thought. Question one is the most popular question in Section A because it is the first one they choose to answer.

Candidates use general knowledge as a point of reference. They cannot use and adapt sketches to assist them with answers.

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

Educators must be encouraged to use a variety of sources. Focus on curriculum coverage should go hand in hand with adopting different approaches to teaching certain topics. Educators should be aided with sources relevant to the teaching of Physical Geography.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 2

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Candidates analyzed in the Rasch analysis reflect an average of 18,4 marks or 24,5% for this question. This clearly suggests that candidates struggled with the question. The analysis further points out that 2.6 was the question where candidates attained the lowest percentage in the entire question paper. Candidates scored well in 2.1 and 2.2 (lower order question) but performed poorly in the questions that required a more deeper level of thinking. Candidates struggled with the synoptic weather map (2.3) and in particular the paragraph question (2.3.3). Concepts like 'isotherms', 'relative humidity' and 'water resource management' were poorly understood. The paragraph question (2.5.5) on the impact of human interference downstream was poorly interpreted. This was a question where candidates content gaps were exposed. This was clearly evident from the array of answers presented by candidates.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Questions 2.3.3 and 2.4.3 (C) were poorly answered as these questions were not clear and entirely factual. Candidates were confused and this led to a poor performance in these questions. Poor performance by candidates in 2.5.5 was as the result of candidates not being able to differentiate between the causes and effects of a problem. The poor performance in 'river rejuvenation' (2.6) can be attributed to educators not devoting enough coverage time to the topic. Questions 2.6.2 and 2.6.6 were linked so candidates lost 5 marks if they could not identify the feature of river rejuvenation depicted in the sketch hence they could not explain how it was formed. Candidates could not also link rejuvenation with its impact on human activities. Candidates confused rejuvenation with river capture.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Assessment based on Bloom's taxonomy should be regularly implemented in the classroom. In this way candidates would be regularly exposed to application questions. Teaching must revolve around applying Geographical content to real life situations whenever possible. Informal assessment and the use of exemplars must be encouraged.

**(d) Describe any other specific observations relating to responses of learners**

Candidates are comfortable with recall questions. Language barrier has a negative impact on candidates' ability to apply knowledge to certain questions. Another interesting technical issue is the fact that candidates number questions incorrectly. This costs them marks as correct answers attached to mistakes in numbering can disadvantage candidates. This section of the question paper required candidates to sketch and label a longitudinal profile and to draw a labelled cross section of a front. This is possibly something educators need to prepare candidates for in future examinations.

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

Subject advisers must plan to host workshops on the technical issues of a question paper and explain typical exam type questions. Teachers to be developed on the skill of paragraph writing and the importance of qualifying Geographical facts.

**SECTION 2: Comment on candidates' performance in individual questions**

**QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

According to the Rasch analysis, this was the most commonly answered question. Candidates obtained the highest average mark of 30,5 or 40,7% in this question. Candidates answered the questions on informal settlements (3.3) and the newspaper article (3.4) fairly well. They had difficulty in answering 3.5.5 and 3.5.6.



Candidates could extract from the case study the explanation for the concept of 'Spatial Development Initiatives' (3.6.1) but struggled with the scaffolding of the question in 3.6.2, 3.6.3 and 3.6.4. Candidates were comfortable answering all the lower order questions.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Candidates lack of concept knowledge proved their downfall in this question. The question paper examined candidates on topics not adequately covered in the classroom. This was borne out by the answers of candidates on food security and SDI's. Candidates struggled to grasp the gist of questions and resorted to general knowledge to provide answers. Terminology such as 'infrastructure', 'unreliable rainfall', 'food security/insecurity' and 'tourism' should be part of the language of Geography when teaching this section of the work. The Rasch analysis also revealed that candidates performed poorly in the question on 'time measures to reduce traffic congestion' (3.4). This is a common issue dealt with in the classroom and candidates surprised by performing poorly in it.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

I cannot emphasize enough the need for educators to spend quality time with all content topics. The topic on SDI's and in particular the two case studies outlined in the topics was not given enough exposure in many classrooms in the Eastern Cape. This could be determined by analyzing the answers of candidates over many districts. This report has already highlighted the same problem in the topic of 'river rejuvenation' in question two. If educators have content gaps they need to seek assistance from peers or subject advisors.



**(d) Describe any other specific observations relating to responses of learners**

The glaring observation was that candidates in certain districts have content gaps. Certain topics in the curriculum are not given adequate coverage. Time has to be made for everything in the curriculum. A considerable amount of time is spent on the four core industrial areas in South Africa yet it was only covered for seven marks in lower order questions.

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

Subject advisors need to provide support to teachers on the Strategies for industrial development in South Africa. Some of these strategies are current and in close proximity to teachers and learners. This topic is extensive and deserve the same coverage time as the four core industrial areas.

**SECTION 2: Comment on candidates' performance in individual questions**

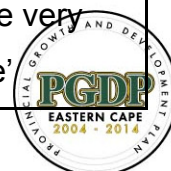
**QUESTION 4**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

As has been the trend in this question paper, candidates perform well in the lower order questions viz 1.1 and 1.2 and poorly in the middle to higher order questions. This was the least popular question with an average mark projected by the Rasch analysis of 23.2 or 30,9%. Candidates performed poorly in question 4.3.4 and 4.3.5. The concept of 'green lungs' was examined in 4.3.4 and linked to 4.3.5 (advantages). The paragraph questions in 4.4.4 and 4.5.6 were challenging and of a higher order. Candidates performed poorly in these paragraph questions. Candidates were able to extract answers from the source provided in 4.6 and generally answered this question well.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Very few candidates could explain the concept 'green lungs' as it was unfamiliar to them. The Marking Memorandum restricted candidates responses and therefore very few candidates scored well in this question. The action words 'critically evaluate'



confused candidates in 4.4.4. Candidates were not helped by a question that was vague and asked candidates to only consider two pull factors. This type of question required candidates to think on a deeper level and was the only one where candidates were asked to 'critically evaluate'. The paragraph question (4.5.6) challenged candidates and they subsequently scored the lowest mark in this question. This statistic was highlighted in the Rasch analysis.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Educators need to explore many references when teaching the subject. Candidates need to be exposed to current affairs locally and abroad. A world map/globe is a necessity in every classroom to help candidates have a spatial understanding of the subject. Educators need to take candidates on excursions to have a better understanding of settlement dynamics.

**(d) Describe any other specific observations relating to responses of learners**

Question 4.6 on the Lonmin's Marikana mine was a politically sensitive issue raised in a Grade 12 question paper. 'What initiated the Marikana strike?' in 4.6.1 was a question that could draw an array of possible answers pending the stance that one took. The Marking Memorandum did cover a range of answers but the question was not entirely in sync with purely Geographical issues.

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

Educators are urged to make the subject 'dynamic'. This can be achieved by exposing candidates to Geographical processes and its impact on physical, human and economic activities. A wide variety of sources, excursions, professional development and constant support to teachers can achieve this objective.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY</b>
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<b>PAPER</b>	<b>2</b>
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<b>DATE OF EXAMINATION:</b>	<b>30 OCTOBER 2014</b>	<b>DURATION:</b>	<b>1½ HOURS</b>
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The question paper in general, was within the capabilities of the grade 12 Geography candidates. However, the question paper was not answered as well as 2013, and it was disappointing that 81% of candidate's obtained between level 1 - 3.

These above mentioned levels are clearly illustrated by the RASCH analysis, where the average % for a 100 scripts was 48%, as well as the initial marking of 20 scripts for the standardization of the marking guideline (Ave % - 46,1%).

Language remains a problem and candidates cannot express themselves clearly. Candidates seem to be ignorant because they don't read instructions, nor do they use the given information (sketches, graphs, photos) to help/support their response.

Middle to higher order level response still poses a great challenge to the candidates, especially in the new CAPS syllabus. Action/verbs like comment/explain/describe/differentiate, seems to confuse candidates. They cannot express themselves clearly and don't know how to approach these questions.

Most learners did not score high marks, but there is an upward trend in the marks for Question 2. However, there are still many sections where the learner's performance was far below average. GIS is another section in which learners lost marks. The average mark of 5.6 out of 15 (37.3%) was registered in this question.

#### **Question 1:**

Learners performed fair here, although the language barriers and lack of map reading skills and techniques are still restricting factors.



**Question 2:**

More learners knew the formulae and completed the calculations better than previous years.

**Question 3:**

Learners performed poorly here, with the language barriers and lack of map reading skills and techniques still restricting factors.

**Question 4:**

GIS still poses a great challenge to both learners' and teachers. Immediate intervention at district and provincial levels needs to be done.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question required that the learners demonstrate a range of geographical skills and techniques involving analysis and application of knowledge. A wide range of the syllabus was tested and the learners were required to use their thinking skills and make logical deductions to apply to general geographical concepts.

#### **PERFORMANCE (Average mark 8,5 / 15 / Ave % 56,7)**

Generally the multiple choice was performed relatively well compared to the other sections. Even though most learners performed fairly well in this section, others still tended to struggle with the integration of the map with the orthophoto and therefore, could not apply their basic theoretical knowledge in practice.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

All the Multiple Choice questions were fair questions that allowed most candidates to obtain a pass. The clear and unambiguous manner in which almost all questions were asked was praiseworthy. The 'more-able learner' was also adequately challenged with some high order in the question paper.

It appears that all questions that needed the learners to apply the basic map work skills and techniques and also integration of theory, posed a big challenge. Learners scored relatively low marks.

- The average mark obtained ranged between 30% and 90%.
- The worst performed questions are 1.2 (30%) and 1.9 (30%).



- The questions in which the learners did well are 1.1 (80%) and (1.5 (90%) respectively.
- The overall average percentage for question 1 is 56.7%, a downward trend for the past three years.

Reasons why some learners performed poorly in this question are:

- Learner's lack the technique to eliminate their incorrect responses and relied on guessing.
- Learner's do not study the map and orthophoto before attempting to answer the questions.
- Learner's do not make use of the references outside the mapped area and photo – these symbols and references are a guide to learners in understanding the topographical map and orthophoto.

Examples:

Q1.1

- The learners performed favorably well in this sub-question. The average 80% was scored in this sub-question.
- This question involved two aspects; namely Map reference and direction. These are dealt with in lower grades.

Common errors and misconceptions

- Learners who failed to make the correct choice did not refer to the marginal information of the topographical map (Index to sheets).

Q.1.2 Average 30%

- The question was poorly performed.
- Many learners choose "A" (North East) even though it is clearly C (east north east).
- It is evident that the learners did not know or were not taught the 16 cardinal points of the compass.

Even though this aspect is done in lower grades, teachers need to generate questions that require learners to use 16 compass cardinal points.

Q1.3 Average 70%

- This question required learners to integrate theory with map evidence.

Well answered question.



#### Common errors in the question

- Most learners choose “A “(industrial) instead of “D”.
- Cullinan might be an industrial town or mining town.
- However, the answer for this question is provided in the “general information on Cullinan” on page 2 of the question paper in which it is clearly stated that it’s a mining town.
- Learners who failed to get the correct response did not read and make the link between general information on page 2 and the question. Either way, there is enough map and photo evidence to be able to answer the question.

Learners to carefully read general information provided on the first pages in the question paper.

#### Q1.4 Average mark 50%.

- This question required learners to integrate theory (internal morphology of a settlement) and it’s shown on a topographic map.

A score of 50% would suggest that teachers rarely use topographical maps when teaching settlement but use text book based sketches.

#### Q1.5 Average 90%

- Well performed question. This simply required learners to read off contour interval on the orthophoto.

#### Common errors in the question

- Straight forward even though many learners responded with “5” in the block instead of the letter “A”. Once again, they failed to follow the instructions.

#### Q1.6 Average 60%

This is a simple and straight forward question.

#### Common errors in the question

- The responses were between choice “A” and “B”.
- This would illustrate that learners do not know different types of photographs

Teachers need to realize that photographs and photo interpretation are integral part of geography map work.

#### Q1.7 Average 70%

- Fairly performed question.



- The question required the learners to know the indicators of height. This question has been asked quite frequently and there is no reason why learners could find it difficult.

More practical work to be administered by teachers.

#### Q1.8 Average 70%

- Fairly performed question

The focus of the question was land-use.

#### Common errors in the question

- Learners who failed to select the correct response went for option “A” instead of “C”.
- It is important to review grade 10 and 11 work before embarking on the grade 12 content.
- Emphasis must be placed on the fact that aerial photo interpretation is “evidence based” i.e. one has to use clues to identify a photographed image. Tone, texture, size, shape, patterns, shadow and orientation are some of the clues that can be used to identify the photographic images.
- Further, when working with orthophoto maps, ensure that a link is established between the orthophoto and the topographical map. Only focus on the part of the topographic map which is covered by the orthophoto.

#### Q1.9 Average 30%

- This question was poorly performed.
- The required the identification and interpretation of contour lines (landforms) and most learners did not know.
- The score would suggest that learners were not taught or less emphasis is put on the link between contour lines and associated landforms.

#### Q1.10 Average 50%

- The learners lacked the integration of theory and practical.

#### Common errors in the question

- The learners who failed to choose the correct answer, went for option ‘A’ and ‘B’.
- Teachers need to teach and give reasons `why raw of tress are planted on farms, especially around fruit trees.

Farmers plant trees as wind breakers to prevent loss of blossoms from fruit trees as well as to



protect crops from damage.

#### 1.11 Average 50%

- Learners lack the basic map work skills and techniques of measuring true bearing.
- The performance in this question could suggest that the section is taught theoretically.
- This would further suggest that learners who do geography do not have a simple mathematical box. As such could not measure the correct true bearing but only guessed the answer.
- Teachers should include mathematical boxes as part of stationary for all learners taking geography.

#### Q1.12 Average 60%

- The question was fairly done.
- The question required the learners to use background knowledge acquired in theory to identify the land-use zone.
- Teachers need to teach the factors that need to be considered when determining the location of each land-use zone. The factors may include:
  1. Function of the land-use(residential ,industrial, retail or commercial)
  2. Relief or the physical nature of the land (flat or steep)

Town planning to see to it that certain zones are not located next to each other. Industrial vs. residential.

#### Q1.13 Average 70%

- This is a fair question as the dam can easily be seen on the orthophoto map.

#### Common errors in the question

- Learners who failed to choose the correct response did not refer to the orthophoto and topographical maps.

Teachers to give questions based on photo interpretation

#### Q1.14

- This section is dealt with in the theory section (Geomorphology).



However, the average score may suggest that teachers do not use topographical maps as they teach stream orders but rather use text book based sketches.

**Common errors in the question:**

- Generally, learners find it difficult to answer this type of question well.
- They are unable to determine the exact location of an identified feature on the map. Basic map work skills and techniques are lacking.

Teachers to continuously give exercises based on the use of six grid reference system.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teachers need to revisit and integrate certain concepts on mapwork taught in Grades 10 and 11, with that of Grade 12 CAPS Guidelines to prepare learners well for Grade 12 NSC exams.
- Educators should consult their Exam CAPS Guidelines and SAG on the format of the question paper and train their learners accordingly.
- Candidates should take their time to familiarize themselves with the map and orthophoto.
- The fact that a large number of teachers do not take their learners through from Grade 10 to 12 makes it difficult to see that all concepts have been tackled.
- Regular meetings must be conducted to see that continuity is carried out.
- If certain concepts are not in the Grade 12 Guidelines, educators should know that the basic map and orthophoto concepts must be revisited and will form part of the Grade 12 Geography P2 questions.
- Educators must integrate the theoretical knowledge of concepts practically on the map and orthophoto to give candidates more practice and exposure in map reading skills.
- Teachers need to revisit contours and associated slopes.

**(d) Describe any other specific observations relating to responses of learners**

In the Grade 12, 2014 Geography P2, the area covered by the orthophoto was marked on the map – learners only needed to integrate their knowledge of the map and photo to respond to questions in this regard. Yet, it is unbelievable to notice that learners still do not know how to apply their skills and techniques to integrate and apply mapwork knowledge with that of the orthophoto to respond positively to questions Q 1.6, 1.8, 1.9 and 1.13.

Educators must give learner's more practice and exposure in the integration of the map with the orthophoto to familiarize them with these resources and type of questions in to enable them to respond positively.



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

Practical Investigations must be part of teaching and Educators should ensure that the syllabus fits in with mapwork throughout the year. Learners develop confidence when able to answer 'investigative-type-questions.'

Educators should integrate the mapwork section of their teaching and learning programme in their everyday lesson plan to develop the necessary skills and techniques in learners when applying their theoretical knowledge practically.

## QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question required the learners to be able to test their understanding and problem-skills. The learners' mathematical skills were integrated with their knowledge of maps and orthophoto maps. Some challenging calculations were asked.

### PERFORMANCE (Average mark 11,6 / Ave % 58)

Slight improvement on last year, however, there are still too many educators not ensuring that the calculations are done properly. The lack of understanding of geographical concepts, resulted in poor to average performances by learners. However, when compared to Q3 – Q4, this question was answered reasonably well.

#### Problem areas:

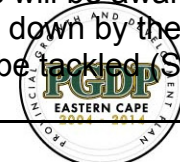
Substituting formulas not known; concepts not understood; many simple mistakes made; measurements often inaccurate; answers incomplete else; Many learners took 'short cuts' re. distances and topographical maps; method used to calculate the answer is not done correctly; there seems to be confusion with the topographical and orthophoto scales.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Learners tended to struggle with this question.

Measurements were inaccurate and candidates did not write down the whole calculation due to their lack of basic mathematical skills. Too many learners tended to use calculators and ended up not writing down all the steps for the calculation. Learner responses therefore varied from average to poor.

Instructions stipulated that the candidates must "Show ALL calculations. Marks will be awarded for calculations." This means that marks are only allocated for the steps written down by the learners. Formulas need to be 'substituted' and then the 'application' needs to be tackled. (See memo).





Most learners had some idea what to do when it came to the gradient and the vertical exaggeration but, as a result of the following reasons gave poor responses:


Learners changed (swopped) the formulae around e.g.  $\frac{VS}{HS}$  to  $\frac{HS}{VS}$



- Learners could not read the height and horizontal scale correctly from the map i.e. as a result of poor map reading and measuring skills.
- Learners could not apply their basic mathematical skills (+, -, ÷, ×) even though they were allowed to use a non-programmable calculator.

### **Common errors in the question:**

Q.2.1 Many learners failed to identify feature A on the cross-section. Most called it a Mesa, while others were completely off point. e.g. gave answers from settlement Geo.

Q2.1.2

- Most learners read the symbol from the cross section (a+b) of the topographical map. Answers e.g. – Arrow or  were common.

-  Were common
-  1440 for (b)

Q 1.3

- A good number of learners had the steps muddled up. They don't know when to divide or multiply.
- Many had more zeros than required e.h. 1:20000.
- Others omitted some steps especially that of application. They substitute and then give an answer.
- Many did not include the word 'Times' in the answer.
- Others gave the VE results in metres i.e. 25m.

NB: This was the worst done of the calculations

- Learners must be taught the importance of units.
  - Uniform steps
  - Reading Instructions
  - Take their time
  - Practise to develop their mapwork skills and techniques

Q 2.1.4 Eastern Cape learners fared well in this question, however, the steps carried out by the learners is often wrong. Simple 'substituting' the formula needs to be done and then the 'application'.



For Example:

i.e. VS : HS

**SUBSTITUTE**

$$VS = 1\text{cm} : 20\text{m}$$

$$100 \times 20\text{m} = 2000\text{cm} \quad - \quad VS = 1 : 2000 \quad \checkmark$$

$$HS = 1 : 50\,000 \quad \checkmark$$

$$1 : 20 / 1 : 500$$

**APPLICATION**

$$= 1/2000 \times 50\,000/1 \text{ or } 50\,000/2000 \quad \checkmark$$

$$= 25/1$$

$$= 25 \text{ times} \quad \checkmark$$

$$1/20 \times 500/1$$

$$25/1$$

$$25 \text{ times}$$

Q 2.2. Calculation of magnetic declination learner's fared well (ave % 78). However, mistakes in their responses occurred as a result of the following:

- They could not read off the correct declination from the map due to a lack of map reading skills.
- Could not apply basic mathematical skills
- Learners penalized with 1 mark for an incomplete answer e.g.  $18^\circ 28'$  instead of  $18^\circ 28'$  West.

The application of the calculation is important to note and the steps where the marks are allocated.

$$\text{Magnetic Declination} = 16^\circ 52' \text{ W of TN (2002)}$$

$$\text{Years} = 2014 - 2002$$

$$= 12 \text{ years} \quad \checkmark$$

$$\text{Magnetic change} = 12 \text{ yrs} \times 8' \text{ W}$$

$$= 96' \text{ or } 1^\circ 36' \quad \checkmark$$

$$\text{Magnetic declination (2014)} = 16^\circ 52' + \checkmark 1^\circ 36' \text{ (for + sign)}$$

$$= 18^\circ 28' \text{ West of True North} \quad \checkmark \text{ (W must be in final answer)}$$



Candidates will be penalized in the future if units are not used throughout the whole calculation. (Read CAPS document)

Q 2.3 Answered well (ave % 66) – simple application question requiring the area. Question tended to

confuse learners as they did not know whether to measure the demarcated area on the topographical map or orthophoto map.

- Rounding off was a major problem e.g. 9.25 cm rounded off to 9.3cm , 7.25cm rounded off to 7.3 cm depending on their measurements, this led some to be out of range in the answer. Or 16.76cm rounded off to 16.8 km<sup>2</sup> or 17 km<sup>2</sup>

(b) Provide suggestions for improvement in relation to Teaching and Learning.

Certain calculations require a specific formula and working out in order to determine the answer. Many candidates are not familiar with this and tended to get confused. This is of great concern. Learners should be taught how to apply the different formulae in a step-by-step approach.

Basic arithmetic skills needed in the following:

The metric system and conversions / working with and understanding ratios / able to do division of fractions.

Do not teach any 'short cuts' in mapwork calculations.

Terminology needs to be very specific and understood by all.

Layout of calculations needs to be done continuously from the GET phase so that the learners understand the steps required [Grade 11 Nov Exam – steps given in the exam paper to guide the learners as to what is required in Grade 12].

The content knowledge of concepts such gradient, cross section and exaggeration, etc. should also be taught and emphasized before going into the calculations of these concepts.

Teachers need to give Grade 10 learners a good grounding in mapwork techniques, so that by Grade 12 they fully understand what is required of them. Use of topographical maps and orthophoto maps should be used as a resource on a regular basis.

Educators must give mapwork exercises to familiarize learners with geographical concepts and calculations. Teaching learners the basic exam skills of reading and understanding a question before attempting to answer is imperative.

Use of previous Exam Question Papers to familiarize learners with mapwork concepts, calculations and the layout of the question paper needs to be done.

(d) Describe any other specific observations relating to responses of learners

- Many candidates are mathematically weak and do not enjoy mapwork. Learners do need to feel confident and that he/she will be able to understand the terminology and cope with the basic calculations.
- Learners make simple errors, do not always take the mapwork seriously enough and tend to lose marks unnecessarily.
- Candidates need to be able to convert centimeters to metres to kilometers - include units in answers e.g. cm, km, mm....
- Learners do not always show all steps required when doing calculations and using their calculators. They leave out parts of the answer.
- Many learners do not know the formulae and techniques/methods for calculations.
- Poor measuring of distances on the map cost the candidates their marks in the exam. Many learners round off their answers to whole numbers. Where necessary, answers should be rounded off to one or two decimal places. Distances and degrees are given a 2 unit range. Thus an answer of  $348^\circ$  would be given a range of  $346^\circ$  to  $350^\circ$  and a distance of 3,3cm would have a range of 3,1cm to 3,5cm.
- The short cut method for calculating distance on a 1 : 50 000 topographical map should be discouraged, as learners try to apply this ( $\times 0.5$  or  $/ 2$ ) to orthophoto distances as well.
- The understanding of geographical concepts is generally poor. e.g. – Q 2.1.1: Identify landforms ....

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

Subject advisors should organise more mapwork Workshops to train educators to be more comfortable with mathematical and problem solving skills and to develop a positive attitude towards Mapwork. This would go a long way in improving our overall mapwork marks.

### QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question tested the learner's language, reading and thinking abilities whilst putting their theoretical knowledge into practice. Once again the poor language and reading skills meant that a large percentage of candidates could not interpret the questions correctly and express themselves properly. This resulted in performances of below average.

### PERFORMANCE (Average mark 10,9 / Ave % 43,6)

Once again the poor language and reading skills, of especially FAL, restricted them to interpret the questions incorrectly and express themselves only. This resulted in performances of below average. However, when compared to Q 2, this question has been answered poorly. Learners



should not be getting low marks in Q 3 because the questions are based on the theory taught and examined in Paper 1.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

The problem of poor answering could stem from the fact that pupils find it difficult to integrate the application of theory from Paper 1 into Paper 2 type questions relating to maps and orthophotos.

E.g. Q 3.1.3. Summer or winter? Evidence of a lack of knowledge.

Reasons for the poor performances in the question are:

- Poor reading, understanding and interpretation skills, resulted in the misinterpretation of sub-questions and the instructions in each question  
e.g.

Q 3.1.1

- Most learners, owing to language barriers often comes with answers like Yes Or No instead of making a choice in a question that demands a definite answer, in this case seasoned rainfall.

Suggestion: Question answering skills must be a priority in the classroom. Learners should be made to know how to read carefully their questions and give the right answers.

Q 3.1.2

- Learners find it difficult to study and analyze graphs (Bar and line graphs). Its difficult for them to apply what they observe in the graph to answer the questions.

Suggestion: Learners must be developed in ther area of graph making, inteprétation and analysis.

Q 3.1.3

- Orthophoto map interpretation is a big challenge for most learners.

Suggestion: Teachers need to intergrate study of orthophoto map with the topographical map in the classroom

Q 3.2.1

- Learners avoiding the use of of geographical terms. Using words like upwords for northward and downwarrrds for southwards.

Suggestion: Teachers must encourage learners to always use the geographical terms when



answering questions.

Q 3.2.2

Lacking map reading skills, learners cannot interpret contour lines and relate it to direction.

Q 3.3.2

- Most learners deviated from the main focus of the question (the farm labourer) and answered the question using the farmer/employer residing in an uncleared settlement.

Suggestion: Teachers to hammer on the need for learner to read carefully their questions before they give their answers.

Q 3.4.1

- Most learners mistook environmental injustices for social injustices and therefore deviated from the right answers.

Suggestion: Teachers must advise their learners to try and always understand their questions before writing their answers to avoid deviation.

Q 3.4.2

- Measures were understood as measurements by some learners. Problem solving is also a very big challenge for most learners.

Suggestion: This is a common mistake that learners do. Teachers to point these out to them. It could well be the case that the candidates understand the concepts when relating to Paper 1 questions, but do not know how to apply that knowledge in relation to a map or photo.

Q 3.4.3

- Generally not answered well

Q 3.5.1

Generally well answered

Q 3.6

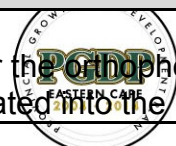
- Generally answered well.

Some learners refer to their CBD as town, thus they lost their marks.

Some learners spoke about houses having good structure and quality materials. This concept could also apply to middle-income houses.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Learners must be aware that sometimes they need to find information on either the orthophoto or topographical map. When teaching theory, maps and photos must be integrated into the



lessons so that the learners can apply the theory and get used to the two going hand-in-hand.

Possibly devote more attention to the following:

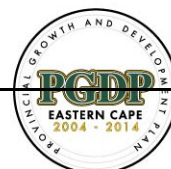
- One day a week to application of theory in mapwork with a lot of practice on a regular basis.
- Map integration and application of theory must begin in Grade 10
- Field outings could go a long way to helping pupils understand geographical concepts as applied to the 'real world'.
- More workshops co-ordinated by subject advisors to 'sharpen the rough edges'.
- Educators should therefore, handle and teach the learning processes in such a way that theory will go hand-in-hand with the mapwork. This should be reinforced.
- Learners should be helped to inculcate the habit of applying knowledge both outside and inside their curriculum.
- Educators must use key words (verbs) in questions (explain, discuss, justify etc.) regularly in their tests and homework assignments etc to familiarize learners with it and to improve their knowledge and understanding.
- Expose learners to more Case Studies ( there are plenty in the text books) to improve their reading and spelling. Do regular oral testing before you start a new lesson to help learners to express themselves in proper geographical terms and to improve their knowledge and understanding of the content.
- Learners should be encouraged to answer in full sentences which will help them to express themselves properly
- Continuous integration of the content knowledge in all the different sections of the subject theory with the map work as early as from grades 10 and 11.
- Give regular worksheets to improve map reading and interpretation skills.

(d) Describe any other specific observations relating to responses of learners

While learners responses have generally not been of an acceptable standard, there may be a need for some educator training / work shopping to up skill teachers of Geography as well. This responsibility rests with the subject advisors.

The spelling of the geographical concepts is very poor and learners could not express themselves in general English or Afrikaans, especially FAL candidates.

Some educators are not comfortable to teach certain topics of the subject content and therefore, they either do not teach it or give it to learners as a self study project where learners have to work out questions and study it themselves.



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

- Subject advisors should organise more geography cluster meetings where teachers could work with other teachers from different schools to improve their own understanding of the subject content and knowledge.
- Subject advisors should organise a cluster common June Exam where teachers get the opportunity to set different sections of the subject content. This will help educators to prepare well before the final exams.
- Where learners at a particular school did not fare well in this Common Exam, educators from the cluster, with the aid of the subject advisor, may arrange afternoon or Saturday classes to improve the performance of learners.
- Educators should also build a good working relationship with other teachers outside their cluster
- Educators should use more than one textbook/resource to broaden their knowledge on a specific topic. This will improve their confidence in dealing with the subject content.
- Subject advisors should have frequent visits to schools and approach teachers more openly with suggestions on what could help them in their situation, exposing learners to both higher and lower order questions.

#### QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question required the learners to be able to answer a range of geographical skills and techniques, in which there was a wide range of knowledge and understanding needed. Candidates had to apply their knowledge to issues and recognize values and attitudes that were more application based.

#### PERFORMANCE (Average mark 5,6 / 20 / Ave % 48,7)

Generally this section was poorly answered, although some learners managed to score highly in this question.





This question is still, after a number of years, a challenge to both educators and learners alike. The majority of learners did struggle with the question and the performances were far below average. Some learners did not even attempt to answer this question, resulting in the low average mark for this section.

The findings could also suggest that GIS was either not taught or rushed through to cover the content.

This question will remain a challenge to all educators and learners as it is a fairly new topic. The change in approach from testing basic knowledge to practical implementation of knowledge needs to be done by educators if there is to be an improvement.

Q 4.1.2 was by far the question in which learners fared the best.

All other remaining questions in this section were extremely poorly answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In the previous Grade 12 NSC exams the questions in GIS were mostly content – driven with a slow change in approach from testing basic knowledge to the practical implementation of knowledge in the Grade 12 Final NSC exams (2014). A misconception also, is according to the CAPS Policy document (page 40), Mapwork Techniques and Topographic Maps should be treated as revision sections in grade 12. This makes grade 12 teachers not teach basic map reading skills.

Learners and Educators are not comfortable with the topic of GIS and therefore tend to approach the topic theoretically through rote learning. Therefore, most learners could respond positively to the explanation of certain GIS concepts but, could not apply their knowledge practically e.g.

Q 4.

- The lack of integration of Grades 10,11 and 12 GIS content restricted learners from giving positive responses. For example the concepts of Data Manipulation and Resolution are in the Grade 11 LPG and SAG Policy Documents.
- Language barriers restricted learners to explain concepts in their own words, resulting in negative responses and misinterpretation of questions. For example, in Q 4.2.2 they tended to repeat the their answers from Q 4.1.2.
- Educators need to be properly trained on GIS and need to overcome the fear of it.
- Candidates need far more tuition in GIS and especially in the application type questions. Q 4.3

Q 4 1.1

A – Some confusion here. Many learners specified things like CD's; discs; maps

B – The word 'layer' appeared alongside the word 'data' in many of the correct responses

In most cases learners managed to get atleast A or B correct.



Many wrote A- Hardware Or A – Software

B- Software Or B – Hardware

#### Q 4.1.2

- Learners did quite well here. Perhaps because of the general nature of the questions, the responses were wide ranging. Use of correct language and words was problematic although memo covered quite a wide range of possible responses which tied in with what the learners were getting at.

#### Q 4.2.1

- Infrastructure: No real problems.

Land use: Fine once memo expanded to include things like agriculture, cultivates, planting, ploughing, foot paths etc.

Drainage: No problems – although many wrote ‘perennial water’.

#### Q 4.2.2

- Got similar answers in some cases to 4.1.2 , except other reasonable answers required the markers to read responses very carefully.

Many learners spoke about ‘storage’ – which is incorrect and not on the memo.

#### Q 4.3.1

- Very poorly answered or in many instances, not attempted at all.

The application of buffering is just not evident.

The correct use of scale is not evident.

Paper GIS activities in class could help with the understanding of concept ‘buffering’.

The wording in the question around the marsh and vleis has been taken literally and we are getting this shape.

#### Q 4.3.2

Human-made: Very, very few getting ‘row of trees’

Natural: many writing ‘row of trees’ here.

#### Q 4.3.3

- Poorly answered

Many, many wrote ‘availability at water’- I assume this is because of the word ‘site’ in the question. Thus they take the dams in E4 as an available water source nearby the settlement Erica.



(c) Provide suggestions for improvement in relation to Teaching and Learning

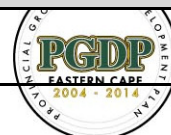
- Educators and learners should be aware of the change in approach in this question from testing basic knowledge to the practical implementation of knowledge.
- Learners need more tuition and practical exercises to improve their understanding and knowledge of the topic.
- Training workshops for educators on the topic of GIS should be an ongoing process.
- Educators not familiar with certain concepts in GIS should not bind themselves to one textbook, but use others as well.
- Educators must realize that the integration of the Grade 12 Learning Program with that of Grades 10 and 11 is important so as to familiarize learners with the topic of GIS.
- Learners should be given more Case Studies and oral revision exercises to improve their reading and spelling skills.
- A large percentage of candidates were unable to analyze the questions and then determine the requirements of the question – especially the application type questions [GIS – Q 4.2 and Q 4.3].
- Proper training on GIS for FET Geography teachers.
- Ensure schools offering Geography have practical user friendly GIS software available. Quantum GIS software needs to be available and workshops extensively carried out throughout the province.
- Ensure that textbooks devote more space to GIS in listing, defining and explaining ALL concepts expected to be known by learners.

(d) Describe any other specific observations relating to responses of learners

- Some learners had no clue of the topic on GIS and did not attempt to answer Question 4. The reason could be that teachers are not comfortable with the topic or do not have the knowledge and skills to teach GIS. Not enough time is spent teaching GIS content, results are poor and learners confused. The question that the learners answered best in was Q 4.2 – dealing with digital cameras and resolution. This demonstrates that the learners did well in questions if they have been exposed to material / concepts in a practical way.
- GIS concepts need to be thoroughly understood as there is a language barrier when it comes to asking the application type questions.

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

**Teachers:**



- Must familiarize themselves with GIS concepts and procedures / processes
- Should ensure that the syllabus fits in with mapwork throughout the year.
- Attend workshops to improve knowledge and become empowered.
- Ensure that Practical Investigation are part of teaching so as to develop confidence in learners to answer 'investigative-type-questions'.
- Expose learners to as much GIS as possible: Paper GIS in Grade 10 is important; Computer GIS in Grades 11 and 12.
- Consult textbooks to gain a better insight into the topic .
- As a teacher remember that all pupils are different and need to be handled differently. Encourage learners who have access to the internet to explore the facility by doing searches on topics such as GIS and Goggle earth. Those who struggle with mapwork basic numerical literacy should be exposed to a range of elementary activities related to the measurement of distances, areas, directions and gradients of maps. Provide these learners with practice opportunities until they achieve success and build up confidence.

### **Subject Advisors:**

- Subject Advisers to be given support by the Department so as to ensure that educators are given every opportunity in learning GIS through workshops.
- See that educators have all the necessary resources available at schools to teach GIS – paper GIS kits; textbooks; software and hardware.
- Regular monitoring to ensure that GIS is being implemented at schools.
- An Educator's Workshop during the Marking Process must be conducted at District Level. Content could include 'poorly taught sections' especially GIS theory and application. Too many learners tended to put down vector and raster in many of their answers. GIS should be started in Grade 10 and not in Grade 12.

Teachers should ensure that Assessment in Geography is there to help the learners to master the skills, knowledge, values and attitudes in the 3 Learning Outcomes. Outcome 1 should deal with geographical techniques- map skills and especially GIS. Learners should be encouraged to ask geographical questions about the world around them and not only in general, but also in terms of what is discussed in the class.

As a teacher, remember that pupils are different and need to be handle differently. Encourage learners who have access to the internet to explore the facility by doing searches on topics such as GIS and Google earth. Those who struggle with map work and basic numerical literacy should be exposed to a range of elementary activities related to the measurements of distances, areas, directions, and gradients of maps. Provide these learners with practice opportunities until they archive success and build up confidence. Subject Advisors are to be given support by the

Department to become more involved in mapwork Workshops and GIS training.

Good luck with the teaching of the 2015 Grade 12 Learners. May you make the year exciting, enjoyable and encourage your learners to apply their knowledge to the world around them.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	HISTORY
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The question paper was fair and pegged at the right level for Grade 12 learners.
The content assessed was as to be expected and communicated to teachers at schools. There were no surprises and learners who studied would do well in the exam.
The selected sources were relevant and appropriate to the key questions for each question, [it is imperative for teachers to select sources that relate and talk to the Key Question whenever they prepare assessment tasks for the learners.]
It is evident in the majority of learner responses that many learners battle to cope with questions that require the application of skills that are key to the study of History. This is indicative of the manner in which learners are taught. The question papers was in line With CAPS examination guidelines and offered an opportunity to all categories of candidates, those that are weak, the averaged and those that are strong in the subject. Some candidates fail to grasp the meaning of key concepts in History and this puts them at a disadvantage.
A question by question analysis is contained herein.

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
This question proved to be a popular question and was chosen by the majority of the 2014 NSC candidates. Inasmuch as the question proved to be popular, the performance of candidates in the question has been averaged. It is clear that some candidates do not understand the meaning of the word, “ <b>tension</b> ”. Some candidates performed badly in this question.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
In general learners performed better in Level 1 questions (extraction of responses from the sources provided). Level 2 and Level 3 questions were not answered well. This points out that learners experience problems with analysis, interpretation, comparison questions. These questions require a deeper understanding of content and deployment of such understanding and demonstration of the relevant skill that is examined.
Quite a number of candidates could not clearly provide relevant responses when asked to take stand or express a viewpoint, e.g. when expected to agree or disagree, when required to deal with bias etc. There is a general tendency to mechanically re-write the sources in an attempt to answer a question. This leaves the marker in doubt as to whether the candidate has understood the question.

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Firstly it is important to cover all the prescribed content framework for Grade 12 as indicated in the examination guidelines. Secondly the teachers must empower learners with the knowledge of how to deal with the requisite skills that will be assessed, e.g. interpretation, detecting bias, evaluation of evidence, usefulness, comparison, paragraph writing, essay writing etc. Mastery of content is not enough to prepare the

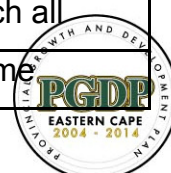




learners for the NSC final History examination. All assessment tasks that are given in
The course of the year must, of necessity, address the question of preparing the
To be in a better position to master the requisite skills in History.
Thirdly, teachers must refrain from the habit of teaching learners History in the IsiXhosa
Language when they are going to sit for an examination in English. This tendency robs
Our learners of the opportunity to get acquainted to and the contextual use of the
relevant concepts in the subject. Far from helping learners this habit militates against
the attainment of good results at the end of the academic year. Instruments used to
assess learners must be in line with CAPS Assessment Guidelines for History.

<b>(d) Describe any other specific observations relating to responses of learners</b>
The other observation is that candidates still battle to answer paragraph questions. This
is clearly a challenge year in and year out. The majority of learners cannot construct a
response in a paragraph form using the relevant sources. There is a general tendency
copy the sources directly. Of major concern also is the practice of writing responses to
the paragraph question in “bullet form”. This tendency needs to be rooted out and
teachers are advised not to tolerate this from the beginning when they conduct their
school based assessment.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Regular school visits by subject advisors will help to mentor and support teachers,

<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question.</b>
<b>Was the question well answered or poorly answered?</b>
This question has not proved popular with many of the candidates. However many of
those who chose this question have relatively done well. The sources used by the
Examiner are relevant and offer a balanced view of the Angolan conflict. As such all
the source offer an opportunity for better interpretation and opinion making. Some



Candidates find it difficult to extract relevant information from the sources, e.g.
Question 2.3.1. This may point to the fact that such candidates are not familiar with
with working with sources.

<b><i>(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i></b>
In general the question was not poorly answered but those who answer it did not score
very high marks. As indicated in Question 1 learners evidently struggle with the
use of the key skills in History. Candidates find it difficult to deal with usefulness,
comparison, analysis, interpretation etc.

<b><i>(d) Provide suggestions for improvement in relation to Teaching and Learning.</i></b>
As indicated in Question 1(d) above.

<b><i>(e) Describe any other specific observations relating to responses of learners</i></b>
The paragraph question remains a challenge and candidates lose marks unnecessarily.
Many candidates were able to deal with the visual source (Source 2C) and could
demonstrate the ability to interpret the source.
<b><i>(f) Any other comments useful to teachers, subject advisors, teacher development etc.</i></b>
As suggested above under Question 1 (e).

<b>QUESTION 3</b>
<b><i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i></b>
Most learners battled to answer this question. Extraction questions were well
attempted but the skills-based question were a serious challenge.

***(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.***

Generally candidates could not use the correct information/skill in order to answer the Question asked. Question 3.1.1 posed a challenge to many candidates as they had to identify an attitude and support that with evidence contained in the visual clues that are contained in the source. This proved a bridge too far for many. Question 3.1.3 was also badly answered due to the fact that candidates could not apply the information in the source adequately to answer the question. Question 3.2.3 was an unfair question As most learners depend on information that is contained in the textbooks in use at their schools and most do not address this issue. One needed to have deeper insight into the US politics to answer this question. Two key factors were responsible for Eisenhower's reluctance to act, firstly he and Governor Faubus belonged to the same political party and the president was facing elections within two years. Many candidates Could not really offer correct responses to the question.

***(c) Provide suggestions for improvement in relation to Teaching and Learning.***

As indicated in Question 1(d) above. Teachers must expose learners to an array of sources on each topic. Encourage learners to read further and do research.

**(d) Describe any other specific observations relating to responses of learners**

None

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

Learners must be trained in the use of relevant skills in History.

<b>QUESTION 4</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
It is evident that learners were taught this section of work at most schools. It is also clear that the teaching was mainly focused on content and did not go deeper into the analysis of the situation and interrogation of content. The essence of the US actions in Vietnam is understood but content has not been used to respond correctly and appropriately to the question. By and large the essay responses were merely descriptive and thereby missing the key essence of the question.

<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 question requires the candidate to indicate <b>to what extent</b> was USA <b>successful</b> in containing the spread of communism in Vietnam. A candidate is therefore expected to express an opinion from the onset and many failed to do so.
Having assumed a stance a candidates then should use the content knowledge to substantiate, support and crystalize the opinion stated. A consistent deployment of content to support the view expressed is required. In answering this question it is not enough to just write a narrative without using the content to build and sustain a line of argument consistent with the view that has been expressed at the beginning.
Teachers must be aware of this when preparing their learners for examinations.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning.</b>
As indicated in Question 1(d) above. Give learners enough practice on essays of this nature.

<b>(d) Describe any other specific observations relating to responses of learners</b>
None



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

As suggested above under Question 1 (e).

#### **QUESTION 5**

**(a) General comment on the performance of learners in the specific question.**  
***Was the question well answered or poorly answered?***

This question was badly answered and was not a popular choice. Many candidates

Who attempted this question scored very low marks.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Candidates cannot compare the political and economic development of Tanzania and Congo. It is evident that content knowledge is lacking and the requisite skill of writing an essay of this nature has not been mastered.

**(b) Provide suggestions for improvement in relation to Teaching and Learning.**

Compare the two countries in relation economic and political developments.

Prepare a research task for learners to do on this topic long before examinations. Let such a task form the basis of a classroom debate comparing the two countries.

**(d) Describe any other specific observations relating to responses of learners**

None

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

As suggested above. Provide extra notes for learners.

## QUESTION 6

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Many candidates attempted this question, obviously varying from centre to centre.

The performance was averaged. Again it became evident that learners battle to answer an essay that requires them to take a line of argument. The question requires an understanding of the empirical reasons for the drastic change from the Civil Rights Movement to the Black Power Movement and the subsequent events resulting from this transition. Many candidates fell short of the required standard, thus ended up writing pure narratives on Black Power Movement.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Candidates failed to respond correctly to the essay, mainly because they seem to expect and had prepared themselves for a narration of content with little regard of the Manner in which the question has been framed. Candidates were also expected to take a stand as to whether the question statement was a fair assessment or not. This then sets the line of argument. Most candidates did not state their position clearly in a relevant introduction.

**(c) Provide suggestions for improvement in relation to Teaching and Learning.**

Learners must be acquainted with essays where they are required to adduce evidence to defend a viewpoint or position.

**(d) Describe any other specific observations relating to responses of learners**

None

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

As suggested above under Question 1 (e).



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	HOSPITALITY STUDIES		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	27 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS

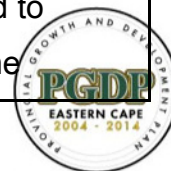
### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

There were 825 learners who wrote Hospitality Studies Examination in 2014. From this number there are 421 level 1, 233 level 2, 111 level 3, 39 level 4, 15 level 5, 5 level 6 and 3 level 7. This clearly shows that the learners did not perform well in this examination.

In section A which is question 1, most learners performed very poor, because they seem not to understand Hospitality terminology. Terminology is the main content that is assessed in section A, most of the questions are in lower order in this section therefore learners should have obtained high marks. Some learners could not even attempt to answer some questions in this section and just left empty spaces. It was evident that learners do not have knowledge of the subject.

In section B which is question 2, most learners did not perform well at all. This question acquires learners to apply information learnt in class by making use of an extract and a statement given in the question paper. Learners failed to apply information in the given scenarios and that made them to lose a lot of marks in this question.

Section C comprises of two questions which are question 3 and 4. Most learners performed better in these two questions than in section A and B. There are still aspects especially in the food commodities that need more attention. Learners struggled to answer higher order questions in this section. Some learners could not relate the



questions with the given menu and pictures in these questions. There was great improvement regarding questions on costing.

Section D had two questions: 5 and 6. The performance of learners in this section was not good at all, especially in question 5. Learners struggled to evaluate financial plan from the given business plan. Learners seem not to understand the instructions given in some of the questions. In question 6 learners performed better than in question 5, although there are aspects such as: serving of tea, wine and cocktails that require more attention. Serving tea is a new content in CAPS which was clear that some learners could not take into consideration.

On the overall most learners did not perform well in this examination.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

#### 1.1 MULTIPLE CHOICE QUESTIONS

In this question there were vague questions which confused learners such as 1.1.3; 1.1.6 and 1.1.9. All the above questions were having more than one correct answer, though in a multiple choice there should be only one correct answer. Two to three alternatives were accepted as correct answers, and therefore advantageous to all learners. This question therefore was not poorly answered by most learners due to the above mentioned advantage. Most learners gained marks in this question due to many options that were taken as correct from the memo discussion.

#### 1.2 MATCHING ITEMS

This question was poorly answered by most learners. This was a knowledge question assessing terminology from meat. Question 1.2.4 and 1.2.8 had similar descriptions that were confusing (Cold shrinkage and Electrical stimulation). Learners were not disadvantaged in this question because the descriptions of the two terms were accepted for both question 1.2.4 and 1.2.8 in the marking guideline.





### 1.3 ONE-WORD ITEMS

Learner performance was terrible in this question, 95% of learners struggled to get a mark out of 10, though the questions were assessing knowledge of terminology. More than one option was taken as correct in question 1.3.5; 1.3.8 and 1.3.10. Most learners still could not manage to get a mark from these sub-questions with many correct alternatives. Learners could come up with different moist heat cooking methods as answers for question 1.3.5 such as steaming, simmering, braising, which were not catered for in the marking guideline. This sub question was a disadvantage for most English learners as many options in Afrikaans were accepted, such as slow cooking and pressure cooker. These options that were accepted in the Afrikaans memo were discussed as correct in Afrikaans only as it was claimed that there was a problem with translation. During marking session Afrikaans markers indicated that there was no translation problem in this question. Question 1.3.10 was ambiguous hence six answers were taken as correct instead of one option, and learners as well gave so many different incorrect answers in this question.

### 1.4 – 1.5 SELECTION ITEMS

Most learners performed very well in these questions, although some confused Red wine with White wine in question 1.5.1 and 1.5.2.

### SECTION B: QUESTION 2

Question 2 was poorly answered by most learners. This question was assessing Kitchen and Restaurant Operations and Hygiene, Safety and Security. The questions were based on extract and case studies, which required learners to apply knowledge learnt from class. Question 2 as a whole was not assessing knowledge more than application, and learners failed to apply the information learnt from class to the extract given, hence they lost lot of marks.

### SECTION C: QUESTION 3

Question 3 was moderately answered by most learners. Some learners had the necessary knowledge and were able to apply. In question 3.1.1 there were very few learners who could not identify the pastry used and that made them to loose marks in question 3. 1. 2 since it is a follow up question. In question 3.1, learner performance was a mixture of good and bad answers as other sub question were answered well others were compromised. This was evident in question 3.1.5 and 3.1.6 where learners could not respond as required and that made them to score low marks. Learners could not evaluate at all in question 3.1.6. In question 3.2 was well answered as learners could not

explain the procedure for preparing dried beans and don't even know the reason for adding salt at the end of the cooking process.

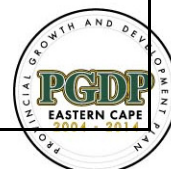
#### **QUESTION 4**

This question is about nutrition and menu planning as well as food commodities and it was fairly answered by some learners. Most learners had difficulties to answer the questions about pastries in 4.1.1 and 4.1.2, although there were labeled pictures for the learners' better understanding of the question. In question 4.1.1 learners could not compare the pastries according to uses, temperatures and characteristics of the end product as required by the question, due to them confusing the dishes from the pictures. In question 4.2 learners could not identify the dish (Crown roast) that made them not to be able to answer follow up questions in 4.2.2 and 4.2.3. Questions from 4.2.4 and 4.3 were assessing techniques applied during meat preparation, but some learners lost marks due to failure to supply the reason for each technique explained. In question 4.4 the performance of the learners was good except for 4.4.3 (b) where learners were asked to calculate the gross profit. They seem not to be able to differentiate between net profit and gross profit. On the overall there was great improvement regarding costing, to an extent that learners did better in costing as compared to the previous years.

#### **SECTION D:**

#### **QUESTION 5**

This section (question 5 and 6) were assessing content on sectors and careers as well as food and beverage service. Question 5.1 was poorly answered by most learners as they could not understand the questions properly. Instead of giving criteria that needs to be considered for developing a marketing tool, learners gave aspects to be included in a marketing tool. Most learners struggled to evaluate the financial plan. Some learners managed to specify roles of marketing and financial managers but could not stipulate the interrelationship between the two departments. Most learners were able to mention the roles of the security personnel but failed to explain rack rate and revenue-generating area.



## QUESTION 6

This question was answered fairly by most learners, although some of them struggled in answering question 6.1.1; 6.1.5 and 6.2.1. These questions were assessing serving of both alcoholic and non-alcoholic beverages. Serving of tea in question 6.1.1 required learners to demonstrate higher order thinking as they had to comment on the serving of the tea. This needed learners who would be able to evaluate the whole service as shown in the picture so as to be able to comment critically. In question 6.1.5 most learners responded by giving general procedure for closing mise-en-place, whereas the question was specific to clearing techniques after the high tea. Learners' responses were not specific regarding choice of suitable wine for specific food. In question 6.3 learners performed well.

**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

There were vague questions, but memo could cater for such, hence it was evident that learners do not know Hospitality Studies Terminology. Most of the terms that were assessed were from food commodities and techniques involved in food production. These techniques could be learnt during practical lessons, e.g. 1.1.4 the method used to melt chocolate is a method that could have been applied during the preparation of desserts. Question 1.1.7 is about food preservation, learners could answer this one if they have done food preservation in their practical lessons.

Question 1.2.1- 1.2.10 was assessing terminology and techniques that are applied when preparing meat, which could have helped learners to score high marks if these were done in class. In the process of practical demonstration the assumption is that theory is not applied. If ever theory was combined with practical, terms such as Binding, Marinating, Basting and Larding would be easy for learners to obtain marks. Question 1.2.10 (Breeding) as a term is not familiar to learners but coating is a synonym mostly used by teachers and learners for this term.

Common errors in question 1 was caused by learners that were guessing throughout by giving more than one answer from multiple to the end of this question 1. The cause of poor performance in question 1.3 is a limited knowledge regarding terminology. These are knowledge questions that require more attention from both teachers' and learners' side. Some learners' responses in question 1.4.1 and 1.4.2 indicated that they did not



read the instructions and questions properly. In question 1.5 learners confused red wines with white wines which clearly show lack of knowledge.

## **SECTION B: QUESTION 2**

Learners' responses in question 2.1.1 and Q 2.1.2 were very general whereas they were expected to base their answers on the given extract and case study. In question 2.2, learners wrote about how Tuberculosis is transmitted instead of the impact that TB will have on the hospitality industry. In question 2.3 learners' responses were based on the general use of the computer in the hospitality establishment rather than in the administration of the housekeeping department. Instead of answering question 2.4 focusing on the procedures to be followed when 'checking-in' the group, they concentrated on the term 'tour leader'. In question 2.1.1 and 2.2 learners did not take in cognisance the verb 'Explain' and just listed the required information and that resulted in them acquiring lesser marks. Even though some learners gave the correct answers for Question 2.1.1 by only listing factors to establish good working relationships, they could not be awarded marks for such answers as they did not follow the instruction that was asking them to explain. Memo was open ended in this question but learners still could manage to obtain high marks. In question 2.1.2, learners were expected to suggest good customer care and service excellence, but their answers were suggesting good working relationships which was the expected answer for question.

## **QUESTION 3**

In question 3.1.1 although most learners managed to identify the type of pastry required, some of them confused it with short crust pastry and choux pastry, which indicates that the learners do not know the different pastries. The confusion made by learners in question 3.1.1 resulted in them losing marks in question 3.1.2. Most learners have answered question 3.1.3 very well. Some learners experienced some problems in giving suitable nuts in the place of coconut in question 3.1.4. Question 3.1.5 learners performed very badly because they could not differentiate between feathered game and furred game. Some learners focused on giving types of meat instead of feathered game. In question 3.1.6 learners were not able to evaluate the dishes according to its suitability. Evaluation question is still a problem for most learners as it is a higher order question. Question 3.1.6 required learners to evaluate the suitability of dishes for a pollo-vegetarian; most learners could not do that but only listed the dishes given in the question paper. Almost all learners managed to identify a dish suitable for Hindus in the

question 3.1.7. In question 3.1.8 most learners just listed the dishes taking them from the given menu, they could not suggest other dishes that would be suitable for Hindu's to eat. It was evident that some learners were not clear with the content of menu planning, as they could not evaluate the given menu for pollo-vegetarian and Hindus.

In question 3.2 some learners tried their best but some learners could not explain the procedure that should not be followed when preparing dried beans in question 3.2.2 learners just listed the procedures for preparing dried beans. In question 3.2.3 very few learners knew why salt should only be added at the end of the cooking process of the beans, others were giving use of salt in food. Question 3.3 was fairly answered though some learners could show clearly that they have language problem in trying to express themselves. Question 3.3.1 was well answered by most learners although some of them have mentioned 'flavoured and unflavoured gelatin. The issue of flavoured and unflavoured gelatin was discussed at length during national memo discussion as it appear in one of the approved books but it was agreed that flavoured gelatin is a product of gelatin not a type of gelatin hence the responses that said flavoured or unflavoured gelatin were not accepted as correct alternative answers. Most learners tried to answer question 3.3.2 and 3.3.3 fairly well, the only challenge that was observed is the language problem in trying to explain and give reasons for allowing gelatin to set before adding strawberries. In question 3.3.3 some learners confused strawberries with fruit containing proteolytic enzymes such pineapple, pawpaw and figs, as their responses mentioned that the gelatin will not set. In question 3.4 learners were expected to design a label for a fig jam bottle but most learners did not design a label but rather mentioned the information that should be included on a label. This is the question where learners obtained most marks.

#### QUESTION 4

In question 4.1. learners were confusing puff pastry, short crust pastry, phyllo pastry and choux pastry to an extent that they could not identify type of pastries, their baking temperatures and the characteristics of the end product. Learners seem not to understand pastries. Question 4.2.1 was a problem, as learners could not identify the meat dish on the picture. That they could not identify the dish resulted in learners losing marks for the follow up questions. Most of the learners identified the dish as a meat cut. They also had difficulty naming the correct sauce that should accompany the dish to be identified in question 4.2.1. In question 4.2.4 learners could not explain the



techniques such as trimming and searing. In question 4.3 the term barding was answered correctly by most learners, though some learners confused barding with larding. Question 4.4. was well answered by most learners except for question 4.4.3 (b) where learners confused gross profit with net profit

### **QUESTION 5**

In question 5.1.1 learners gave aspects to be included in a marketing tool instead of giving criteria that needs to be considered when developing a marketing tool. Question 5.1.2 required learners to discuss the use of packaging, but most of them just mentioned how it should look like. In question 5.1.3 most learners struggled to evaluate the financial plan given in a business plan. They only listed the information copied directly from the given business plan. Some learners evaluated the whole business plan instead of evaluating the financial part of the business plan. Learners could not apply information learnt in class regarding business plan and the relationship between marketing and finance department. In question 5.3 learners knew the roles of the marketing manager and the finance manager but could not bring the two together in the interrelationship part of the question. Question 5.4 is the only sub-question they manage to get marks, because they could relate with what they know about security. Most learners did not know what rack rate and revenue-generating areas are. Some learners explained entrepreneur instead of entrepreneurship.

### **QUESTION 6**

The picture in question 6.1.1 was not clear at all, whether it was the guest or the waiter who was serving the tea. 6.1.2 Some learners had trouble in applying their knowledge to answer question. 6.1.5 most of the learners wrote about the closing mise-en-place and crumbling down. 6.2 learners had trouble with.6.3 Learners have trouble answering about cocktails, they did not perform well with this whole question, of did not even attempt it.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

**SECTION A- QUESTION 1**

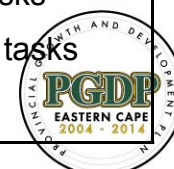
Teachers should use correct terminology in class with explanation so that the learners could get used to the correct use of terminology. Teachers should combine theory and practical to emphasize more on these terms and techniques. Learners should practice terms in class through classroom assessment. Teachers should arrange with butchery, bakery, restaurant, bars and or any relevant institution that could provide help to learners.

**SECTION B: QUESTION 2**

Teachers must familiarise the learners with the use of extracts and case studies in classroom activities and assessment. The use of computer in different sections / departments in the Hospitality establishment should be emphasised, as learners just give general answers and not specific to a mentioned section / department, such as Kitchen, restaurant, front office and housekeeping. When teaching diseases, teachers should also include information about the impact of each of the diseases in the hospitality establishment. Teachers should show the difference between good working relationships, good customer care and service excellence and how these aspects will contribute towards generating income in the hospitality establishment.

**SECTION C: QUESTION 3 & 4**

In question 3 and 4 the content that is assessed is Nutrition, Menu planning and Food commodities. It was evident that learners do have theory of the content assessed above but there was a gap between theory and practical as according to the responses given by learners. During practical lessons, learners must be exposed to all commodities and with the variety of dishes in each commodity. Teachers may not be able to do all the dishes from all commodities during practical lessons and tasks, but they are advised to make use of pictures of different dishes to explain information such as preparation methods, uses, different products and their quality characteristics. These pictures could be retrieved from the internet and magazines. Teachers are encouraged to use as many resources as possible to help the learners. That will help the learners to compare and differentiate between these different products very well when they see them. More informal assessment must be done to familiarise the learners with questions of different cognitive levels. Subject advisors should encourage teachers to do common tasks where they will moderate in order to check the quality and standard of informal tasks given to learners.





## **SECTION D: QUESTION 5 & 6**

Teachers must familiarise the learners with the use of case studies in classroom activities and assessment. Activities that assess the level of application should be given to learners daily to prepare them for the end of the year examination. Learners should design business plans in class, and practice how to evaluate it so as to make it easier for the learners to remember in examination time. Again terminology book is still important to help the learners to master all terms relating to hospitality subject as a whole. It was evident in question 6 that teachers should put more emphasis on the serving of tea when teaching non-alcoholic beverage service as it is a new topic in CAPS for grade 12. Teachers should teach clearing techniques together with opening mise-en-place and closing mise-en-place so that the learners should see the similarities and differences between the three procedures. More emphasis should be put on how to select wine for the food and the preparation and service of cocktails.

### **(d) Describe any other specific observations relating to responses of learners**

#### **SECTION A: QUESTION 1**

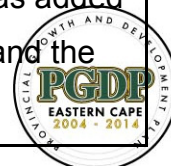
In Question 1.3.2 and 1.3.3, some learners did not write the complete terms for the dishes required by those questions. For an example instead of 'baked Alaska' they just write 'Alaska' and for 'Malva pudding' they write Malva. In Question 1.3.5 most learners wrote 'steaming' instead of 'stewing'. In question 1.3.7 instead of 'Churros / sonhos, learners will write any choux paste product, e.g. profiterols and beignets. In question 1.3.9, learners confused 'franchise' with 'entrepreneur'

#### **SECTION B: QUESTION 2**

Learners could not differentiate between lower, middle and higher order questions; hence they listed information instead of explaining, discussing, recommending and suggesting as expected in question 2. Learners were just listing words like tolerance, cooperation, respect, communication, teamwork, attitude etc.

#### **SECTION C: QUESTION 3**

In Question 3.1.1 learners confused puff pastry with other pastries. Learners in question 3.1.5 mentioned all game animals, not only feathered game meat as required by the question. In question 3.1.6 most learners only listed the dishes and could not evaluate the dishes suitable for pollo-vegetarians. In question 3.2.3 Learners said salt was added to add taste, flavour and to kill bacteria. Very few learners managed to understand the instruction of designing a label in question 3. 4.





#### SECTION C: QUESTION 4

In question 4.1.1 Learners confused the different pastries. Question 4.2.1 was a problem, as learners could not identify the meat dish on the picture. Most of the learners identified the dish as a meat cut. They also had difficulty naming the correct sauce that should accompany the dish to be identified in question 4.2.1. In question 4.2.4 learners could not explain the techniques such as 'trimming' as they confused it with deboning and 'barding' with larding. Question 4.4. was well answered by most learners except for question 4.4.3 (b) where learners confused gross profit with net profit. Learners confused the different pastries. In question 4.4.4 and 4.4.5 some learners left out a lot since they could not answer it.

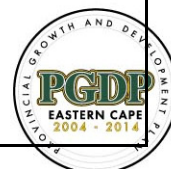
#### SECTION D: QUESTION 5

In question 5.1.1 learners confused the criteria to be considered when developing a marketing tool with the aspects to be included in a marketing tool. Most learners just copied the information in the business plan given without evaluating it as required by the question. Instead of use of packaging, Some learners just evaluated the whole business plan instead of evaluating the finance part of the business plan. Learners have answered question 5.4 fairly well. Explaining the concepts such as 'rack rate' and 'revenue generating area' was a challenge to learners.

#### SECTION D: QUESTION 6

Learners could not comment on the tea service as shown in the picture but just analysed what they see in the picture which was irrelevant to the question.

In question 6.1.5 most learners mentioned the procedures to be followed when closing mise-en-place and crumbing down instead of explaining the procedure to be followed when clearing tables after the service of tea. In question 6.2 learners had trouble with matching wine and food. Most learners displayed that they have a challenge on the mixing methods, preparation and presentation of cocktails.



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

**QUESTION 1**

It has been suggested long time that learners should develop Terminology book; therefore teachers should encourage learners to use the book as much as possible. Teachers should teach learners to read the instructions very well before answering the questions.

**QUESTION 2**

Teachers should set questions in different cognitive levels, even in informal tasks.

**QUESTION 3& 4**

Teachers should use pictures on the internet to show learners different commodities so that they can see the different dishes and grasp the concepts better. This however should not replace practical activities, but should be used as a supplementary help for the dishes that cannot be made in class.

**QUESTION 5 & 6**

Teachers should assess all the aspects of a business plan separately as for learners to distinguish between them. Teachers should put emphasis on the different cocktails and preparation methods. The internet can be used as a resource to teach learners.

**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

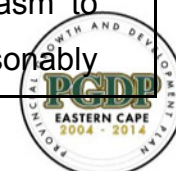
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The Life Sciences paper was widely accepted and embraced by a majority of all stakeholders of the education sector. It was generally rated as a fair, credible and reliable assessment instrument which was carefully tailor-made to assess the acquired knowledge and skills of our learners. The question paper was palatable and accessible to all learners. The language was simple and learner friendly. Therefore, even non-English speakers were able to access it with ease. The question paper adequately covered all prescribed topics as required by the national examination guideline. It also served as a tool that sufficiently tested learners' cognitive ability to handle various levels of questioning. Section A mainly contained low order questions which enabled learners to raise their confidence level and served as a comfortable transit to higher order questions. The random sample of 100 scripts (Rasch analysis) clearly suggests that our learners performed comparatively better in Section A than last year (2013). The Rasch analysis for Section A is 52,6%. Section B consisted of question 2 and 3 that mainly focused on assessing higher cognitive skills. Most learners were not very comfortable or confident in responding to higher order questions due to inadequate exposure to this type of question during teaching. Question 2 served as a smooth transition from low order questions to higher order questions. This enabled learners to maintain their confidence and enthusiasm to tackle higher order questions. As a result, some of the learners performed reasonably



well in those areas that require higher order thinking. Unfortunately, the majority of learners could not cope with the higher order questions satisfactorily. The Rasch analysis for Question 2 and 3 is 40,7% and 32,2% respectively. In Question 4 (Section C) a live scenario was supplied to learners to test their ability to compile a sequence of logical facts to explain the processes involved in various aspects of body co-ordination to complete a physical activity. Most learners achieved reasonable scores and some achieved the maximum score. The content knowledge, the skill of logical presentation of facts and the ability to structure the facts in a sensible manner was demonstrated. A practical and user friendly guideline was provided to markers to assess the presentation of the essay. The Rasch analysis score for the essay is 37,6% and reflected an encouraging improvement.

An extreme limitation of learner literacy and numeracy skills is evident in their responses. Hence, there is a marked discrepancy in the quality of learner responses between former model C schools and previously disadvantaged schools. Unfortunately the status quo remains rather than the hoped for narrowing to a more acceptable level.

The initial perception of an extremely easy paper has been transformed to a well-balanced and reasonably challenging paper. The paper has become a trend setter for future learner assessments in the country.

## SECTION 2: Comment on candidates' performance in individual questions

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

### SECTION A

#### QUESTION 1

Question 1 consisted of questions that are classified as low order. Therefore, the questions in this section demanded one word responses. By nature, low order questions require simple recall of acquired knowledge. Some of our learners were able to score maximum marks in this section.



Some learners struggled to achieve an adequate score due to :

- poor comprehension of scientific/ biological terminology. (e.g. parts, processes and functions. etc)
- learners' inability to identify the correct biological terms if the statement is phrased in an unfamiliar way.
- difficulty to distinguish between similar terms. e.g. choroid and chorion.
- the language barrier. This remains a stumbling block that freezes either the thinking process or the learners' ability to express themselves appropriately.
- use of unauthorized abbreviations or cell phone language. e.g. PNS cannot be accepted for parasympathetic nervous system but TSH is an acceptable abbreviation as it is recognized by scientific communities around the world. GHE cannot be accepted as Green House Effect.

Learners lost marks in 1.3 because they were unable to follow instructions correctly. They were required to write an appropriate letter or letters instead of writing the term. Therefore, it is important for the teachers to inform the learners to follow instructions correctly.

Marks were forfeited in 1.4 because the learners failed to read the whole question and hence lost half of the marks - 5 out of 10. Learners were expected to write the **LETTER** and write the **NAME** of the part it represented. Some learners wrote only the **LETTER**.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

## **QUESTION 2**

This section was designed to be the gateway to higher order questions. Question 2.1 was a transitional vehicle towards the higher order.

2.1.6 This question required higher cognition in explaining why testes are kept 'outside' the body of males. Many learners responded incorrectly by stating that the testes are kept at 2<sup>0</sup>C for sperm production. They should have explained that the testes are kept 'outside' the body to maintain a temperature that is 2<sup>0</sup>C lower than the body temperature for the production of healthy sperm.



2.2 This question was based on a given diagram showing some of the changes that take place during the menstrual cycle.

2.2.2 This question was designed to test learners' observation skills and translation of theoretical knowledge. Learners were expected to draw the required information from the diagram. Some of the learners failed to provide **observable reasons** to support their answers given in 2.2.1.

2.2.3 This question tested learners' observation skills and ability to gather evidence from the given diagram to establish whether the process of fertilization has taken place. Certainly the learner has to employ his higher cognitive faculty to present a logical explanation based on the evidence provided.

2.2.4 Learners were expected to describe a comprehensive sequence of **developmental changes in the fertilized ovum until implantation**. Some of the learners were unable to provide a satisfactory description as they could not understand which specific details were required. Some could not identify the **fertilized ovum** as a zygote. Some candidates mentioned meiosis as a means of multiplication of cells after fertilization, instead of mitosis. Morula was misspelt as macula and was not credited (enforcement of marking principle 12). Few learners misinterpreted the question and described the chronological foetal development after implantation. **No flow charts will be accepted as a description.**

2.2.5 The word 'ovulation monitor' was completely misconstrued as a device to monitor ovulation. Most of the learners responded by naming progesterone as a hormone that is likely to be monitored by the ovulation monitor. Progesterone was not accepted as an answer because the level of this hormone gradually rises and will remain constant for a long period after ovulation. Therefore, the level of progesterone does not serve as an indicator to confirm the actual day of ovulation. Whereas the rapid rise in the levels of LH, FSH and oestrogen trigger ovulation. The level of these three hormones drop soon after ovulation. Therefore, the level of these three hormones could be used as an indicator to estimate the day of ovulation with a fair amount of accuracy.



2.3 This question was designed to assess learners' ability to comprehend the scientific method of enquiry. Therefore, learners are expected to display higher cognitive skills to analyse both procedure and results obtained during an investigation. Many learners were not familiar with the apparatus (clinostat) and therefore, a clear description of the apparatus and procedures were given to learners. Pupils were expected to understand what constitutes an effective control for each of the variables being investigated. In the event of auxin being investigated, one plant must have auxins and the other one not – to compare the results of each. If the event of gravity being investigated, one plant must be subjected to gravity (stationary clinostat) and the other not (rotating clinostat). Many learners could not identify the groups correctly. Learners mentioned only one instead of two letters per group and hence scored no marks. One of the biggest challenges to learners was to recognise that the effect of **two variables** was being investigated in the **same experiment– auxin and gravity**.

2.3.2 In an investigation, there are variables that have to be kept constant. In this specific investigation light has an influence on the directional growth of growing tips. Therefore, both sets of apparatus have to be kept in a dark cupboard and that effectively avoids the effect of light. Therefore, growing tips are exposed only to the factor that is being investigated (gravity). Learners could not adequately **explain** why both sets of apparatus are kept in a dark cupboard. Learners are not used to being exposed to questions that require detailed explanations.

2.3.3 This question tests learners' ability to predict the expected result of the experimental set up. To predict the result, one has to have thorough insight into the topic. Group B was set up as control for the Group A. Group C was set up as a control for Group A.

2.3.4 The question is set out to test the learners' content knowledge. A detailed explanation was required to illustrate the effect of gravity and the complementary role of auxin on the directional growth of root tips. Most learners provided an inaccurate explanation by describing the effect of auxin on shoot growth when it is exposed to a unilateral light stimulus.



Those who attempted to describe the effect of auxin and gravity on the directional growth of root tips could not provide a satisfactory explanation.

2.3.5 In a scientific investigation, one has to set up scientifically accepted procedures to attain an accurate and credible result. One of the steps includes the identification of variables that have a direct influence on the outcome of the investigation. **All those variables should be kept constant except the one that is being investigated.** This in turn increases validity. The term **validity is all about setting up correct procedures to attain accurate result.** All the variables that must be kept constant were listed as procedures on the question paper. It was easy for a learner to pick the answers from the list of procedures provided on the question paper. Unfortunately, some learners were not familiar with the term validity and therefore, were unable to answer the question.

### QUESTION 3

This question was based on a scientific investigation conducted by a farmer to determine which type of fertilizer would increase the yield of her wheat crop.

3.1.1 In any scientific investigation, one needs to be able to identify the independent, dependent and constant variables, so that learners will be able to assess the validity of the experiment. This question tests the learners' ability to identify the dependent variable from the information given in the question paper. Learners must be taught to distinguish between these different variables.

3.1.2 Learners were expected to explain the purpose of setting up a control in the investigation given in the question paper. Most of the learners were able to identify the dependent variable with ease. Some learners struggled to provide the correct response, however, this is because those learners had not been exposed to questions based on scientific enquiry.

3.1.3 Reliability involves **repeating** an investigation using the same procedures. If the same procedures are used they are expected to produce the same results. If this is the case, the investigation is considered to be reliable. Reliability can also be improved by **increasing the sample size**. If the same results are obtained using a larger sample, it reaffirms the reliability of the method followed. Learners should be able to distinguish between validity and reliability.





3.1.4 Learners are expected to list three negative effects of planting the same type of crops over many years on the same plot of land. Many learners were able to list the negative effects of monoculture in general. Unfortunately, some of the negative effects do not apply to the scenario presented in the question paper. e.g. depletion of water sources. According to the description given in the question paper, the farmer regularly drew water from the river that flowed through the farm. Therefore, learners should be encouraged to read every piece of information and the context given in the question paper so that they are able avoid irrelevant responses.

3.1.5 Learners are expected to provide a comprehensive explanation that describes how excessive use of fertilisers can affect biodiversity if they are washed into the river. Some learners were unable to explain the negative effects of eutrophication on aquatic biodiversity. **No flow charts will be accepted as an explanation. All explanations should be linked to the context provided. No learner explanations will be credited if they are out of context. Key word marking is no longer accepted.**

3.2.1 Learners are unable to define the biological terms properly. Learners should be encouraged to learn the definitions biological terms.

3.2.2 It is an open-ended question which requires independent thinking. Learners should be able to relate their theoretical knowledge to day to day experiences and to make sensible inferences and explanations. This is a two-fold question that seeks an explanation as to how food wastage contributes to energy loss and to global warming. A higher cognitive skill is tested. **All explanations will only be credited in the correct context. Key word marking is no longer accepted.**

3.2.3 Most of the learners were able to give correct responses to this question.

3.3 This specific question tests the ability of a learner to analyse and draw information from a given table to explain various aspects of thermoregulation.

3.3.1 Learners need to be able to distinguish between the changes in the diameter of blood vessels in the human skin at body temperatures which are either higher than or lower than the normal body temperature. In this case, learners needed to be aware that the body temperature was lower than normal.

3.3.2 A thorough explanation of how the human skin restores normal body temperature when the temperature drops below the normal level was required.



The explanation must be given in a logical sequence. **All aspects of the explanation are only accepted in the correct context. No key word marking is allowed. No flow chart will be accepted as an explanation.** Some learners could not provide a satisfactory explanation.

3.3.3 Learners are expected to provide a thorough explanation of how the human body restores normal body temperature when the body temperature starts to rise above the normal level. The explanation must be given in a logical sequence. **All aspects of the explanation will only be accepted in the correct context. No key word marking is allowed. No flow chart will be accepted as an explanation.** Some learners could not provide a satisfactory explanation. Some explained the thermoregulatory role of hairs and the rate of body metabolism. These responses were not accepted as relevant, as they did not refer to the particular context of vasodilation as required by the question.

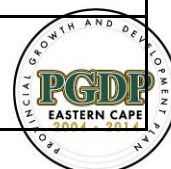
3.4 This question tests learners' ability to interpret and explain graphical representation of data.

3.4.1 This question demands a **description of the trend** observed in the level of the hormone glucagon **over a period of time**. Many learners provided only a partial description. Many candidates failed to mention that the increase in glucagon levels increased for 20 minutes before remaining constant.

3.4.2 Learners are not used to explaining a process or event in a logical sequence. They wrote some aspects which were not credited because they were not in context. e.g. glucagon level increases. This phrase cannot be marked in isolation. It can only be marked when the learner explains the context correctly. **All aspects of the explanation will only be accepted in the correct context. No key word marking is allowed. No flow chart will be accepted as an explanation.**

3.4.3 Learners are expected know all aspects of homeostatic control of blood glucose levels.

3.4.4 Some learners could not see the link between diabetes mellitus and the role of the hormone insulin. The explanation provided did not establish a **link between the insulin deficiency and a subsequent drop in the amount of glycogen in the muscle and liver cells** of diabetic patients.



## SECTION C

### QUESTION 4

The essay question was given as a live scenario describing various aspects of nervous co-ordination. No specific guidelines are given to learners as to how to structure the essay. Structuring the essay and presenting relevant facts in a logical sequence are the essence of an essay. Marks were allocated for the content and presentation (Synthesis) separately. Learners should be reminded that “synthesis” is made up of three parts: relevance, logical presentation and a comprehensive answer.

In this particular essay marks were allocated for accommodation of the eye, hearing and maintenance of balance and equilibrium. Most learners performed reasonably well in this question. Some candidates misinterpreted accommodation for near vision as short sightedness. Learners were not penalized when they described the transition from distant vision to near vision. Many learners struggled with the last part of the essay – balance and equilibrium. It was most encouraging to see a number of learners achieve the maximum score for the essay.

No key word marking is allowed in the essay. Some of the learners’ facts were not credited as they were mentioned out of context. e.g. impulses are transmitted to the cerebrum. No marks were given for mentioning the word cerebrum if the word interpretation was missing, as interpretation of information takes place in cerebrum. Learners had to provide the full information to earn credit. **Key words were not marked in isolation. No flow chart will be accepted in an essay. No bullet- form description is allowed**, since the essay is regarded as a continuous flow of ideas sequenced in a logical manner.

#### (b) Provide suggestions for improvement in relation to Teaching and Learning

Learners should be:

- exposed to questions that require comprehensive explanations.
- encouraged to write detailed descriptions of various processes and phenomena.
- encouraged to define biological terms correctly.
- made familiar with the scientific enquiry method. Use previous exam papers as a guideline.



- able to represent data using various forms of graphs
- able to draw and analyse information from the data in a table
- encouraged to master all biological terminology
- given the opportunity to practise writing short essays on various topics

(c) Describe any other specific observations relating to responses of learners

- Spelling mistakes sometimes change the meaning of the biological terms.
- Wide use of cellphone abbreviations in the examinations
- Use of unauthorized abbreviations eg PNS instead of parasympathetic nervous system
- Incorrect numbering of responses.
- Inadequate explanations and descriptions
- Failure to read the full question
- Illegible handwriting
- Untidy work

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

- Content workshops required for novice teachers
- On-site support by subject advisors
- Supply teachers with teacher support materials
- Reduce unnecessary paper work
- Allocate sufficient funding for workshops for teachers. e.g. invite experts from the national department. etc
- Restore credibility and confidence in district officials.
- Assistance of teachers in setting credible and error- free school based assessment tasks by district officials.

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	LIFE SCIENCES		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	24 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Learner's marks in this paper varied from very high to very low. The highest mark was 143 while the lowest was 11. According to the Rasch Analysis, the total average for the paper is 50%. The paper was fair, but because learners do not fully grasp the question they therefore than not giving all the relevant answers pertaining to the question. Learners need to be taught what is expected if a question is ask in a specific manner. It is not that learners may not know the answer but rather that they are not fully answering the question. Learners do not know when to expand on their answers and how to do it. Learners do not know how to analyze an essay and struggle to give enough information on part of the essay.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

According to the Rasch analysis, the average mark for Q1.1 is 48%, 1.2 is 49%, 1.3 is 60% and 1.4 is 40%. (Please see attached graph of rasch analysis).

Some learners made careless mistakes like crossing two letters instead of 1. Some made spelling mistakes that changed the meaning of the term. Some did NOT attempt even the multiple choice questions.

Q 1.4 was NOT answered well probably because Dihybrid cross is new to them and the concepts of gametes, genotype, phenotype etc. are NOT easy even for some teachers.

Q 1.2.4 Instead of genetic modification, learners wrote 'genetically modified' and lost marks due to language barrier.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

In some cases it is obvious that learners were NOT taught certain sections of the paper eg.Q1.4.4.

Question 1.2.5

- Learners mix up artificial selection and selective breeding by say artificial selection.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Learners must be drilled on biological terms, concepts and processes in Life Sciences on a daily basis.
- Teachers must stick to LOLT and use proper vocabulary all the time to avoid misconceptions.
- The Exam guidelines must include the correct and expected vocabulary to ensure that learners are familiar with those terms.
- Workshops should be conducted for teachers on Genetics and Evolution to address any gaps and areas of difficulty e.g. Dihybrid crosses.
- As Life Science is a wide subject, teacher should be given guidelines on specific



areas to focus on.

- Learners should be taken on excursions to places to like Sterkfontein to create an interest and passion for the subject.
- Conduct a common National /Provincial practical examination at the end of the year for Grades 10 – 11.
- Workshops for both teachers and learners on examination skills.
- Memo should not be completely closed / rigid at National. Provinces should be given a tolerance range for deviation (additions and deletions) because of the language barrier and specific emphasis on certain terms. .
- Province / National must provide all common SBA tasks for schools to standardize learner's performance and assessment for underperforming schools and workshops to encourage teachers to set their own tasks.
- Teachers should network with each other to address challenges and find solutions.
- Teachers should use past question papers to revise and expose learners to a variety of questions.
- Twinning of schools and team teaching amongst teachers must be encouraged.
- Under-qualified teachers should be identified and upgraded.
- Teachers should provide graph papers to avoid inaccuracy in graphs.
- National networking of teachers should be made possible. Through internet.
- Competency test should be implemented for selection of markers, because looking at average pass rate of schools has proved to be unfair and inefficient. Competency test must be written every three years for teachers to be selected as markers.
- Encourage teachers and learners to take part in projects like Sci – Fest, Science Expo, Science Olympiad, Exhibitions and other interesting science projects.
- Reduce the amount of content to be taught in the short Grade 12 year. Allow sections to be done in depth rather than at a superficial level as in the case at present.

**(d) Describe any other specific observations relating to responses of learners**

- Confusion and mixing terminology
- Some learners get very high marks for section A and very little for the rest of the paper.

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

- Teachers should have a chart containing all the terminology in their classroom.
- Chart of monohybrid and dihybrid crosses to be exhibited in classrooms.
- Pictures/charts of phylogenetic trees and evolutionary steps to be exhibited in class.
- Teachers must meticulously follow exam guidelines while teaching and assessing.
- Joint planning for FET teachers at school level and cluster level to ensure content coverage.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

According to the Rasch analysis learners obtained 43 % in Q.2.1, 68% in 2.2, 47% in Q.2.3 and 35% in Q.2.4. Refer to graph attached at the end of this question.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

**Question 2.2**

- Learners could not distinguish between DNA profile, genes, and characteristics when comparing biological children to their parents.

**Question 2.4.4**

- For precaution, many learners wrote "do not make sticky tape too long so that flies with short wings do not die". This was NOT accepted and those learners lost 2 marks. Condition should have been explained





#### Question 2.1.6

- Instead of nucleotides, learners wrote nucleic acids (not accepted in the memo) and lost one mark. Others failed to describe process of transcription due to lack of understanding and language barrier.
- Analyzing DNA profile and Phylogeny tree posed problems for many learners.

#### Question 2.4.1

- Is based on scientific investigation and most learners failed to perform well here. Hypothesis, precautions, validity etc. are all foreign to many learners. Due to lack of facilities and other challenges, no experiments are done in many schools. Learners do not explain precaution but write just the words, e.g. Food/temperature.

#### **( c ) Provide suggestions for improvement in relation to Teaching and Learning**

- Learners should be thoroughly trained in answering any question on protein synthesis. It has become a must to know section of the syllabus. There should definitely be put emphasis by teacher on teaching this part.
- Learners still get confuse between DNA profile, which consist of bands, which made them similar to the parents. It is not that the DNA that is the same but the bands that made them similar. Learners need to be aware of this and taught accordingly.
- Learners should be taught to write full sentences when answering a question.
- Teachers and learners should know when an experiment has been set up, the precautions that needs to be take should not be on the experimental design, but on the surrounding the design.

#### **(d) Describe any other specific observations relating to responses of learners**

##### Question 2.2

Learners could not give reasons by using the diagram. DNA and genes should have been accepted, as this is terminology learners know.

Learners were confused by anti-codon and codon, therefore lost marks for amino acid.



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

Learners need to be taught to explain their reasoning step by step. Correct terminology for DNA profiling should be given.

Workshops on hypothesis testing, is needed. Learners need to develop their own experiments, setting their own aim, hypothesis, precautions, etc. Hypothesis testing should form its own part of the syllabus as it is never properly discussed (even if it is part of Grade 10 syllabus.)

### **QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

According to the Rasch Analysis, Q.3.1 has 30%, Q.3.2 36% Q.3.3 has 33%, Q.3.4 has 67%, and Q.3.5 has 40%.

Question 3.1

- Learners could not apply knowledge to the specific example given. They wrote answers in general terms.

Question 3.3.2

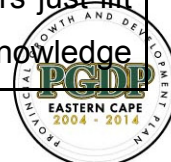
- Learners use the wrong words to describe their observations. For e.g. Learners wrote big or large for the pelvis, which for them means wide, but was not correct.

Question 3.4

- Many learners do not write the caption, misplace the variables on X and Y axis and fail to identify and stick to the scale which is relevant to the data. Wrong type of graph was drawn in some cases. They do NOT know the difference between histogram and bar graph.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Some learners' responses to Q.3.1 and 3.2 shows that they had a poor understanding on Genetics and Evolution. Misconceptions about speciation and inability to scientifically apply the knowledge to the given case study made them lose marks. Learners just lift information from the passage and write it as an answer without applying their knowledge



of the topic.

Question 3.1.2, 3.1.3 and 3.5.2

- Learners struggled to express themselves due to language barrier.

Question 3.5.2

- Haemophilia is confused with menstruation when explaining why females have a smaller chance of suffering from haemophilia.
- Learners struggled to interpret the pedigree diagram and struggled with the format of genetic cross.

Question 3.5.3

Because of the way the question is asked, most learners wrote 100% chance of having a haemophilic son. They were not credited and lost 1 mark. It is again the way in which the question was asked, which made it difficult for the learners to comprehend what was asked.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

- There is a reason why passages are given, because some answers can be deduced from the passage. Learners need to be trained in how to answer passages.
- Most of the learners do not understand the 'Out of Africa' hypothesis. Teachers should spend time on this and even get support from others to assist them if they themselves are struggling.
- Learners did not understand observable and give answers which are correct but not observable to the diagrams. They need to be taught to read with understanding. Give them more similar types of questions to practice on.
- Practice, practice, practice graphs. Different types. Learners still forget that a graph needs a title which should consist of the two variables.
- The scale should be of the same increment. Learners should be taught to use rulers when drawing a graph and to use one whole page for the graph so that it is neat and clear.
- Learners should be taught to put the totals on top of their plotting points which made it easier for the one who is marking to see that they understand how to plot.
- Learners need to get more practice on drawing sex-linked crossings, because they lack that ability. They need to understand that putting the different captions to each stage is important and will get those marks or make them loose.

marks?

**(d) Describe any other specific observations relating to responses of learners**

**Question 3.1.2**

- Learners could not fully explain why they were 2 populations. They knew why but could not give a full explanation

**Question 3.1.3**

- Learners described allopathic speciation in general and did not describe how it occurred using the diagram given.

**Question 3.4**

- Learners still not using correct scale on y- axis.

**Question 3.5.2**

- Here learners could not give full explanations. They showed they knew why females are less prone but could not put it in words.

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

Learners need to be able to explain concepts using various examples. Learners are just drilled in basics and not taught to understand and apply.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

According to the Rasch Analysis learners scored 33% Q.4.1 (Content) and 35% in Q.4.2 (Synthesis).

The essay covered a very wide area and learners wrote a lot! The memo was NOT favourable to learners. Learners did not know how much to write on a specific topic and they should be taught how to analyze the question to write only what is needed. So they wasted time on expanding more on one section than the others.



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The essay has been term specific instead of process specific. Learners lost mark under meiosis and random arrangement for the points “resulting in new combinations of genetic material”. Most learners wrote “Resulted in genetic variation instead of the above”.

Learners mixed up information on meiosis, mutation and natural selection in their essay which made them lose marks for the logical flow in the synthesis.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Workshops for both teachers and learners on techniques how to dissect an essay for them to understand on which part should be placed more emphasis.

**(d) Describe any other specific observations relating to responses of learners**

Too much written on mutation and very few marks allocated. Learners wrote too much information on the types of mutation instead of explaining how mutations lead to variation. “Understanding the question”

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

Teachers need training on new style of essay writing. Essay format has changed over last few years. This change of approach has not been conveyed to teachers. Teachers need examples to practice with learners, and if essays require planning like this one, more time should be given in exams.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	MATHEMATICS		
<b>PAPER</b>	1		
<b>DATE OF EXAMINATION:</b>	30 OCTOBER 2014	<b>DURATION:</b>	3 HOURS

### **SECTION 1:**

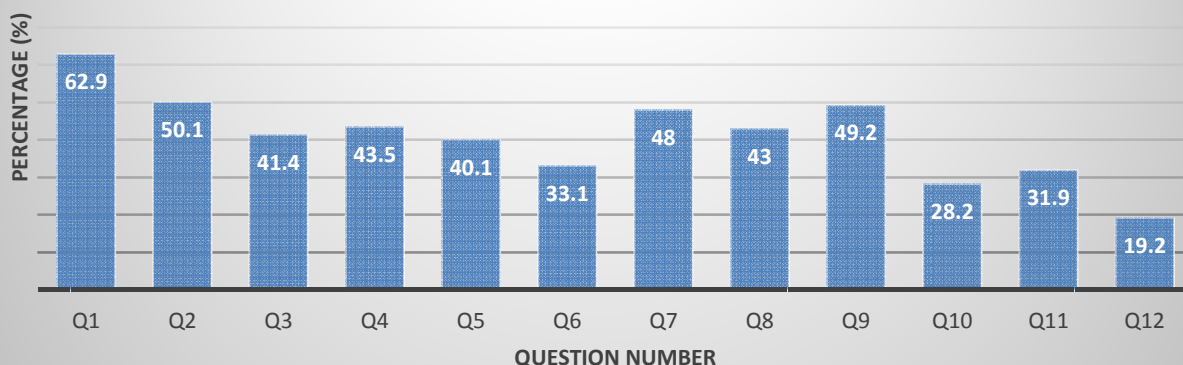
#### **(General overview of Learner Performance in the question paper as a whole)**

Candidate results covered the full spectrum from no marks to full marks. There are encouraging signs of improvement in most districts, with even poor performing centres having at least some candidates with decent results. There are also genuine centres of excellence where a significant number of candidates were able to achieve level 7. However there are also quite a number of underperforming centres. We are aware of the fact that there are many contributing factors. Analysis of the sample of 100 scripts drawn from good, average and weak centres indicates that candidates performed best in routine questions [1, 2, 7, 9] and worst in questions requiring applications [6, 10, 11, 12]. It should be noted that Probability (Q11 and Q12) was a new topic. It was also evident that this topic was not taught in many centres. While there seems to be continued improvement in performing routine operations in a familiar context, candidates still struggle to apply knowledge in an unfamiliar context. Functions which are at the core of the curriculum also continue to be a challenge for candidates. Candidates struggled with using graphs to obtain solutions. Other areas with which candidates coped poorly were inequalities, inverse functions, calculus applications and counting principles. Many candidates fail to show working or are sloppy with mathematical notation. This causes them to lose marks. It is also important that learners be taught to use a calculator correctly.

It is important that teachers ensure that candidates are exposed to all types of questions so that learners can become used to thinking more broadly about the underlying mathematical concepts in their work and learn to apply knowledge.



## MATHS P1 QUESTION BY QUESTION ANALYSIS NSC NOVEMBER 2014



### SECTION 2:

**(a) & (b) Comment on candidates' performance in individual questions and possible reasons for performances.**

#### **QUESTION 1**

All candidates attempted Question 1 and most achieved good marks for 1.1.1 and 1.1.2. Although the format of this question is very predictable candidates still lack the basic skills of solving quadratic equations, inequalities and simultaneous equations. Factorizing skills play an important role in answering question 1 and too many candidates lack these basic skills taught in grade 9 and 10.

**1.1.1** This question was answered well by many candidates.

**1.1.2** This question was answered well.

Substitution of the negative b-value proved problematic for many candidates.

Learners should note that  $\frac{b \pm \sqrt{b^2 - 4ac}}{2a}$  should be substituted as  $\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$  and not just  $\frac{b \pm \sqrt{b^2 - 4ac}}{2a}$ . If the candidates substituted incorrectly it often results in  $\frac{b \pm \sqrt{b^2 - 4ac}}{2a}$ . Educators should remind learners that if  $b^2 - 4ac < 0$ , they should understand and state that there is no real solution.

All calculations should be shown. Full marks were not awarded for correct answers only or if the substitution step was not shown. This was a question where the candidates had to show all their calculations to be awarded full marks. Replacing the substitution step with  $\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$  was not awarded full marks. Only one mark was penalized for incorrect rounding to two decimals.

**1.1.3** This question was answered poorly. Candidates lacked the basic skills of applying exponential laws. Too many candidates concluded  $2^3 \times 2^4 = 2^7$  incorrectly as  $2^7$ .

This was also a question where the candidates had to show calculations to be awarded full marks.

Only the answer or finding the answer through trial and error was not awarded full marks.

**1.2.** This question was attempted by many candidates and answered fairly well. It is a very predictable question and it was not necessary to manipulate the linear



equation to get  $x$  the subject of the equation as it was already given. The lack of basic mathematical skills prevented many from achieving full marks. Candidates must guard against interchanging the  $x$  and  $y$  when factorizing or especially when using the formula. Educators should include equations where the unknown is not always  $x$ .

Simplification of  $3(2y + 3)^2$  often resulted in candidates incorrectly writing  $(6y + 9)^2$ . This is a basic multiplication skill taught in grade 9 and should be practised often.

1.3 This question was answered poorly. Many candidates who attempted this question were only able to calculate the critical values for the quadratic inequality. Candidates don't show a clear understanding of solving an inequality. Teachers should try to get the learners to understand the mathematical thinking behind an inequality and not just teach a method.

1.4 This question was answered very poorly and it is evident that learners do not know or understand the theory behind nature of roots.

## QUESTION 2

This question tested knowledge of the arithmetic sequence and was answered by most candidates. Questions 2.1, 2.2 and 2.4 were answered fairly well but many candidates could not do 2.3 and 2.5. No marks were awarded if candidates used the wrong formula.

2.1 & 2.2 These two questions are easy and were answered very well. Some candidates made careless errors and wrote the formula as  $T_n = a(n - 1)d$ . This formula is given on the information sheet and care should be taken in writing and using it correctly.

2.3 Although many learners were able to give the general term of the sequence they showed a clear lack of understanding of the sigma notation. Writing a series in sigma notation is not a familiar question and learners should practise this skill more often.

2.4 This was an easy question and answered fairly well. Marks were lost for wrong formula and incorrect substitution. The value for  $n$  (251) was given twice in question 2. Many candidates proceeded in calculating a value for  $n$ . No continuous accuracy marks were awarded if  $n = 251$  was not used.

2.5 This was a higher level question and was answered very poorly or even left out by most candidates. The method of solving was either to look at the terms that are divisible by four (16; 44; 72; ...; 1752) or by looking at the positions of the term divisible by four (3; 7; 11; ...; 251). Only a correct answer was awarded one mark. If a candidate expanded the series and gave the correct answer, full marks were awarded. Teachers need to expose stronger candidates to more examples of higher level questions. Simply teaching the basic skills will not help learners to achieve good marks for admission to further studies for certain careers.

**QUESTION 3**

This question tested quadratic and geometric sequences and was answered by most candidates.

3.1.1 This is a lower level question but many candidates were not able to give the value of  $p$ . Once again it appears that candidates lack basic knowledge and skills to solve problems. Candidates were able to identify the first differences but not continue to identify the common second difference as  $-2$ .

3.1.2 Many candidates attempted this question and if they had an understanding of the method taught were able to score marks. Learners should be advised to show all their calculations and not only write the expression of the  $n$ -th term.

3.1.3 This was a higher level question and was answered very poorly. Candidates do not have a clear understanding of quadratic sequences and the arithmetic sequence that develops from the first differences. All calculations should be shown as full marks will not necessarily be awarded for correct answers only.

3.2.1 & 3.2.2 These were routine questions and were answered fairly well. Most candidates that attempted 3.1.1 scored at least two marks but were unable to write the answer in simplified exponential form. Examples where  $r$  is a fraction should be practised more often.

Learners must take note of the instruction that mentions that all answers must be rounded to TWO decimal places, unless stated otherwise. Question 3.2.2 is a question where this instruction applies.

3.3 This was a higher level question and was answered very poorly. Some candidates received a mark for writing improper fractions. Candidates that attempted this question were unable to identify the value of the  $98^{\text{th}}$  factor.

If only the correct answer was given only two marks were awarded. It must be emphasized to learners that they need to show their calculations. Wrong working that leads to the correct answer will not be awarded marks.

**QUESTION 4**

Question 4 tested knowledge of the hyperbola. Candidates who lacked the basic mathematical skills could not get the correct answers. The majority of the candidates performed very poorly in this question.

4.1 Many candidates gave the incorrect sign for especially the value of  $p$ .

4.2 Although this is an easy question candidates were unable to write the correct equation for  $g$  and then manipulating the equation to calculate the value for  $x$ . Many candidate could substitute  $y = 0$  but were then unable to solve the equation with the fraction. These are basic skills that should be taught and practised in grade 9 and 10.

4.3 This question was answered very poorly and most candidates did not even understand what was asked and left out the question or guessed. Learners should be more exposed to the notation used in this question.

4.4 This question was answered very poorly with candidates using random coordinate values for  $S$ . The values for  $S$  must come from an equation or from using translations.

4.5 This question was answered very poorly and left out by most candidates.

## GENERAL COMMENT

The bulk of functions are completed in grade 11. Paper 1 consists of a large section testing functions. Teachers should revisit and revise functions in grade 12 and make use of various types of questions and notations used.

## QUESTION 5

This question tested knowledge of exponential and log functions. It was not a difficult question but candidates achieved poor marks in all the sub-questions.

5.1 Answered very poorly. Some candidates were able to do the substitution but lacked knowledge of especially negative exponents.

Teachers must note that in questions similar to this, learners may not use what is asked to prove, as part of their calculations. If candidates substituted  $a = 3$  and continued to prove that point  $S$  is therefor on the function, no marks were awarded. Coaching learners to do this must stop.

5.2 Most learners who attempted this question knew to swop the  $x$  and they and scored at least one mark.

## QUESTION 6

This question tested the combination of the quadratic and linear functions.

6.1 Although calculating  $x$ -intercepts is a very familiar question to learners many candidates struggled to calculate the value of  $x$ . Learners need to realize that if they get a solution of  $x = \pm 1,22$  as in this case, they need to check whether both values apply.

6.2 This was a relatively easy question and was answered fairly well. Candidates failed to see the relation between the turning point and  $y$ -intercept. When asked for a coordinate learners must be use coordinate form and not only write  $y = -6$ . This was not awarded full marks.

6.3 This question was answered very poorly.

6.3.1 There are two popular ways of solving this question.

**Solution 1:**  $QT = y_Q - y_T$  where  $Q(x; 2\sqrt{x})$  and  $T(x; 4x^2 - 6)$   
or  $QT = f(x) - g(x)$

Candidates neglected to substitute  $g(x)$  in brackets. This resulted in a negative maximum length for  $QT$  in 6.3.2.

**Solution 2:**  $QKT = \text{length}QK + \text{length}KT$

When using this approach learners must realize that because the  $y$ -value of  $T$  is negative the length of  $KT = -(4x^2 - 6)$ .

6.3.2 Determining the derivative and then solving for  $x$  proved challenging for many candidates and required a high level of understanding. Especially stronger learners should be exposed to more higher level questions. Teachers should refer to former Higher Grade study guides and text books to get these higher level questions.

## QUESTION 7

This question tested knowledge and interpretation of Financial Maths. Although the questions were not of a high level the question was answered poorly. Candidates simply attempted questions without really understanding what is required of them. Some learners showed a complete lack of understanding and basic skills and used incorrect formulae.

Teachers must emphasize that learners must take care not to round values too soon and only when giving the final answer.

7.1 The most common error was the swapping of the  $A$  and  $P$  values when substituting. Learners must practise the steps of making  $i$  the subject of the equation when  $n > 3$ . They do not show confidence in solving  $i$  when  $n > 3$ .

7.2.1 This was a very familiar question and if candidates used the correct formulae most were able to score good marks.

Too many candidates still use the wrong formula. A good and simple check that works in most cases is for learners to ask the following question:

“When is someone getting the lump sum of money?”

“Is it at the start of a period followed by regular payments?” Present value

“Is it at the end of a period with regular payments up to that time?” Future value

7.2.2 This is also a very familiar question but answered poorly. Many candidates who attempted this question were unable to do the manipulation of the equation once substituted and often applied logs after serious mathematical errors had been made. Teachers should take note of the following. When solving this question the value for  $n$  comes to 180,0703409. The final answer which learners then need to give is 181 and not 180 or 180,07. After 180 months the loan would not have been paid back in full and because payment is made monthly there will therefore be a smaller final payment at the end of month 181. Candidates could also be asked to calculate this final payment.

7.2.3 Two possible motivations could be given for stating that Samuel paid more interest. The first is to mention the fact that Samuel is paying back the same loan amount over a **longer period of time** than Melissa. The second option is actually calculate the amount of interest that each pay and make the conclusion from these values.  $Interest = (n \times x) - P_v$

More practice and drilling in financial maths are necessary so that learners can distinguish between the different formulae. Educators should use the different terminologies in class. Financial maths requires two crucial skills which are often neglected by learners. This is reading skills and calculator skills. The learners must read the financial maths question very carefully and make sure that they understand what is asked and calculator work is essential when doing financial maths and this should be practised.

## QUESTION 8

8.1 This is a very predictable question. Most candidates used the correct formula and knew what to do but could not simplify  $(x + h)^3$ .

Simplification and notation errors were made which resulted in some marks being lost.

Learners expect that all terms not containing a  $h$  must cancel. If not, they tend to manipulate the expression to make it happen instead of working through their results to find the error. This approach to getting to a solution was penalized and no marks were awarded thereafter.

Teachers should note that omitting the brackets in the following step is not mathematically correct and could be penalised in future:

$$\lim_{h \rightarrow 0} (3x^2 + 3xh + h^2)$$

The following step must be omitted by learners and could also be penalised in future:

$$3x^2 + 3x(0) + (0)^2$$

Teachers should also note that candidates were penalised if  $f'(x)$  was not shown as part of the formula.

8.2 This question was answered well by most candidates. Care should be taken to use the correct notation for the derivative.

8.3 This was a higher level question and answered poorly most candidates. When confronted with a more difficult question learners should be motivated to at least try to do the basic calculations. In this question it was possible to score two out of a possible three marks without high level thinking. The removing of the brackets and determining the derivative are basic skills that could have been applied.

8.4 This question tested a new concept of concavity and many candidates scored at least two marks.

Teachers should note the following when teaching concavity. The accepted rule for determining the concavity of a function essentially lies in the value of  $f''(x)$ , the second derivative of  $f$ .

If  $f''(x) < 0$  then it is concave down and if  $f''(x) > 0$  then it is concave up. Concavity changes where  $f''(x) = 0$ .

It is not advised that the shape of the graph be used to determine the concavity.

When teaching this section learners should understand the following independent results for a function  $f$ .

If  $f(2) = 3$  then  $(2; 3)$  is a point on the graph.

If  $f'(2) = 3$  then the graph has a gradient of 3 at the point where  $x = 2$ .

If  $f''(x) = 3$  then the graph is concave up at the point where  $x = 2$ .

If  $f(2) = 0$  then  $(2; 0)$  is an  $x$ -intercept.

If  $f(0) = 2$  then  $(0; 2)$  is a  $y$ -intercept.

If  $f'(2) = 0$  then the graph has a stationery point at  $x = 2$ .

### QUESTION 9

This question was a fairly easy question that tested knowledge on cubic functions.

9.1 This is a very familiar question and was answered fairly well. There are however too many candidates that still use  $x = \frac{-b}{2a}$  to calculate the turning points of a cubic function. This shows a lack of understanding of the use of calculus to determine the turning points.

Teachers should demonstrate the use of the derivative to determine the  $x$ -values of the turning point of a quadratic function as well and that it does not only apply to the cubic function.

9.2 Candidates were not able to identify that the  $x$ -intercepts were actually given and struggled to sketch the graph.

When sketching the graph from their calculations learners must take note of points that do not make mathematical sense. If the maximum turning point's  $y$ -coordinate is less than the  $y$ -intercept they must realise that they have made an error.

9.3 This was a higher level question and answered very poorly. The following could be used to explain the question and answer.

	$x < -2$	$-2$	$-2 < x < -\frac{1}{3}$	$-\frac{1}{3}$	$-\frac{1}{3} < x < 0$	$0$	$0 < x < 3$	$3$	$x > 3$
$x$	-	-	-	-	-	0	+	+	+
$f'(x)$	+	+	+	0	-	-	-	0	+
$x \cdot f'(x)$	-	-	-	0	+	0	-	0	+

$$\therefore x \cdot f'(x) < 0 \text{ for } x < -\frac{1}{3} \text{ or } 0 < x < 3$$

Educators must feel confident in teaching calculus. Cluster groups can be formed to support each other in understanding and sharing teaching strategies for calculus. Most learners experience calculus as an abstract section and struggle to answer any higher level questions.

### QUESTION 10

This application of calculus was received by most candidates as a difficult question. Although the actual calculations were relatively easy this question was answered very poorly.

In 10.1 candidates were asked give the length in terms of  $h$  and in 10.2 to show that the volume can be given as  $V = h(40 - 2h)(50 - h)$ .

Because it is possible to use the expression given to give the breadth in terms of  $h$  learners must make sure that they explain/show how they get the breadth in terms of  $h$  as to convince the marker that they did not use what was given answer the question.



**QUESTION 11**

Probability was tested for the first time as part of the core syllabus. It is evident that many candidates and possibly also teachers lack confidence in this topic.

Teachers can note that it is not necessary to simplify fractions when answering probability questions and that answers can be given as proper and improper fractions, decimal fractions and percentages.

It is advised that if different probabilities are to be compared as in 11.2 learners must not round values to such an extent that accuracy is lost.

Teachers should note that if two events are not independent that it does not then imply that they are therefore dependent. Other variables could influence the dependency of two events and not necessarily the ones under discussion.

**QUESTION 12**

According to an analysis done on a sample of scripts this was the worst answered question. Many candidates did not even attempt this question.

Teachers should note that answers may not be left as factorials but must be calculated.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Educators should drill basic mathematical skills in grade 8 and 9.

Topics covered and completed in grade 10 and 11 should be revise during grade 12 by making use of worksheets.

Educators should not assume that learners know how to use their calculators. They should be taught.

Don't coach learners for exams; teach the syllabus.

Work out as many previous papers as possible to familiarize learners with the various ways to ask the same question.

Encourage learners to work independently.

Educators should try to introduce more unseen questions to brighter learners.

Teachers as well as learners must be committed in teaching and studying the subject.

Test learners on the selection of the correct formula.

Integrate topics for higher level questions.

Candidates copy formulae incorrectly from the formula sheet.

**(d) Describe any other specific observations relating to responses of learners**

There are too many learners taking mathematics who lack very basic skills.

Candidates do not read the instructions/questions and do not motivate/explain an answer if asked for a motivation or explanation.

The language barrier remains a problem for many candidates.

Motivate learners to write neatly and answer the questions in numerical order.

Point out the instruction that states that an answer only will not necessarily be awarded full marks.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators must regard grade 10, 11 and 12 as one unit and not only focus on grade 12.
Focus should be placed on the training and development of grade 8 and 9 educators. The understanding of basic skills are promoted in these grades.
Educators need to constantly upgrade their own mathematical knowledge and skills. Communicate with educators from surrounding schools and contact subject specialists.
If available, make use of technology in teaching certain topics. GeoGebra can be used to illustrate and teach various topics.
Be an enthusiastic maths teacher; you are involved in teaching a great subject.
Teachers should teach understanding and not only knowledge.
Subject advisors to visit schools frequently.
Subject advisors could use a memo discussion session for non-markers to enrich them.
When setting tests teachers should also include unseen higher order questions.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	MATHEMATICS
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	3 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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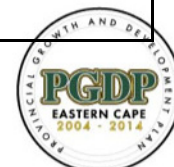
### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Many candidates attempted all questions in this question paper. Questions that were not attempted by a few candidates were questions 10 and 9. Candidates generally did well in statistics especially in question 1. Candidates, however, are still struggling to deal with problems requiring interpretation. This was evident in question 2 as many of them dropped a lot of marks.

Many learners collected a lot of marks in Co-ordinate Geometry though some struggled to link the angle of inclination with gradient and were also challenged in question 4. Many candidates are still struggling to deal with circles in Co-ordinate Geometry. This was evident in question 3 as many of them did not collect many marks in this question. Question 4.5 was one of the most poorly answered questions. This question demanded the understanding of areas of polygons. Candidates also struggled to use methods of solving simultaneous equations to solve 4.4.

Lack of basic trigonometric skills was evident in questions 5, 6 and 7. Some candidates were still not able to use sine rule and cosine rule in question 5. They seem to be confused on which rule to use. Most learners still struggled to deal with basic trigonometric identities especially the proof and application of compound and double angles identities. This was evident in questions 6 and 7. Many candidates struggled to solve problems requiring interpretation of graphs in question 7.

Most candidates did well (more than expected) in question 8. This question was the first question in Euclidean geometry and it was the second best answered question in the whole question paper! Candidates, however started to stumble in questions 9 and 10. Proportionality and Similarity challenged a number of candidates. Question 10 was the most poorly answered question in this question paper.



## QUESTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**This question tested the understanding of the mean, standard deviation, the equation of the least squares regression line as well as outlier(s).**

This question was answered by all candidates and many of them collected a lot of marks from it. Some dropped marks in 1.1 as they calculated the mean of both Mathematics and Accounting (added Mathematics and Accounting marks and divided by 24). There were however some of the candidates who struggled to find the equation for the least squares regression line in 1.4. This may have been caused by the fact that some candidates do not have calculators or do not know how to use them. Most of the candidates who struggled to get 1.4 correct also dropped marks in 1.5. I was also clear that some candidates were not able to identify outlier(s). The average percentage for this question was 72 and that makes it the most well answered question in this question paper.

### QUESTION 2

**This question tested the understanding of the cumulative frequency and its curve (ogive).**

This question was answered by all candidates. Most candidates just wrote class 17 (instead of 50 – 60). A few candidates are still struggling to complete a cumulative frequency table but most of them did well in this question (2.2.1). Many candidates who answered question 2.2.2 did not ground while some did not use the upper limits with cumulative frequency (they, instead used the midpoints or the lower limits). Interpretation (including interpolation) is still a huge challenge for many candidates. Only a few candidates were able to get the correct answer for 2.3. The average percent for this question was 65 and it was the third well answered question.

### QUESTION 3

**This question tested the understanding of circle in Co-ordinate Geometry.**

This question was attempted by almost all candidates. A few candidates however, are still struggling to use basic formulae (given in the formula sheet) correctly. Some candidates found it difficult to find the co-ordinates of A in question 3.3. They do not understand how to find the intercepts which is supposed to be easier for them since they should have learnt it in lower grades. Many candidates did well in 3.4.1 but a few of them struggled to substitute correctly into the gradient formula. Many candidates struggled to link the gradient of a tangent and that of a radius in finding the equation in question 3.4.2. Some candidates struggled to find the equation of SKL in 3.5. They may have not properly read the statement stating that SKL is parallel to the x-axis. Many candidates who attempted 3.7 did well but struggled in 3.8. The average percentage for this question was 64.



#### QUESTION 4

**This question tested the understanding of equations, angles and polygons in Co-ordinate Geometry.**

Many candidates attempted this question but did not do well, as expected. They do not understand how to find the intercepts which is supposed to be easier for them since they should have learnt it in lower grades. A number of candidates are still finding it difficult to find angles. This was evident in 4.2 as most of them did not get 4.2 correct. Some of them only found  $\widehat{DEO}$  but could not use the axiom about the exterior angle of a triangle which was supposed to have been learnt in earlier grades. Some candidates struggled to understand that D was just the point of intersection of two lines and they should have equated the two equations or use any method of solving two equations simultaneously. Question 4.5 was one of the toughest questions in this question paper. The concept of polygons and areas is supposed to have been learnt in lower grades but candidates are still struggling. The average percentage for this question was 50.

#### QUESTION 5

**This question tested Trigonometry – solution of triangles.**

This question was attempted by almost all candidates. Many candidates collected a lot of marks in this question as compared to the previous years. This is encouraging and it means we are moving towards the right direction. However, some candidates still struggled to choose between sine rule and cosine rule in questions 5.2 and 5.3. The average percentage for this question was 65.

#### QUESTION 6

**This question tested the proof and use of compound angle and other identities to solve and prove identities.**

A number of candidates who attempted this question dropped a lot of marks because they were not able to reduce (apply reduction formulae) in question 6.1. This was noted since most of them reduced  $\cos^2(180^\circ + x)$  to  $-\cos^2 x$  instead of  $\cos^2 x$ . Many candidates even struggled to get the proof of a compound angle identity in 6.2. and very few of them answered 6.3. Those who answered 6.3 seemed to be confused and did not know where to start. The average percentage for this question was 41 and this was the second worst answered question in this question paper.



## QUESTION 7

**This question tested the understanding of Trigonometric functions with its interpretation.**

Many candidates attempted questions 7.1 to 7.4 but not 7.5 and 7.6. Some candidates struggled to find the range in 7.1. A reasonable number of candidates collected a lot of marks in question 7.2 but some struggled to find the general solution in 7.3. It is amazing that a number of candidates are still unable to draw the graph in 7.4. Many candidates who attempted this question got it correct but some exceeded the range while others did not even get the correct shape. The average percentage for this question was 45. Interpretation of the graph, once again proved to be challenging for many candidates in 7.5. Some candidates were able to link question 7.7 with convergent geometric series but could not move further to reach the answer. The average percentage for this question was 45.

## QUESTION 8

**This question tested Euclidean Geometry – Theorems which involve centre, circumference including cyclic quadrilaterals and tangents (Circle Geometry).**

This question was attempted by almost all candidates. Many candidates who attempted this question did very well. This is encouraging as it was the first time in NCS that Euclidean Geometry was compulsory. This may be caused by the fact that many districts and the province capacitated the teachers and the teachers worked hard and other interventions. This must continue even next year onwards and in other topics as well. However, some of the candidates did not collect many marks in this question. Candidates also lost marks for reasons in the whole question. Many candidates did not collect all the marks in 8.3.2 as they lost marks for either stopping halfway when solving the problem or not giving a reason or both. The average percentage for this question was 69 and this was the second best answered question in this question paper.

## QUESTION 9

**This question tested Euclidean Geometry – the proof of proportionality theorem and its applications.**

This question was attempted by many candidates though many did not collect maximum marks. 9.1.2 was fair in that candidates just had to complete the proof of a theorem. Many candidates however either were not able to give the correct reasons or did not write the reasons the acceptable way according to the examination guidelines. The application of Proportionality theorem challenged a number of candidates. However, some answered it well but failed, once again to give the correct reasons the acceptable way especially in question 9.2.3. The average percentage for this question was 47.



## QUESTION 10

### This question tested Euclidean Geometry – Circle Geometry and Similarity including its Applications

Many candidates either did not attempt this question or only attempted 10.1 which required them to complete the table on diagram sheet. The reason for this may be the fact that it was the last question, so they were either tired or ran out of time. It may also be the fact that it tested Similarity and/or Similarity which they did in grade 12. Many of those who attempted it did not do well. They are, once again, not able to give the reasons (especially in 10.1 and 10.5) the correct/ acceptable way according to the examinations guidelines. Candidates are also struggling to deal with problems requiring candidates to prove. They usually start with the statement they are supposed to prove and work backwards. This was evident in 10.2, 10.4 and 10.6. The average percentage for this question was 38 and it was the worst answered question in this question paper.

#### (c) Provide suggestion for improvement in relation to teaching and learning

- Basic Mathematics skills from earlier grades (grade 8 and 9) must be thoroughly taught because they will be needed in the FET.
- Topics learnt in earlier grades (grade 10 and 11) must be thoroughly revised before candidates write examinations.
- All teachers must get the examinations guidelines as early in the year as possible so that they can familiarize themselves with what is needed including acceptable reasons in Euclidean Geometry.
- Assessment plays a vital role in teaching and learning. Assessment (formal and/or informal) should take place in everyday teaching.
- Assessment tasks should cater for all cognitive levels (1, 2, 3 and 4) so that candidates are not coming across challenging questions for the first time when writing examinations.

#### (d) Describe any other specific observations relating to responses of learners

- Language is still a challenge for most candidates. They struggle to express themselves even when they seem to have understood the question(s).
- Giving the correct reasons the acceptable way in Euclidean Geometry was a huge challenge for many candidates.
- Most candidates were not able to answer questions that demanded interpretation; they expected easier questions before they could interpret.

#### (e) Any other comments useful to teachers, subject advisors, teacher development

- It is not enough for teachers to teach learners to solve easy problems (find, determine, draw, etc) only, they must also teach learners to solve more challenging problems (Why ...?, What if ...?, and any problems that demand understanding and interpretation).



- Higher order questions (Level 3 and 4) must be included when setting tasks throughout the year.
- Grade 8 – 12 teachers (not only grade 12!) must be developed so that they are confident in teaching all Mathematics topics thereby becoming better teachers.
- More workshops on certain topics (Trigonometry and Euclidean Geometry) must be organized for teachers (especially the new teachers).
- Grade 12 question paper includes questions from earlier grades (eg: grade 10 and 11). These must be revised thoroughly before subjecting learners to examinations.
- Subject Advisors must assist teachers on how to set quality assessment tasks so that they expose learners to all types of questions.
- Teachers must teach the whole syllabus and then revise previous years question papers thoroughly before candidates write the examinations.
- Available technology must be used where necessary and/or available as it enhances teaching and learning.
- Euclidean Geometry in grade 12 must be shifted to the first term so that it can be thoroughly taught and can be revised in term 3.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	MATHEMATICAL LITERACY
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	31 OCTOBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The paper was CAPS compliant. Most of the learners in the Eastern Cape
come from the rural areas. They struggled to interpret the questions properly.
The questions confused our learners and they had no straight way of answering the level
1 question. It is difficult for a rural learner to know, that at the shop, there is a rounding
down of the amount due. Time would have been saved if the answers were written in
a booklet. Annexures played a vital role in affecting the learners to finish the paper on
time. There are disadvantaged learners who experience barriers to learning.
Other learners never had the experience of buying furniture or groceries from the shop.
Despite the fact that paper one was fair and most of the questions are within the CAPS
the exam guidelines ( they come in the main levels 1 and 2) the learner performance
tells a different story. Firstly the performance is mixed and varies from the actual to the
real. There are schools where learners performed well and showed that they were
adequately prepared. A great number of schools performed poorly. From the learners
responses it is clear that most of them didn't understand the questions and they had no
idea what to do.



## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Learners answered this question poorly and some of the answers made no sense at all.
Learners were unable to interpret the question correctly because of the
language barrier. Learners who understood the question well got good marks.
Those who come from the rural areas struggled to understand this question. Few
English speaking learners failed this question.

<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>
Learners could not differentiate between the 'interest' and the 'interest rate'. The first
question was about the interest rate and they calculated the interest instead of giving
the interest rate as 17%. They simply calculated the '17% of 2443,49' and they lost
marks. Learners could not understand the meaning of 'tax exempt' and 'dozen'.
They calculated dozen as 6. Learners struggled to interpret the given adverts.
They struggled to identify the actual amount to use in order to calculate the 1.1.2.
Rounding up or down was a problem for the learners. Most Eastern Cape learners use
the rural shops and there is no rounding at all in these shops. ( Rounding to the nearest
whole number, nearest 5 cents or 2 decimals) Learners did not understand the language
used in questions like (milk, 1.2.1), the meaning of 'non-vegetable' in question 1.2.2,
less promotion, as a result ,they did not subtract the R1,00 from the R16,95. Learners
did not substitute correctly in the given formula. The terms 'VAT inclusive' and
'VAT exclusive' are still a challenge. They did not understand the calculate the (%)
1.1.2
context used and as a result they ended up 'adding wrong values'. The percentage
values given in the advertisement confused our learners and as a result they tend to
use the total cost when asked the %. Conversion is still a challenge, instead of dividing
the 1000 when converting grams to kilograms, they simply divide by 100. the rounding
to the nearest 5cents confused them, especially those who really made payments in the



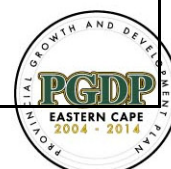
shop. There is no rounding to 5cents in a real life situation because 5c coins are not used in shops at all. Learners struggled with the profit question. (1.2.8a).

**( c ) Provide suggestions for improvement in relation to Teaching and Learning**

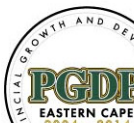
Educators need to ask themselves what situations do these learners encounter in real life situations. Educators need to organize resources like till slip, advertisements, payslips etc. and interpret those resources. Learners have to be taught not to work reversible for instance in 1.2.2  $10 \times R15,95 = R159,50$ . Teach learners the definition of 'interest' and interest rate'. Educators must focus on teaching also the basic Mathematical operations, BODMAS and the use of a ruler when asked to measure and draw line graphs. Use of adverts from newspapers, weather reports ,catalogues and financial tables like the ones use when buying houses, when loaning cash will assist our learners with the finance topic. Do not use formula when solving financial problems. Educators must always include all the topics when preparing a test for the learners. Conversion is still a challenge to our learners, educators need to drill them on that. Emphasis on rounding up, down or to the required context is very important. VAT exempted items will always be clearly shown in financial documents and learners Need to know that learning does not stop in a classroom. They are taught in class what is actually happening in their real life situations. Learners must be taught all alternative. ways of answering the questions. Calculators are a need in most schools so that learners get used to the use of it alone. Extra work must be given to learners on their Problem areas.

**(d) Describe any other specific observations relating to responses of learners**

Learners interpreted dozen as 6. They could not substitute correctly in the given formula  
Learners must be taught calculator skills and they must be encouraged to buy them.  
They lost marks because they simple gave answers without simplification and final answers were incorrect like % mark up formula they pressed a calculator to get to the final answer  $R14,99 - R12,00 \div R12,00 \times 100 = 1399$  [incorrect]. Most learners did not multiply by the 100% given in the formula. (note :incorrect substitution no marks)  
Step by step simplification must be encouraged in our learners.



Learners provide two
Answers for one question and that disadvantaged them because we mark the first one.
They tend to be confused when expected to use the previous answer in the next
question like in 1.2.3→1.2.7(a)→1.2.7(b).Learners have to be encouraged to read and
Understand the given information. Educators must use English as a medium of
instruction to assist learners to get used to the language. Bring eggs in class where they
Can see and be able to differentiate between the dozen and half a dozen. Learners
must take a vital role in preparing for exams with the assistance from their educators.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators must be given an opportunity to discuss their content gaps in a workshop.
There must be content workshops so that educators gain confidence in teaching
the subject. There must be a common document developed with mathematical
concepts. Common exams ,task and memo discussionsin districts will benefit
learners and educators to share content knowledge but there are districts that do not
see the need to practice that.
<b>QUESTION 2</b>
<b>a)General comment on the performance of learners in the specific question.</b>
<b>Was the question well answered or poorly answered?</b>
This question was moderately answered by the learners because of the language
used. Learners find it difficult to find the asked length in 2.1.2 and ended up adding
the side that was not needed.They could not be able to calculate the number of poles
to be used. The ratio can be seen as an easy topic but the learners struggled to write
it correctly. Learners could not calculate the area and radius. The words “extended”
And “existing” became a problem to the most learners.



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**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners interpreted this question incorrectly. They could not understand that Tina is using the existing wire fence. In 2.2.1 most learners instead of converting diameter from the table they converted the volume  $10\,000 \div 1000 = 10\text{m}^3$ . That created a problem in answering 2.2.2 and lost marks. They must use tables frequently at schools. To most learners finding the radius from a diameter is still a challenge. They could not substitute correctly and they have a tendency of changing the formula. Learners wrote time in 2.3.1 as 11h56. This is not the correct way of writing. Time must be written as 11:56. Educators have to emphasize this to the learners as they will be penalized in the next examinations.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Conversions must be emphasized. Revision must include all the types of questions from the previous question papers. The proper use of a calculator is important everytime you encounter problems. Measurement must be asked in every test written by the learners. The word total length could not be understood by the learners. Lessons at school must be conducted in English. Educators need to familiarize the themselves with the CAPS document and when preparing SBA tasks we must check levels.

**d) Describe any other specific observations relating to responses of learners**

In 2.1.1 learners counted the number of fields as 2 instead of 7- language problem. In 2.1.2 most learners got confused as a result  $33 \times 5 = 165\text{m}$  was the common answer. Units were incorrectly used by the learners for instance giving  $\text{m}^3$  instead of litres. Units of measurement must be stressed to the learners. They answered time as they see without reading the scenario and the use of a calculator would have been an added advantage to our learners. Analog and digital time is a problem. Learners use different units (m) and (mm) in one calculation. Learners misunderstood the question. English will always disadvantage our learners. They should be allowed to present their Answers in their own language when encountering difficulty of understanding English.



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

Content workshops must be organized by the subject advisors because they are the Specialist in the subject. They must not stay in offices they must visit schools and actually show educators how to tackle certain problems at school. They must support educators. Drill learners to always write the units of measurement and be able to do conversions. Educators must encourage learners to read the given information and Interpret it before attempting to answer the questions. Workshops on the CAPS document are still needed for educators. Subject advisors must have a program to develop educators as far as the content is concerned and also alternative ways educators can teach our learners(new methods).

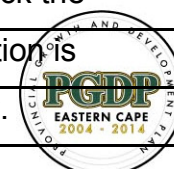
### QUESTION 3

**a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

On average this question was poorly answered . The scale meaning was a problem although it may sound easy when done at school. Learners could not understand . exactly what is required from them. They could not indicate the route as per instruction. They answered the route question 3.2.4 in words instead of drawing it on the answer sheet provided. 3.2.3 was a tough question for the weaker learners.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners explained the scale with different units and that is incorrect (eg **1cm** on the shirt represents **18mm** on a real shirt). Poor linguistic skills from learners versus the Use of non-everyday language in the questions for instance the use of the phrase 'relative to the door'. It would have been better understood if it was replaced by 'from'. They could not calculate the actual length of the shirt. They have to be told at school that in order to get the answer they need to measure the strip first . Learners lack the interpretation skill of direction and that of using answer sheet. Ratio and proportion is a challenge because learners do not know when to divide and when to multiply.



Going beyond the correct answer affected these learners.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Educators must not use textbooks only when teaching they must deal with real life
situations not maps only. Provide educators with a glossary of terms used in the most
common contexts. Educators must encourage learners to study this subject not just
Browsing through the worked examples when preparing for exams.
Ratio must be written as a ratio not as a fraction. Use of different scenarios is of
Importance to the learners.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In 3.1.4) $2,1\text{cm} \times 18 = 37,8\text{mm}$ or $2.1\text{cm} \times 180\text{mm} = 378$ Learners need to be
prepared for examinations and they need to study very hard. Some questions were not
clear and led to more answers to the question. eg. 3.1.5 right side was the correct
answer and most learners said left and motivated their answers because female shirt
buttons are on the left. The substitution in the given formula and the calculation of
missing values. Learners could not count the number of the buttons in a shirt. That was
a simple question. They did unnecessary calculations and they need to think before
they provide answers. The learners swop the numerator and the denominator when
they divide eg $\frac{486}{18}$ they write $\frac{18}{486}$ and they get the same answer 27. Learners did not
understand the meaning of a pair. Four pairs of tables mean $4 \times 2 = 8$ tables.
Compass directions are a challenge to these learners. Learners were confused with
the tariff values given and between different classes. Learners must read the
instructions carefully and interpret the question the way they understand it . They must
not leave blank spaces in an answer book. In 3.2.4 some learners did not follow
instructions and others have never been to a restaurant. In 3.2.5) Candidates
explained how to get there by giving direction, such as go North first, then South etc.
Learners should be encouraged to answer in full sentences when responding to the
questions.



<b>(e)Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Use of scenarios when preparing tasks is very important. Reading with understanding
Plays a vital role in this subject. Measuring items must be done practically in class.
Units of measurement and mathematical operations are the tools of this subject.
Learners must be given multiple sets of collected data in grade 12 to summarise.
using measures of central tendency. Educators must be creative and develop
directions to be acted in class by learners.
<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>
This question was well answered. It was one of the questions that boosted the
overall performance of the learners. Learners missed exact lines when plotting graphs.
Some learners cannot differentiate between the mean and median.
<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 4.1.3 they confused the concept of mean and median. The interpretation of central
tendencies is a challenge even to the educators at large. Learners could not justify
their choice of a central tendency to use. The concept of outliers needs to be
addressed at school. Learners struggled to write figures in words. All types of graphs
must be revised when preparing for exams. Learners struggled to read values from the
correct table or column. In 4.2.5 writing money in words. 4.1.7 reading the scale.
In 4.1.2 they were asked the gantries with highest tariffs, they supplied four gantries
and lost marks. "Highest " meaning is important. They copied less number of value and
Calculated incorrect mean and median. Learners need to be told that they must leave
ratios as whole numbers.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

At schools reading club is very important in order to encourage learners to read. The

Use of answer sheets at school s to plot the graphs is important even in short tests.

Motivate learners to read newspapers and watch Television in order for them to

understand the real life examples used in this subject. Ratio must not be written as a fraction.

**(d) Describe any other specific observations relating to responses of learners**

Learners struggled to answer e-toll question and ended up writing about Vavi and free e-tolls. They wrote incorrect order of ratios and simplification. They need to plot the graphs accurately. When getting the value of the missing % on a pie chart too

many learners subtract from  $360^{\circ}$  indicating confusion with the concept of pie charts

and % calculation (100%). Introduce a topic to the learners as if it was never taught before.

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

Educators must be empowered by the subject advisors through practical content

workshops. Large numbers must be used more often, so that they are used to them eg.

Millions and billions.

### QUESTION 5

**a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

Poorly answered because of language. There was a confusion in learners about this

question. It is not new to derive a formula they need more practice on all real life

situations like renting a car, fixing plumbing problems etc.



<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>
Learners do not know how to derive an equation from the given scenario. For instance
they need to write what the unknown variable represents in 5.1.1. Their responses are $C = 50 \times 12$ or $50 + 12$ (write in words saying 50 for 3 free km + 12 added).
Plot the graph misled the learners as a result they totally forgot about the R50 call-out fee. 99,9% of learners started their graph at (0,0). Others draw the bar graph instead of
a line graph. They did not read instructions carefully. Learners draw two line graphs.
Probability is a challenge to few learners.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Plotting of graphs must be done in answer sheet in every assessment and be done
accurately. Explanation of terms like single trip and return must be done. More
Exercises to be done.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Language barrier played a vital role in failing these learners. They must show all their
calculations otherwise they lose marks. Educate learners more on graphs and give
them more exercises.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development</b>
Practical workshops where educators discuss content subject are important in districts.
Cluster meetings , memo discussions to involve those educators who did not mark at
The end of the year.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Mathematical Literacy
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	3 November 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

- Overall the paper was fair as it complied with the CAPS requirements.
- It covered all the topics which were integrated in all questions as outlined in the CAPS document.
- The different levels (2, 3 and 4) were covered and the question paper was well structured in distributing these levels across the paper.
- The Question Paper was challenging to most of the learners regarding the language used in the paper. To most of our learners English is either their second or third language.
- Some of the sketches and diagrams were a big challenge to learners as they found it difficult to read or to interpret.
- If the diagrams in the annexures could have been included with the questions, it would have been more user friendly and could make it less time consuming instead of paging all the time.

## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The maximum for question was 38.

In some instances this question was well answered, but the majority of the responses were very poor.

**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

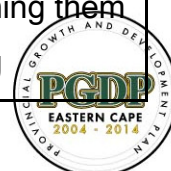
- 1.1 Most learners find it extremely difficult to interpret the stacked bar graph.
  - 1.1.1 Learners couldn't distinguish between the term 'discrete' and 'continuous', therefore they could not give an explanation of the word discrete.
  - 1.1.2 Learners could easily find the number of boys, but not the number girls because they don't know how to read the top part of a stacked bar graph.
  - 1.1.3 Learners couldn't read from the graph that the modal violent incident for girls was cyber bullying. Some of them identified the modal violent incident as 'Treats' and 'Robbery' because to them modal means a number that appears most frequently.
- 1.2.1 Most of the learners could not determine the missing value of A which was actually the range.
- 1.2.2 Some learners didn't know they have to use the value in 1.2.1 and only used 39 values. Others counted the total other than 40 and others couldn't add the 40 values correctly.
- 1.2.3 Learners could easily calculate the second quartile, but struggled to find the first and third quartile.



- 1.2.4 Some learners misinterpreted the question. Instead of '16 years and older' they calculated for 16 years and younger. The question instructed them to express answer as a decimal which learners didn't do resulting in the loss of a mark.
- 1.2.5 Most of the learners managed to give a correct answer to this question.
- 1.3.1 Most of the learners struggled to write down a formula for Company P. the managed to write down the fixed cost and the cost per person, but not the number of people of people more than 15.
- 1.3.2 (a) Learners used both graphs to find the maximum (25 & 27), but didn't make a conclusion that 27 is the maximum which resulted in the loss of a valuable mark.
- (b) Instead of using the 27 and used it in the ratio 24 learners:3 teachers, wrote the ratio as 27:3. Also learners couldn't write the ratio in the correct order as it was instructed in the question.
- 1.3.3 Most of the learners could give the probability in words, but not in either fractions, decimals or percentages. They also didn't give the conclusion as who will be accompanying the learners.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Educators must explain the difference between 'discrete' and 'continuous' with the necessary examples.
- Educators to teach learners how to read and interpret stacked bar graphs.
- Explain to learners how to identify the mode when working with stacked bar graph.
- Expose learners to different ways of finding mean, median, mode and range.
- Learners to be given extensive exercises on determining the different quartiles. Teachers should not use the mathematical formula to teach quartiles, because learners lost valuable marks as the mathematical formula is not prescribed to teach this in the syllabus.
- When doing revision in all aspects, ask learners what they understand by the question or how do they interpret it. Rectify any misconceptions by teaching them how to approach a question. Also emphasize the importance of following



instructions in a question.

- Use more examples and graphs for example cell phone cost, etc. of this type of question to make it easier for the learners to attempt questions like this.
- More emphasis should be placed on terminology such as minimum and maximum.
- Emphasize the importance of reading the question correctly with interpretation especially when it comes to ratio as well as simplifying the ratio.
- Learners must be made aware of the fact that when the question states 'Explain with calculation' that they have to make a conclusion on it.

**(d) Describe any other specific observations relating to responses of learners**

- Language was a major challenge. They struggled to read the information or questions.
- Learners lack calculator skills.
- Instead of reasoning, learners only copied information from the question paper.
- As this is an application paper, learners have to use their existing knowledge to solve the problems.
- Learners struggle with the interpretation of graphs.

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

- Educators have to be supported by Subject Advisors through workshops, teaching material etc.
- More workshops as CAPS are new approach to teaching.
- Educators to revise previous question papers, so that learners can be able to interpret and answer questions in an appropriate way.
- District clusters to assist each other and exchange ideas on teaching specific topics.

## QUESTION 2

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The maximum for question was 33.

In some instances this question was well answered, but the majority of the responses were poor to very poor.

**(b) Why the question was poorly answered? Also provide specific examples, indicate Common errors committed by learners in this question, and any misconceptions.**

2.1.1 This question was interpreted incorrectly. Instead of calculating the distance learners calculated the cost. They also couldn't make a conclusion which of the two models covered the greatest distance.

2.1.2 Most of the learners couldn't give factors that influenced the distance travelled by a car.

2.1.3 Learners didn't grasp the question and major errors were made in their calculations. Some of them only calculated the monthly instalment with a conclusion and ignored the petrol cost and vice versa.

2.2.1 Learners struggled to find the age group where boys and girls have the same height. They couldn't identify where the age group is where the two graphs are at the same point.

2.2.2 They find it extremely difficult to give reasons why all boys cannot be the height at 10 years old.

2.2.3 Learners could not identify that where the graph of the girls is above that of the boys, that those were the age groups where the height is more than that of the boys.

2.2.4 This question was extremely difficult to answer for the learners as the majority of them lost 5 marks. The major problem is that they could not read the graph and interpret the information that was given on the graph.

2.2.5 Instead of describing a trend for the average height of girls who are 14 years and older, learners made a comparison between the height of girls and boys.



2.2.6 Although learners managed to calculate the height in inches or centimeters, they could make the correct conclusion.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Educators should put more emphasis on the following:
  - a. State with calculations
  - b. Show with calculations
  - c. Detailed motivation
  - d. Describe
- More graphs should be given for interpretation purposes such as the growth charts, etc.
- Encourage learners to first absorb the given information before attempting the questions.
- Expose learners to various contexts when applying concepts.
- Encourage learners to work out two or more options given in order to make a conclusion.
- Encourage learners to read questions out loud, especially the key information and to explain what they understand by it.

**(d) Describe any other specific observations relating to responses of learners**

- Learners should work with the information given to them answer what is expected from them.
- Learners lack calculator skills.
- Learners should know when a question is asked for 5 or more marks, they should do a calculation.
- Answers only will end up in learners losing valuable marks.
- Teach learners how to approach questions that requires interpretation or detailed motivations.
- Learners should be able to know the difference between a trend and a comparison.
- Conversions should be taught throughout the year.

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

- Subject Advisors with an assessment team (group of teachers) should draw up questions with various contexts that can be used by teachers in their classes.
- Teachers to work through previous papers in order to get learners ready for the final exam.
- Extensive revision should be done.
- Difficult areas should be revised thoroughly.

### **QUESTION 3**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The maximum for question was 34.

In some instances this question was well answered, but the majority of the responses were poor to very poor.

**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. will be accompanying the learners.**

- 3.1.1 Learners could easily find the annual salary, but didn't subtract the pension or the bonus from it which resulted in them losing marks.
- 3.1.2 Learners struggled to work with a tax table and if they did, they ignored the fact that there was a rebate to be deducted.
- 3.1.3 Instead of dividing their answer in 3.1.2 by 12 for the monthly tax, they used the annual tax to calculate their monthly salary.
- 3.2.1 In this question, learners couldn't identify the correct amount from the table and they could not increase by the given percentage. They only work out the percentage without adding the answer to the amount they have identified. Learners also don't write the big amounts in billions, trillions or millions. They have also ignored the fact that they have to make a conclusion.



3.2.2 Learners couldn't use the simple formula of new value – old value divided by the old value and express the answer as a percentage. They also struggle to make a conclusion regarding the increase between the answer in 3.1.1 and their answer calculated in 3.2.1.

3.2.3 Learners couldn't increase the amounts. They only managed to find the percentage without adding. In this question, they also started off with 5,9% instead of 8,1%.

3.2.4 Learners didn't know that 0,1 billion equals 100 million. They couldn't explain that rounding off to the nearest billion is actually a very large amount.

3.3.1 Learners couldn't explain that a bar graph is a visual representation that is easy to read or understand.

3.3.2 Learners could easily identify the appropriate graph, but couldn't explain why it is suitable.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Teach learners to reflect on their answers for it to be realistic. For example the money earned cannot be a negative.
- Revise tax tables with more suitable examples.
- Explain the differences between gross annual salary and gross monthly salary as well as net monthly salary.
- Emphasize to learners the importance of reading the key information such as contribution of tax, etc.
- Give more exercises on percentage increase and decrease for learners to understand that with an increase the answer should be more and with the decrease it should be less.
- Encourage them to make conclusion by comparing different things as these are valuable marks especially I Paper 2.
- Teach learners to work with large numbers and also to write it in numerical values.
- Explain the differences between the different graphs and which of it will make sense to the ordinary person and also why.



**(d) Describe any other specific observations relating to responses of learners**

- Learners lack calculator skills.
- Learners don't know how to apply the BODMAS-rule.
- Very unrealistic when peoples net salary is negative value.
- Subtract rebates for tax category to find the annual tax.
- Learners need to know why rounding can be problematic and what the implications are in some instances.
- Emphasize the percentage increase, decrease and growth.
- Learners cannot work with large numbers.

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

- Subject Advisors to conduct workshops in all problem areas.
- Teachers to use a variety of textbooks for extended opportunities.
- Revise areas where problems are identified thoroughly.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The maximum for question was 45.

In some instances this question was well answered, but the majority of the responses were poor to very poor.

**(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. will be accompanying the learners.**

4.1. This question was based on a seating plan and the learners found it extremely difficult to interpret the seating plan.

4.1.1 (a) Learners couldn't follow the instructions to find the correct row and seat number.

(b) Learners struggled to find the number of seats for Level 0.

(c) Instead of finding the total amount for all the zones with the number of seats in every level, learners only added the price of the tickets in the table.

4.1.2 (a) Learners struggled to use the exchange rates given in the annexure. In their calculations they used.

(b) Learners struggled to find the difference between the departure and arrival time. Working with time was a challenge.

4.2 This question was very challenging as working with concentric circles was new to them.

4.2.1 Some learners still find it difficult to work with directions.

4.2.2 Learners couldn't give a reason why it is impossible to calculate the distance from Johannesburg to Kampala.

4.2.3 Learners couldn't see that the difference between each concentric circle is 3 349 km.

4.3 This question was too difficult because most of the learners didn't attempt to do it or their approach was totally wrong.

4.3.1 Learners couldn't use the given formula to do substitution from the given formula.

They experienced difficulty in converting area from  $\text{mm}^2$  to  $\text{m}^2$ . They also couldn't find the rate per spray can.

4.3.2 Learners only multiplied the scale by the height of the tower instead of reading the question correctly with '1 cm less'.

4.4 Most of the learners managed to score 4 to 7 marks in this question. Others only wrote down key words without any explanation.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Use different seating plans to get learners used to reading and interpret seating plans.
- Teach learners how to read tables that has different information (complex scenarios).
- Work with different exchange rates.
- Encourage learners to analyze the question before attempting the questions and only use what is appropriate to the question.
- Revise time calculation when working with different scenarios.
- To teach direction, start with the four main directions.
- Use as many maps as possible in order for learners to understand.

**(d) Describe any other specific observations relating to responses of learners**

- Learners lack calculator skills.
- Learners cannot interpret tables, exchange rates and seating plans.
- Lack of understanding of basic directions.
- Lack of interpreting information given in the concentric circle.
- Learners lack conversion skills.
- Learners don't know that an octagon has 8 sides.
- They cannot substitute correctly.
- They can't use their calculators correctly.
- They can't read with interpretation.
- Learners only used key words instead of elaborating.

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

- Extended opportunities for seating plans in different scenarios.
- Give extended opportunities for time calculation.
- Work in cluster groups in order to exchange ideas especially when experiencing difficulties in teaching concepts.



- Work with close with Geography educators.
- Work with various scenarios when it comes to map work.
- Give more scenarios involving the assemblment and to write full sentences as the assemblment unfolds.

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	PHYSICAL SCIENCES
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

This is the first year of the CAPS syllabus and therefore no comparisons with previous years are made in this report.

It seems as if the Level 1 questions, which are purely recall type questions, and Level 2 questions, were badly answered. A lack of knowledge and required basic skills can be the reason for this. There were enough Level 1 and Level 2 questions in this Question Paper for learners who know these basics to perform much better than what they did.

The fact that learners present vague answers for certain simple straightforward questions (Question 3.1 and Question 9.2) indicates that the teaching and learning process at some schools is inadequate. Some of the Physical Science teachers are not suitably qualified to teach the subject and the learners are then put into a disadvantaged position.

It was also noticed that the part of the syllabus covered in Grade 11 was very badly answered. Question 2 was the question that was the second worst answered. The problem seems to be that the syllabus allowed very little time to revise this work and it was not tested in Grade 12 again.

Even though the Department of Education and the community at large provide extra support in terms of funding of extra teaching and learning materials, it seems as if this does not filter down to the learners. It can also be that learners do not use this

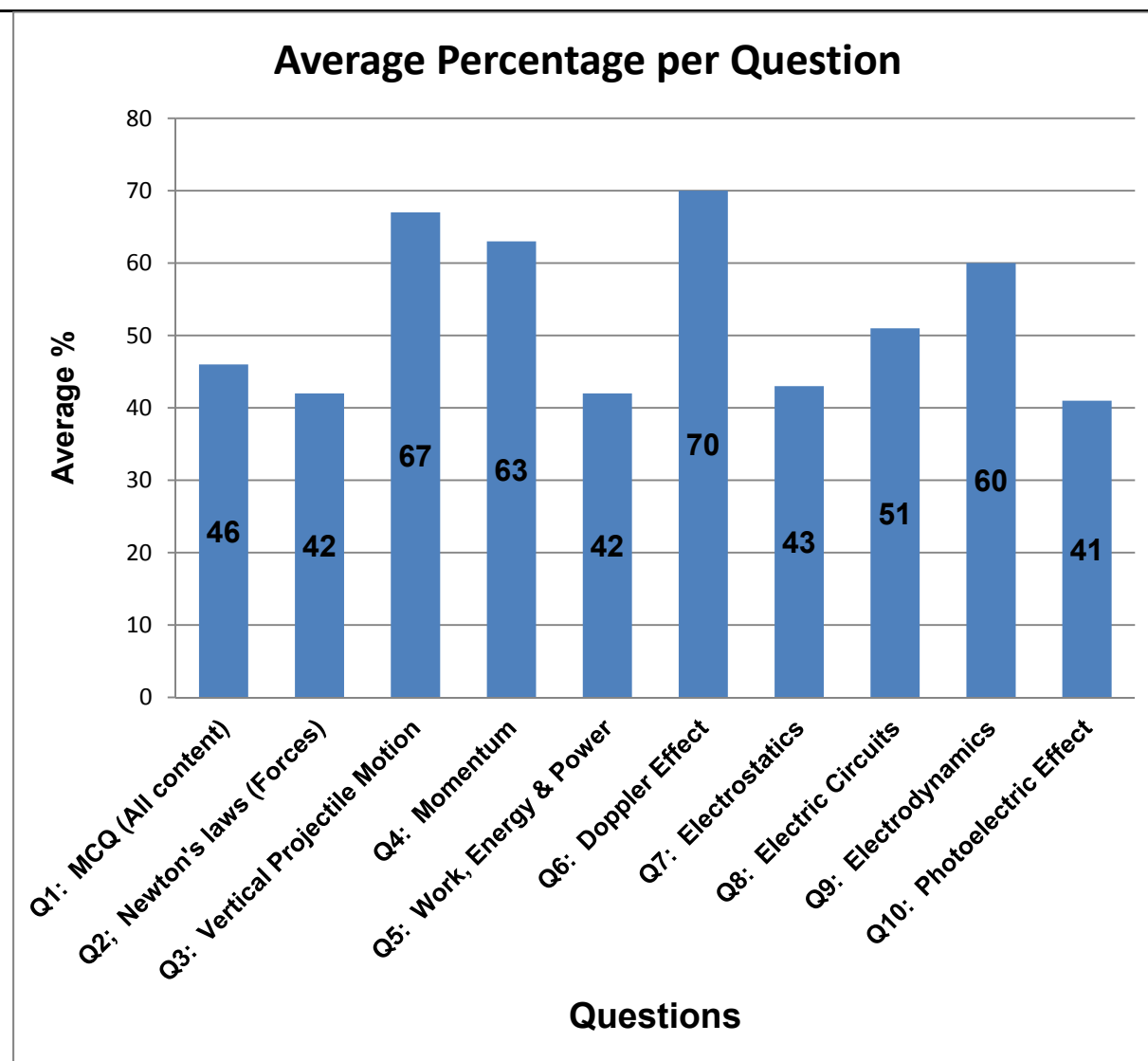


support to improve their knowledge and skills.

Seeing that the pass rate of a class counts more than the actual average percentage of the marks obtained, this has the effect that the teachers aim only to get their learners to pass. Sections of work seem to be left out.

Learners are told to focus only on what the teacher deems to be important in order to get the learner to pass. Learners are then not prepared to write on the whole question paper and therefore leave out certain sections. Question 10 was the worst answered question and in many cases was just left out. This is an indication that the work was not taught to the learners.

The lack of Mathematical skills is obvious in the way learners use their calculators, and how they draw and interpret graphs. The use of calculators when using scientific notation is important and this skill should already be taught in Grade 10. It is worrying that Grade 12 learners cannot do this.



## SECTION 2: Comment on candidates' performance in individual questions

### QUESTION 1: MULTIPLE CHOICE QUESTION [46%]

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Questions 1.1, 1.3 and 1.7 were well answered by the majority of the learners.  
According to the 100 scripts analyzed, more than 75% of the learners did well in these questions.

Question 1.1: Well answered by the learners.

Question 1.2: A higher level question that was poorly answered by the learners.

Question 1.3: A comparison type question that was the best answered question in this section.

Question 1.4: Not very well answered.

Question 1.5: Fairly well answered.

Question 1.6: Poorly answered.

Question 1.7: Well answered. The learners identified the electric fields here but then struggled to apply the same knowledge in Question 7.

Question 1.8, 1.9 and 1.10: Very poorly answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 1.2: A question where learners were required to use their knowledge of Newton's Law of Universal Gravitation as well as Mathematics.

Question 1.4: The learners seem to struggle to understand and distinguish between the concepts of Conservation of Momentum and Conservation of Energy.

Question 1.8: Four (4) options were given from which the learners could choose from. This made it difficult for the learners whose knowledge of this section of work is lacking. Knowledge of Electric currents is important here.

Question 1.9: This question was poorly answered because the learner needed good language skills to understand what was being asked. The "plane of the coil" can easily be confused with "plane of the conducting wire".



Question 1.10: Only learners with a good understanding of the Photo-electric Effect could answer this question. A level 4 question.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Learners should be taught that they can use the technique of “elimination of the incorrect answers” to find the correct answer. In all the tests that the learners write (formal and informal) there should be multiple choice questions. Teachers need to spend some time setting multiple choice questions for formal and informal testing. These tests are easy to mark and feedback to the learners happens almost immediately.

**(d) Describe any other specific observations relating to responses of learners**

The way in which this question was answered suggests that many of the learners were doing guess work.

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

Teachers and subject advisors need to try and set up a question bank containing multiple choice type questions, and share them amongst all other teachers. Questions set, like Question 1.10, can be used to test all levels of competence.

**QUESTION 2 [41,8%]**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Question 2.1: Fairly well answered.

Question 2.2: Fairly well answered.

Question 2.3: Poorly answered.

Question 2.4: Poorly answered.



**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

This question was poorly answered.

Question 2.1:

Simple recall question. Learners struggled to state Newton's Second Law in words.

Question 2.2:

Even though the learners answered the question fairly well, most of the learners struggled to identify the forces required in this question. They also struggled to identify the direction of each force acting on the 5 kg block.

Question 2.3:

It was a challenge for the learners to write the 2 equations required to solve the problem. The mathematics of solving simultaneous equations was difficult for most of the candidates. It is apparent that the teachers did not (or could not find the time to) revise the grade 11 work.

Question 2.4:

Simple choice between P and Q. Difficult to access the knowledge of the learners since guessing was possible.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers need to use various study and teaching aids to provide the learners with a variety of types of questions that can be asked. Using questions from the NATED 550 HG question papers may help to solve the problem.

**(d) Describe any other specific observations relating to responses of learners**

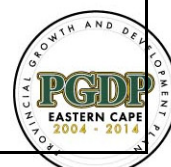
A lack of revision of Grade 11 work could be the main reason why the learners performed poorly in this question.

The learners lacked the skills to identify the forces acting on a body. They also struggled to calculate these forces, using their mathematics knowledge. It seems as if the teachers struggled to teach this content properly and are not able to help the learners to relate their Physics knowledge with their Mathematics skills.



<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Provide the teachers with similar type questions from the NATED 550 HG Question papers
<b>QUESTION 3 [66,5%]</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
3.1 Fairly well answered. 3.2 Fairly well answered. 3.3 Fairly well answered. 3.4 Fairly well answered.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>Question 3.1</p> <p>A question where a learner was required to explain a term. The learners struggled to explain <i>free fall</i> properly.</p> <p>Question 3.2</p> <p>The learners seem to have a good understanding of the equations of motion. This question was fairly well answered.</p> <p>Question 3.3</p> <p>Doing a problem that involved the simultaneous motion of 2 objects remains a challenge. Once again the sign convention was a problem, similar to Question 2.2. However, the equations of motions were well applied in this section of the question.</p> <p>Question 3.4</p> <p>The graph was well answered, especially if the learners solved Question 3.2.</p>



**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Learners need to know how to use the given data and substitute it into the necessary formula. An inhibiting factor could be their lack of comprehension of the question with the 2 objects moving simultaneously.

**(d) Describe any other specific observations relating to responses of learners**

Learners who struggled with this question were confused by the choice of their direction and how it impacts on their calculations.

The teaching of equations of motion has improved over the years. The teachers seem to have enough confidence to teach this section well. The drawing of the graph was fairly well done.

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

Relate the Mathematics in using Cartesian planes to help the learners to understand the positive and negative directions of the motion of the objects.

**QUESTION 4 [63,2%]**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

4.1 Fairly well answered.

4.2 Fairly well answered.

4.3 Fairly well answered.

4.4 Fairly well answered.

4.5 Poorly answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Questions 4.1, 4.2 and 4.3:

The learners who performed badly in this question did so mainly because they struggled to distinguish between the following terms: Momentum ( $p$ ), Change in momentum ( $\Delta p$ ) and Impulse ( $F_{\text{net}}\Delta t = \Delta p$ ).

Question 4.4 & Question 4.5

The learners struggled to explain the reason for their choice (from Question 4.4) in Question 4.5.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

The key terms (Momentum ( $p$ ), Change in momentum ( $\Delta p$ ) and Impulse ( $F_{\text{net}}\Delta t = \Delta p$ )) with which the learners struggle, need to be emphasized by the teachers. Many learners memorize the definitions without understanding the terms. That is a reason why the application of these terms used in Question 4.1, 4.2 and 4.3 was difficult for the learners to answer Question 4.5.

**(d) Describe any other specific observations relating to responses of learners**

None.

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

The teachers can set up informal tests in which definitions are asked. Even though this is just recall, the learners need to have this skill to answer the question paper. Not being able to recall definitions costs the learners marks.

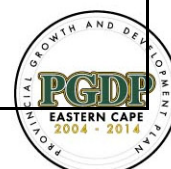
#### **QUESTION 5 [43,0%]**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Question 5.1.1: Fairly well answered.

Question 5.1.2: Well answered.

Question 5.1.3: Very poorly answered.



Question 5.2.1: Poorly answered.

Question 5.2.2: Very poorly answered.

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.1.1

Recall question. Learners should not have problems with these types of questions. Learner's left out the term "total" mechanical energy or confused it with "total" momentum.

Question 5.1.2

Difficult to assess how much guess work was involved.

Question 5.1.3

Very poorly answered. It would seem that the pupils know the Work-Energy Principle formula but struggle to understand how to implement the Principle correctly. They get confused with the Kinetic and Potential energy at different positions (A, B and C). Also calculating the Frictional Force from Work done by Friction, was a challenge for the learners. Learners also did not follow the instruction, to use ENERGY PRINCIPLES.

Question 5.2.1

Identifying the specific forces to be used in this question was difficult for most of the learners. Many learners did not know the correct formula for frictional force and confused  $f_k$  and  $f_s$ .

Question 5.2.2

A good Level 4 question since the learners had to calculate the Applied Force from the given data, apply the answer calculated in Question 5.2.1 and then substitute it into another formula to calculate the Average Power. Learners became confused as to which force they should substitute into the final formula.



**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Learners must be drilled and tested on all Physics Principles, Laws and Definitions. Learners must be reminded to include subscripts correctly. Learners need to be taught how to identify all the forces acting on an incline / down a slope, so that they know how to calculate  $F_{\text{net}}$  and  $W_{\text{net}}$ .

**(d) Describe any other specific observations relating to responses of learners**

The learners calculate  $E_{\text{kf}}$  instead of  $v_f$ . They still do not know how to use  $\cos 0^\circ$  and  $\cos 180^\circ$  in relation to calculating Work. So, by clarifying these misconceptions they will improve their performance.

Learners were confused on how to apply the WORK-ENERGY THEOREM correctly. They have problems with  $W_{\text{net}}$  and  $W_{\text{nc}}$  and it needs to be explained properly to them. Use different types of examples including these types of questions so that they can improve their knowledge of this topic.

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

Educators need to pay careful attention to the Work-energy principles and the way they teach it. Teach the learners the difference between conservative and non-conservative forces. The learners should be taught to identify the different types of forces and the work done by each force in order to determine  $W_{\text{net}}$  and  $F_{\text{net}}$ . Subject advisors could design worksheets to address these problems. The teachers seem to have a fear in teaching this topic. The more confident the teacher is in teaching this section, the more successful the learners will be in answering this type of question.

**QUESTION 6 [69,5%]**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

This was the question that was answered the best out of all the questions on the Question Paper.

6.1.1 Fairly well answered.

6.1.2 Fairly well answered.

6.1.3 Fairly well answered.



6.2 Poorly answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 6.1.1

Most of the learners could recall the Doppler Effect. They still tend to leave out the word “apparent”, “perceived” or “detected”, where applicable.

Question 6.1.2

Well answered since the learners seem to understand the concept of the Doppler effect.

Question 6.1.3

Learners need to write down the the equation as given on the data sheet first. They obtain a mark for that. The learners who started off with the correct version scored good marks in this section.

Question 6.2

A good question which is a new part of the Doppler effect in the CAPS syllabus seemed to be ignored by some teaches.

Most of the candidates who struggled with the calculation in this question, started by

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Teach learners to only use the Doppler equation provided on the Data Sheet. They will then be assured of at least 1 mark. Also provide the learners with different types of questions concerning the Doppler Effect. Attention needs to be paid to teaching the blue shift and red shift concepts when stars move toward/away from the earth.

**(d) Describe any other specific observations relating to responses of learners**

Some learners did not spot that the frequency heard was 70 Hz **higher**, in the question paper. This led to them not adding this value to the given value of 1130 and using just 70 Hz. The rounding off of the final answer was also done incorrectly. We regard this as a calculator problem since the learners do not know how to round off 20,008 correctly to 20,01.



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

The use of the correct formula is a basic requirement for science learners. Teachers need to use the Exam Guidelines and CAPS document to make sure that everything about the Doppler effect is taught. Explain to the learners that higher frequency means shorter wavelengths.

**QUESTION 7 [43,5%]**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Question 7.1: Well answered.  
Question 7.2: Poorly answered  
Question 7.3: Poorly answered.  
Question 7.4: Poorly answered.  
Question 7.5: Very poorly answered.  
Question 7.6: Poorly answered.  
Question 7.7: Very poorly answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

The learners did not do very well in this question as a whole.

Question 7.1  
Many learners got this question correct.

Question 7.2  
The working out of the average charge (Add values and  $\div 2$ ) was not done well. Then, also the converting from  $\mu\text{C}$  to C was a challenge.

Question 7.3  
Even though the learners were supposed to use their answer from Question 7.2, some were confused and used the original charges in this question.

Question 7.4  
Many of the learners could not identify the forces acting on T. The use of a force diagram in the electrostatics question confused them.





Question 7.5 & Question 7.7.

Most of the learners did not know which formula to use here or which values (of charges) to substitute into the equation, and how to convert cm to m.

Question 7.6

The learners do not know the difference between the definition of **Electric field strength** and **Electric field at a point**.

The numbering of the question could have been confusing to the learners. If Question 7.2 and the subsequent question were to be subdivided into Question 7.2.1 and 7.2.2, it would have been clearer to the learners that the sketch required in Question 7.3 was related to the charges, after touching.

Learners did not know which formula to use in Question 7.5 and Question 7.7.

The concepts of (nett) electrostatic force and (nett) electric fields are still not understood very well by the learners.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

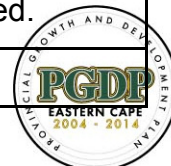
More emphasis should be placed on the understanding of concepts in Electrostatics before any calculations are done with the learners. Teaching 1-D and 2-D electrostatics is very important. Also, the proper use of the data sheets should be a priority for the teachers.

**(d) Describe any other specific observations relating to responses of learners**

Since the learners are confusing the equations, it is clear that they do not have the correct insight into this topic which they have been taught. Learners do not understand how to draw free-body diagrams and need to understand that the content learnt in Mechanics must also be applied in Electrostatics.

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

Since learners are struggling to do basic conversion (from  $\mu\text{C} \rightarrow \text{C}$  and  $\text{cm} \rightarrow \text{m}$ ), they should do enough exercises to overcome this problem. It is expected of Grade 12 learners to be able to do these conversions with ease. Learners need to draw electric field diagrams and force diagrams neatly and with a ruler, where required.



**QUESTION 8 [51,4%]**

**(a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

Question 8.1.1: Poorly answered.

Question 8.1.2: Well answered.

Question 8.1.3: Poorly answered.

Question 8.1.4: Poorly answered.

Question 8.2.1: Well answered.

Question 8.2.2: Fairly well answered.

Question 8.2.3: Poorly answered.

Question 8.2.4: Poorly answered.

Question 8.2.5: Poorly answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 8.1.1

The learners struggled to identify the factor that remains constant in this experiment.

Question 8.1.2

The graph paper was provided and the axes drawn. Too many learners struggled with the skill of plotting an accurate graph.

Question 8.1.3 & Question 8.1.4

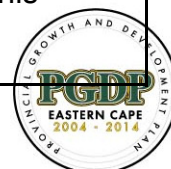
Even when learners drew the graph correctly, they struggled to use the graph to find the answers of this question. They are also confused when required to determine the gradient of the graph that they had just drawn.

Question 8.2.3

This was a Level 4 question and even the well prepared learners had problems applying their knowledge to answer this question. This question required a high level of thinking to answer.

Question 8.2.4 & Question 8.2.5

Most of the learners struggled to identify the device that had to be identified in this question.



**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Electric circuits can be found in many forms and there are many different ways in which questions can be asked, on a given circuit. A variety of questions need to be set on different aspects of circuits using V, I,  $R_{//}$ , r, W and P.

**(d) Describe any other specific observations relating to responses of learners**

A problem is that the learners try to change the subject of the formula they use. They need to learn how to use the formula on the data sheet.

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

Teaches need to use examples with multi-step calculations or analyses.

**QUESTION 9**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Question 9.1: Poorly answered

Question 9.2: Fairly well answered.

Question 9.3: Well answered.

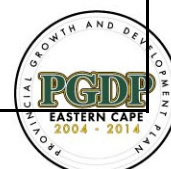
Question 9.4.1: Very poorly answered

Question 9.4.2: Well answered.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 9.1: The learners seemed to not know what the principle of electromagnetic induction is. However, they incorrectly use terms such as “electric induction” and “magnetic induction”.

Question 9.2: Learners seemed to be confused with the following: “Number of turns” and “number of coils”. The number of times you turn the coil will not increase the brightness of the bulb.



Question 9.3: The basic mistake learners made here was using words such as “splip” and “slipt” for slip or split.

Question 9.4: Very few learners could answer this question correctly. It seems as if the teaches did not see that the term “root mean square” was on the Examination Guideline.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Teaches should teach and explain the principles before doing the application.

**(d) Describe any other specific observations relating to responses of learners**

This section of work is not well taught in the schools, especially the rural schools where AC current is not an everyday phenomenon.

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

Teaches need to get extra training on electrodynamics and this should be done by subject advisors or subject specialists.

**QUESTION 10 [41,3%]**

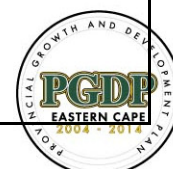
**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

This was the most poorly answered question.

Question 10.1: Moderately well answered.

Question 10.2: Poorly answered.

Question 10.3 & Question 10.4: Very poorly answered.



**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

From the scripts it is clear that the topic “Photo-electric Effect” has not been completely mastered by the learners (and also the teachers!).

Question 10.1

Recall type question. This term seems to be understood by the learners.

Question 10.2

The use of the formula posed a problem for the majority of the learners. The learners were not sure where each value had to be substituted. The learners struggled to distinguish between Energy, Work function and Kinetic Energy. They are used the value of velocity as the kinetic energy instead of substituting it into the formula for kinetic energy.

Question 10.3 & Question 10.4

The explanation required in Question 10.4 was set to test the whether the learners could apply their knowledge gained on the photo-electric effect. Most of the learners could not explain this phenomenon. This is a level 4 question and even the learners who obtained high marks struggled to explain the answer in Question 10.4.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

There is evidence that some centres (schools) do not handle this section of the work. The question was left out completely. It can be that the teachers require more confidence and knowledge to teach the photo-electric.

**(d) Describe any other specific observations relating to responses of learners**

Learners should gain confidence in using their calculators. Basic use of especially scientific notation is absolutely necessary. Science teachers should request the Mathematics teachers to help them in this respect.



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

Practical work should be conducted on, and Photoelectric Effect simulations need to be done to demonstrate this phenomenon.

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	Physical Sciences		
<b>PAPER</b>	2		
<b>DATE OF EXAMINATION:</b>	November 2014	<b>DURATION:</b>	3 HOURS

### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The general consensus at the marking centre was that the learner performance was poor. The number of learners who achieved level 7 was very low.

Teachers are not following the CAPS document and/or the Examinations Guidelines and it is obvious that many are still teaching along the lines of NCS. The learners were disadvantaged as the new content was not emphasized strongly enough.

Learners did not do well in questions covering the grade 11 syllabus. The time constraints in teaching the grade 12 syllabus should be addressed. There is little time for consolidation and therefore knowledge is not embedded.

Learners should be provided with the Examination Guidelines as the examiner expects them to learn the definitions as stated in the guidelines and not the textbook they use. The external examiners and moderators made it very clear that alternative definitions will not be marked correctly in the near future.

Language is a challenge to many of the learners. The paper required explanations in Questions 3.3.2, 3.4, 5.4, 6.3.1, 6.3.2 and 9.4. The marking was done leniently, but these learners were still disadvantaged.

There is also a serious lack of mathematical skills such as interpreting graphs and solving problems using equations. This affected the learner's overall performance negatively.

It was very clear that inadequate teaching and learning is taking place at some centres.

Suitably qualified Physical Science teachers are becoming scarce. This problem will have to be addressed by the DBE.

Emphasis is placed on practical work, but it was clear that many learners were never exposed to the basic scientific equipment.

Many teachers at the marking centre reported that they are in desperate need of assistance from subject advisors and departmental officials. Subject advisors must assist teachers in devising a reasonable year plan. They need to take into consideration that much time is lost due to the test series in March and the exams in June and September. Teachers rush through sections they may consider as less important. Content-gap workshops should be organized.

## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Average.
Question 1.6: Poorly answered.
Question 1.10: Poorly answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 1.6: Learners confuse <u>elimination and substitution</u> (dehydrohalogenation and hydrolysis) reactions. Learners do not know reaction conditions and chemistry rules well enough to apply to this type of question.
Question 1.10: Many teachers and learners chose <u>option B</u> as the answer. The learners were challenged by the fact that the question did not make some reference to $K_c$ . ( $K_c$ is constant or $K_c = \dots$ ). The question required higher order thinking using several (three variables to consider) steps to get to the answer.



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Include level 4 type questions in all assignments/class tests/exams.
Practice answering multiple choice questions of a higher order
Teach learners the elimination technique.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Pupils leave out answers.
THE ANSWER SHEET IN THE ANSWER BOOK IS OUTDATED AND SHOULD BE REMOVED. Pupils cross out two letters in the same line and subsequently lose marks.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Practice interpreting rates of reaction and equilibrium graphs.
Teachers should use Exam Guidelines and if possible provide pupils with their own copy.
Teachers should mark tests and exams according to marking guidelines given in the Exam Guidelines.
Emphasis is placed on doing experiments, but many schools cannot afford apparatus, equipment and chemicals. Subject advisors must ensure that all pupils are doing some kind of practical work. A laboratory is not always a requirement. Teachers could use computer programs with virtual labs.

<b>QUESTION 2</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Moderately well.

<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>
Question 2.2.1: Pupils not following IUPAC naming system. Pupils not used to naming a compound with an alkyl group as well as halogen substituents. Common error: Numbering incorrectly.
Question 2.2.2: New content. Common error: "ethane"
Question 2.3.2: Learners wrote the structure of an aldehyde and not a ketone. Less familiar compounds/structures.
Question 2.4.1: Most pupils wrote down the definition of <u>a structural</u> isomer .
Question 2.4.2: New content. A variation of incorrect answers was given.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Follow CAPS document and ensure all new content is covered (e.g. isomerism and polymerization.)
Follow Exam Guidelines for descriptions of functional groups.
Definitions should be taught from the Exam Guidelines and not a textbook

<b>(d) Describe any other specific observations relating to responses of learners</b>
In general an improvement on previous years.
Pupils made careless mistakes e.g. omitting H-atoms.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject advisors should become more involved in development of inexperienced teachers.
Teachers should mark tests and exams according to the marking guidelines given in the Exam Guidelines.
Practice writing names and formulae, as well as equations of reactions. Emphasize difference between general formulae/structural formulae/ molecular formulae etc. Do not allow pupils to write incomplete structural formulae as marks are deducted, for



example if H-atoms are omitted.

Learners should draw a line through incorrect structures and rewrite the correct answer-no writing over existing answers.

### QUESTION 3

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Poorly answered.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 3.1: Common error: “alkanes have single bonds”.

Question 3.2.2: Common error: hydroxyl group was added to secondary carbon atom. Concept of tertiary alcohols not clear.

Question 3.3.1: Most learners wrote: “To investigate boiling points of alkanes and alcohols”.

Question stated: “Write down an investigative question for THIS investigation.” Learners did not read the rest of the introductory statement well and therefore referred to the first investigation that was mentioned.

Question 3.3.2: Common errors: “increase in number of carbons” and “more energy needed to break bonds”. Learners were disadvantaged because of teacher’s misconceptions.

Question 3.4: Common error: “weak van der Waals forces between alkane molecules”. Teachers and learners are not aware of the fact that H-bonding is also listed as a van der Waals force in the CAPS document (pg 72). Nated 550 referred to this (H-bonds are special kind of dipole-dipole bond), but NCS did not and therefore the pupils were disadvantaged by the teacher’s misconception. (“New content”).

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Follow CAPS document and ensure all new content is covered (e.g. difference between secondary and tertiary alcohols / different van der Waals forces)
Follow Exam Guidelines re writing of functional groups.
Definitions should be taught from the Exam Guidelines and not a textbook
Guidance must be given to learners with respect to the correct wording (terminology) of the answers to these types of questions (comparison of physical properties of organic compounds).
Guidance should be given to teachers on the teaching / assessing of scientific investigations.
Experiment verifying effect of intermolecular forces on physical properties of compounds in grade 11 is time consuming, but very important. Revision of Grade 11 section on intermolecular forces imperative. Teachers should emphasize the difference between <u>intermolecular</u> and <u>intramolecular</u> forces.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not understand the concept of a scientific investigation.
Learners do not read their questions well enough and they do not know how to express themselves clearly using scientific language.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject advisors should become more involved in development of inexperienced teachers.
Subject advisors should conduct memo discussions with all teachers that are not involved in external marking in their districts.
Pupils should be taught how to identify variables / write investigative questions / state hypotheses etc. This should be done from as early as grade 8.
Guidance should be given to teachers on the teaching / assessing of practical investigations

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Moderately well.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 4.2: "Hydration" instead of hydrogenation.

Question 4.3: Common error: two Cl atoms as functional group /Cl atom at C-atom no 2.  
Learners also substituted –OH / Br / Cl<sub>2</sub>.

Question 4.4.3: Structure of ester written incorrectly.

Question 4.4.4: Naming ester incorrectly done. Spelling incorrect.

Question 4.5: "NaOH" Pupils confused between hydrolysis and hydration.

Learners do not know the theory well enough. The syllabus allows very little time for consolidation of theoretical sections.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Follow CAPS document and ensure all new content is covered (e.g. different types of addition and substitution reactions)

Follow Exam Guidelines for writing of structural formulae.

Teach conditions of organic chemistry reactions well. It seems that examiners are placing more emphasis on this.

**(d) Describe any other specific observations relating to responses of learners**

Learners made careless mistakes e.g. omitting H-atoms or drawing 5 bonds per C atom.

Learners wrote the addition reaction without the H<sub>2</sub> molecule or added extra products.

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

Subject advisors should become more involved in development of inexperienced teachers.

Subject advisors should facilitate memo discussions with all teachers that are not involved in external marking in their districts.

Teach learners basic organic chemistry such as writing of simple structures e.g. names and structures of alkanes from as early as grade 10.

Revision of grade 12 organic chemistry should be done during term 3 or 4.

Guidance should be given to teachers on the marking of e.g. structural formulae and chemical equations using structural formulae. Teachers should mark tests and exams according to marking guidelines given in the Exam Guidelines.

#### **QUESTION 5**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Poorly answered.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

5.1 Pupils do not understand the concept of “reaction rate”.

Common errors: “the time it takes to.....” / “how fast.....” / “the speed of....”

5.2.1 Common error : “time”

5.2.2 Common error: “volume of gas”

Learners read the phrase “...and measure the volume of gas released...” in isolation without considering the table of results. They then interpreted the graph (y-axis – volume / x-axis- time) having made the incorrect deductions.

There were many variables to consider in this question.

5.3 Common error: “the temperature increased therefore...” Learners did not read the question carefully. They are not stating that the number of effective collisions increases per unit time. This confirms the fact that learners do not understand the concept of reaction rate and/or the collision theory.



5.4 The question stated: "...compare exp 1 with 2, 3 and 4...Learners that could identify graph C as representing experiment 1, could not motivate their answer as expected by the examiner. Many could interpret the results, but found it difficult to explain themselves. Many learners referred to equilibrium being reached instead of the gradient of the graphs. The reaction given was not shown as an equilibrium reaction.

5.5 Very few learners knew /used the formula:  $n = \frac{V}{V_m}$

Learners used their knowledge of grade 11 stoichiometry and assumed that the sample was pure (question clearly stated "impure"). They were penalized even though they subtracted from 25g to get to the correct answer. This was the case in Question 7.2.6 as well.

The learners were also thrown off track by the unfamiliar molar volume value.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

Learners should be taught that a reaction rate is quantitative, so an amount of change should appear in the definition.

Learners should be taught how to identify variables / write investigative questions / state hypotheses etc. This should be done from as early as grade 8. Focus on volumetric analysis in grade 11 and revise in grade 12.

Revise stoichiometry on a regular basis. Teach this section well from grade 10 onwards. Use the mole concept to explain calculations and do not try to water down the chemical calculations so that learners can easily get to a correct answer

Teach learners how to use ratios to calculate answers.

Split questions into sub-sections to guide learners towards answers.

### **(d) Describe any other specific observations relating to responses of learners**

Many misconceptions on reaction rate and the difference between factors affecting reaction rate and those affecting yield.

Learners struggle to analyze data given.

Many learners tried to use concentration calculations to calculate the mass of  $\text{CaCO}_3$ .

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

Subject advisors should become more involved in development of inexperienced teachers.

Subject advisors should do memo discussions with all teachers that are not involved in external marking in their districts.

Subject advisors should provide the platform for subject committees and a system of mentor teachers.

## **QUESTION 6**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Average.

An improvement on previous years as most pupils attempted the K<sub>c</sub> calculation and used the 4-line method.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

6.1: Common error: "...forward reaction = reverse reaction..." and "concentration of products /reactants are equal"

6.2: Pupils not used to calculating initial number of moles. Mathematics (an unknown quantity in table) challenging for many. Pupils tried to solve the question with acid-base formulae. The rows in the table were not clearly marked.

6.3.1: Very few learners obtained a mark for this question.

6.3.2: Learners simply stated Le Chatelier's principle.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers should provide a variety of K<sub>c</sub> calculation type questions. Learners should always show their working out. Do not assume Physical Science learners will be able to master simple mathematical manipulations.

Teachers should drill definitions during revision sessions





Allow learners to do experiments in class so learners can develop scientific reasoning and are more confident at making predictions (higher order questions). Ask learners to explain verbally and correct their terminology.

Give learners a list of verbs eg. “state / explain / list / define” etc and explain the difference to them. See CAPS document (pg 152-153) and Bloom’s taxonomy.

**(d) Describe any other specific observations relating to responses of learners**

Pupils use acronyms eg. RICE, without a good understanding of the mole concept. This leads to “filling in of the table”.

Answers were not concise/ to the point. Learners repeated and/or contradicted themselves.

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

Subject advisors should become more involved in development of inexperienced teachers. Coaching and mentoring required.

Subject advisors should do memo discussions with all teachers that are not involved in external marking in their districts. Also arrange contact sessions to discuss Chief Marker’s Report. This will assist teachers in preparing learners to express themselves in a way that is acceptable to the external marker ( eg “explain using Le Chatelier’s principle” ....type questions)

**QUESTION 7**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Poorly answered.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

7.1.1: Common error: “...acids dissolve in/react with water...”

7.1.2: Common error:  $\text{NO}_3$  instead of  $\text{NO}_3^-$  (Grade 11 content)



7.1.3: Common error: Used ( ) instead of [ ]. Assigned a unit to pH, eg. mol.dm <sup>-3</sup> .
7.2.1 and 7.2.5: Converted volume incorrectly (cm <sup>3</sup> -dm <sup>3</sup> ) / not indicating the unit "mol"
7.2.2 A variation of incorrect answers.
7.2.3: Learners chose B, but could not give a reason why. (new content)
7.2.4: Very few learners knew this answer. Teachers might have mentioned the concept in class, but it has not been taught formally (maybe in Nated 550?).
7.2.6: Learners do not understand the concepts of a reactant in excess and percentage purity. They did not relate Question 7.2.6 with the answer to Question 7.2.1 and even Question 7.2.5. Learners mixed up the information as well as the 1:1 and 1:2 ratios.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Revise grade 11 Acids and Bases and stoichiometry. Do a variation of calculations. Dohigher order questions than what is available in textbooks.
Do practical work as prescribed by the CAPS document (titration of a strong acid-strong base in grade 11 and titration of a strong base-weak acid in grade 12)
Follow the Examination Guidelines and introduce Hydrolysis – the reaction of a salt with water- as indicated.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners do not know the theory well enough.
Learners copy formulae incorrectly from the data sheets.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject advisors should become more involved in development of inexperienced teachers. Coaching and mentoring required on this section of work. It is required in more depth than by NCS.
Subject advisors should do memo discussions with all teachers that are not involved in external marking in their districts. Also arrange contact sessions to discuss Chief Marker`s Report. Utilize teachers who taught Nated 550.

**QUESTION 8**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Average – moderately well.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

8.1.1: Common error: Learners mention temperature and pressure but not the actual values. Learners wrote units incorrectly eg 1 atp instead of 1atm / 25K instead of 25°C etc.

8.3.2: Common error: + 0,31V

8.3.2-8.4.1: Inability of learners to use the table of standard reduction potential was made clear by the variation of incorrect answers given.

8.4.1: Incorrect or incomplete formulae used. Incorrect substitution eg.  $E^{\circ}_{\text{anode}} = - 0,31\text{V}$  or  $E^{\circ}_{\text{cathode}} = 2,05\text{V}$ .

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Revise grade 11 Redox reactions. Do a variety of calculations. Do higher order questions than what is available in textbooks.

Do practical work as prescribed by the CAPS document (eg. electrolysis an Cu-Zn cell)

Follow the Examination Guidelines as to the writing of half-reactions / cell notation etc. Take note that the different phases in the cell notation must be separated by a vertical line.

**(d) Describe any other specific observations relating to responses of learners**

Learners do not know the theory well enough (the hydrogen half cell and why the voltmeter reading of a galvanic cell will become zero)

Learners copy formulae incorrectly from the data sheets. Learners may only use the electrode potential formulae given on the data sheets – no shortcuts.

Learners are still writing half-reactions with " $\rightleftharpoons$ "

Learners made careless mistakes.

Learners guessed the answer to Question 8.4.1 , but no mark were awarded for



answers not preceded by a calculation

Learners confused with  $X \mid X^{2+}$  with  $X^{2+} \mid X$ .

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

Subject advisors should become more involved in development of inexperienced teachers. Coaching and mentoring required on this section of work.

Subject advisors should do memo discussions with all teachers that are not involved in external marking in their districts. Teachers should use the concept of positive and negative marking in their own assessments.

**QUESTION 9**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Poorly answered.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

9.2 Common mistake: Learners wrote down only Q or T- not both electrodes.

Half-reaction incorrectly written eg.  $\text{Cu}^{2+} + e \rightarrow \text{Cu}$

The question was challenging to weaker learners as both sets of electrodes were the same. They did not think in terms of the extraction of metals.

9.3.1 Common mistake: Learners wrote  $\text{Cl}^-$  instead of  $\text{Cl}_2$

9.3.2 Common mistake: Learners wrote Cu instead of  $\text{Cu}^{2+}$

9.4: Common mistake: Learners wrote "Cu is a strong reducing agent" – they did not compare Cu to  $\text{Cl}_2$

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teach this section of work well in grade 8 (electrolysis of  $\text{CuCl}_2$ ) and in grade 10 (types of chemical reactions) and in grade 11. Revisegrade 11 theory well before commencing the teaching of grade 12 content.



Do practical work as prescribed by the CAPS document (eg. electrolysis an Cu-Zn cell)

Practice using the table of Standard Electrode potentials. Give each learner his/her own copy.

**(d) Describe any other specific observations relating to responses of learners**

Learners are still writing half-reactions with " $\rightleftharpoons$ "

Learners made careless mistakes.

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

Subject advisors should become more involved in development of inexperienced teachers. Coaching and mentoring required on this section of work. Ensure that some practical work is done by all learners.

Subject advisors should do memo discussions with all teachers that are not involved in external marking in their districts.

Subject advisors should check that all content is covered eg. application of electrolytic cells.

**QUESTION 10**

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Moderately well.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

10.1.1: Common mistake: Learners wrote the equation down for the Haber process. Marks were allocated, but they must follow the instructions given.  
Learners confused the Haber process with the Contact process.

10.1.2: Common mistake: Learners wrote the formula,  $\text{NH}_4\text{NO}_3$ , incorrectly.

10.2: Common mistake: Learners calculated the % of nitrogen ( x36% only) and not the mass of the nitrogen.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Follow the Examinations Guidelines which clearly states that the chemical industries should be taught. Introduce these processes when teaching Equilibrium reactions.

**(d) Describe any other specific observations relating to responses of learners**

none

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

Subject advisors should become more involved in development of inexperienced teachers.

Subject advisors should check that all content is covered eg. different chemical processes.

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	RELIGIOUS STUDIES
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	Oct/Nov 2014	<b>DURATION:</b>	2 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

This paper was set according to the exam guidelines for 2014. This was a fair question paper and CAPS compliant. There was an average attempt from learners regarding this paper. This was a well-balanced question paper. The learners really answered the questions that they chose, although there were some challenges, you could see that they were well prepared for the paper.

### **SECTION 2: Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Question 1 was poorly answered. Most of the learners got below 50% in this question. Normally section A is always the section where learners score high marks. The marks allocated to this question was different there was no consistency according to the mark allocation of this question 1 section A.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 1.1- The questions were not so straight forward. Question 1.1.6 had two possible correct answers.
- Question 1.2- This question was very vague and more than one correct answer.
- Question 1.3- This was a good question most learners scored full marks in this question.
- Question 1.4- This was a fair question and most learners scored full marks.
- Question 1.5- Well answered by the learners.
- Question 1.6- Learners were credited for the explanation because this question had more than one reason for the answer.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

For those learners who struggle with consolidations of short questions and concepts you as an educator could reinforce the learning by going over the same activities with these learners and give them additional question papers for class or homework.

**(d) Describe any other specific observations relating to responses of learners**

Learners left out most of the question and did not attempt to write anything in certain questions. They left blank spaces did not even try to give a possible answer.

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

We as educators should enhance knowledge, skills and values necessary for the enrichment of each learner. We should make use of other resources not only textbooks so that the learners start thinking outside the box.



## QUESTION 2

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

This question was answered well by the learners. Most learners chose this question and did justice to this question. The marks allocated to this question can be revised so that it may help the learner to count in their favor.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 2.1- The learners used various ways to answer this question. They made use of media but not social media to answer this question. So any form of media was credited
- Question 2.2- Learners answered this question quite well and most learners scored full marks.
- Question 2.3- The learners did not do justice to this question because they misunderstood or misinterpreted this question. This question was poorly answered.
- Question 2.4- most of the learners got less than 50% in this question because this question was vague.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

We as educators should build relations with our subject to develop the learner's interpersonal relationships in a democratic society. Encourage our learners to use social media positively and not abuse it so that it can enhance our subject and knowledge.

**(d) Describe any other specific observations relating to responses of learners**

The marks of question 2.4 can be revised to the benefit of our learners.

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

We should use Science and Technology effectively showing responsibility towards others and their religion.



### QUESTION 3

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

This question was a good one and well answered by our learners. The marks allocated was fair. Learners who chose this question got over 50% and most of the questions were open ended.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 3.1- this question was well answered by the learners, and the marks allocated were in line with the question.
- Question 3.2- This question had some challenges most learners wrote about Abrahamic verses, Buddhism etc.
- Question 3.3- Well answered by the learners although 50% wrote off the point.
- Question 3.4- Learners explained the Apartheid situation and then wrote about religious freedom and that caused some challenge for markers
- Question 3.5.1 & 3.5.2- Learners had misconceptions about these questions and in some cases wrote the same answer twice.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers/educators should develop the learner holistically so that they can demonstrate an understanding of the world as a set of related systems.

**(d) Describe any other specific observations relating to responses of learners**

This was a well answered balanced question and learners did justice to this question.

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

Inclusivity should become a centered part of the organization planning and teaching at each school.



#### QUESTION 4

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

The general performance of learners in this question was outstanding. Most learners who chose this question got 75% and above. Almost 95% of the learners chose this question.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 4.1- This question was well answered and most of the learners got 100% in this question
- Question 4.2- This question was well answered and most of the learners got 100% in this question.
- Question 4.3- Well answered and learners got over 50% and above.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Use more than one resource or textbook so that different information pertaining a certain topic for example; conflict can be collected, organized, analyzed and critically be evaluated.

**(d) Describe any other specific observations relating to responses of learners**

Learners treated this question as if it was a compulsory one as most of the learners chose this question

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

Ensure that all barriers are identified and addressed to help the learners to start thinking outside the box.

## QUESTION 5

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

This question was poorly answered by the learners. The marks allocated were too high, maybe smaller questions of 8/10 marks will be to the advantage of the learner. Very few learners attempted this question.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Question 5.1- This question was treated as an open ended question so learners could be credited for their reasoning.
- Question 5.2- Not to the point but you could read between the lines to allocate marks for learners.
- Question 5.3.1- Learners did very bad in this question and lost almost 32 marks. 20% of learners who chose this question answered it very good.
- Question 5.3.2- Most of them used inter-faith organizations as an answer and not multi-faith organizations.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

The educator must enhance the dynamics of inter-religious relationships, can help to define the nature and extent of these relationships and explain why there is cooperation between religions. The educator should consider different views on religious influence on people's behavior in society and make the learners aware of these point of departure.

**(d) Describe any other specific observations relating to responses of learners**

Learners took some sentences from the extract as to answer the question.

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

The educators should look at the history of inter-religious relationships and find out about bodies that promote inter-religious cooperation. Make them aware of the current situation in South Africa, Africa and internationally.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	RELIGION STUDIES
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	27 NOVEMBER 2014	<b>DURATION:</b>	2 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

This paper was set according to the exam guideline for 2014. This was a fair question paper and caps compliant.
There was an average attempt from learners regarding this paper. This was a well balanced question paper.
The learners really answered the questions that they chose although there were some challenges here and there.

**SECTION 2: Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question well answered or poorly answered?</b>
The learners well answered this question, but there are some learners who didn't answer well this question 1.2 but most of them answered even this 1.2 because the learners were ready for the exams and the question was very fair for them.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

As I indicated that some few learners did not answered 1.2 well, I think may be they did not hear or know that there are some practical guidelines in the religions, that a believer should follow in life.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers must teach these practical guidelines.

They must cover all the topics.

Content gaping should be done early.

The learners must be given textbooks as early as January.

Learners must not share textbooks.

Principals must respect the subjects{Religion Studies}

Learners must read their books.

**(d) Describe any other specific observations relating to responses of learners**

In 1.1. Learners just answered the nature of divinity of the central teachings, not the role of the divinity in creation.

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

Teachers must cover all the topics of the syllabus.

Subject advisers must visit the schools, advise the teachers and help them where necessary.

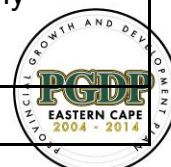
Content gaping must be done early, not when the exams are approaching.

## **QUESTION 2**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Few learners answered this question. Even those who chose this question poorly answered it.

Some of the wrote the same facts 2.1.1. and 2.1.2.



They just wrote the internal differences of the religion
In 2.2.1. and 2.2.2 the question was well answered

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
I think learners were told about the differences in beliefs. As far as I read their answers,
It shows that they were only told about the internal differences of the religions.
Teachers should teach these differences in governance and these differences in beliefs. They should cover all the syllabus.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers should cover the syllabus.

<b>(d) Describe any other specific observations relating to responses of learners</b>
In 2.1.1 they wrote the internal differences of the religion.
In 2.1 they performed very well, even in 2.2.2 they performed very well.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
The teachers must be in classes on time. They must plan on time before going to classes.
They must have preparation books.
They must give learners books.
They must give learners textbooks.
The subject advisers must feed teachers with information and advise them.

### QUESTION 3

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

The question was well answered because it was very fair to the learners. Some of the learners in 3.1 they only discussed the normative sources not evaluate the role of them.

Some learners in 3.2 explained the term “hermeneutical principles” instead of listing the hermeneutical principles.

**(d) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

According to my observation, they were taught only to discuss the normative sources.

**(e) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers must teach everything in the syllabus.

**(d) Describe any other specific observations relating to responses of learners**

They know the normative sources very well, they know hermeneutical principles.

Learners didn't evaluate the normative sources.

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

Teachers must go to classes on time.

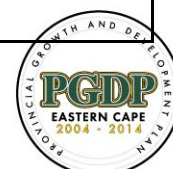
They must plan.

They must involve themselves in tablets which carries curriculum information.

### QUESTION 4

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

Most of the learners well answered this question whereas some few learners poorly answered.

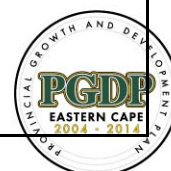




Those few learners give a brief explanation of Charles Darwin's theory of evolution in 4.1, of a Big Bang theory.
Other learners in 4.3 discuss other religions instead of Hinduism as they were indicated to do so.
It was an unfair question for the learners because they were not exposed to explain the views of any One religion of their choice on the theory

<b>(f) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must not only teach the Charles Darwin's theory of evolution. They should also teach other theories.
They must not only teach the views of Christianity on the theory of evolution.

<b>(d) Describe any other specific observations relating to responses of learners</b>
In 4.1 most learners well answered this question and some few learners answered Charles Darwin's theory of evolution.
Few learners reach the marks of 20 most of the learners didn't reach because of the few facts they wrote about the Big Bang theory.
In 4.2 learners well answered this question because it was very fair for them.
In 4.3 some learners poorly answered this question because of the way the question was asked.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must plan before going to class.
They must be in class on time.
They must give learners classwork, class tests, home works, oral work and group work etc.
Subject advisers must visit the schools.



<b>QUESTION 5</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
This question was poorly answered.
Few learners answered this question.
The question was very unfair for the 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 way this question was asked made the learners fail because they were taught About the secular world views, not anything else for example in 5.1 they just explain humanism.
In 5.2 they repeat the same facts from 5.1'

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must finish the syllabus on time.
They must cover all the topics.
Learners must have their own textbooks.
Teachers must plan and have a preparation book.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners knew very well the secular views, they expected this question to be asked the way they were taught in their school'
In 5.1&5.2 they gave the same facts .
In 5.3 also chose humanism because the question didn't say "exclude" humanism in the secular world &views you are going to choose.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must teach well, they must research everything in the syllabus.
Subject advisers must provide teachers with full information



**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	SESOTHO HOME LANGUAGE
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	29 OCTOBER 2014	<b>DURATION:</b>	2 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Tshebetso ya baithuti ke e bohareng, ho bolelang hore ha ba a sebetsa hampe haholo kapa hantle haholo. Ba ntse ba le teng ba ipabotseng ha ba bang ba ntse ba sa sebetsa hantle. Ba boemong bo tlase ke 1% ya dipampiri ha ho etswa tlaleho ena.

### **SECTION 2: Comment on candidates' performance in individual questions**

#### **QUESTION 1- TEKOKUTLWISISO**

**(a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

Potso ena ba e arabile hantle haholo, ebile ho teng ba fumaneng matshwao kaofela.

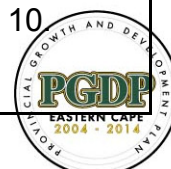
**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Ba bang bona ba hlotswe feela ke potso ya 1.8. ha e ne e se ka yona ba ka be ba e fumane kaofela le bona. Potso ena ha e a arajwa hampe, feela ho teng phooso e entsweng ke baithuti hobane potso ena e ne e itshetlehile ho 1.7. Mona mothuti o ne a tlameha ho fana ka semelo sesele sa



mapolesa ho seo a se boletseng ka hodimo, jwale bona ba a hloleha ha ba boletse se setle ka hodimo hobane ho ne ho itswe a ikamahanye le tema. Ebile ntho e nngwe e ileng ya
hlokomeleha ke ho se tsebe moelelo wa lentswe ' <b>sesele</b> '. Ho potso ya 1.6 ho ne ho tlamaha ba arabe ba ikamahantse le bophelong. Jwale bona ba ne ba araba ba shebile Kolobe mme ba lahlehelwa ke matshwao. Ho potso ya 1.12 baithuti ba fana ka molaetsa e se thuto eo ba e fumaneng ka tema ka hoo ba lahla matshwao. Ba bang ha ba fane ka molaetsa ba ikamahanya le Kolobe ya hlahellang temeng. Ho setshwantsho teng khr tema ya 1 ba nkile ka hore ke ntshetsopele ya tema ya 1. Ka hoo ba lahla matshwao. Ho phethela potso ena e arabehile hantle.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Baithuti ba rutwe ho bala tekokutlwisiso mme ba e utlwisise. Ba kgothalletswe hore ba e bale makgetlo ho etsetsa hore ba e utlwisise pele ba ka araba dipotso. Ditshwantsho ho tlamaha ba rutwe, hape ho di manolla. Hape ha ba hlokomediswe hore setshwantsho sa tema ya 1 ha se ntshetsopele ya tema ya pele empa feela di na le hoo di tshwanang ka hona.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Ha ba tsebe ho fana ka thuto eo ba ithutileng yona temeng. Seo ba se etsang ke ho fan aka melaetsa. Ha ba bapisa ba fan akalehlakore le le leng.

<b>QUESTION 2 - KGUTSUFATSO</b>
<b>General comment on the performance of learners in the specific question.</b> Baithuti ba sebeditse hampe potsong ena. <b>(a) Was the question well answered or poorly answered?</b>
Potso ena baithuti ba sebeditse hampe haholo. Baithuti ba a hloleha ho ngola ka seratswana ho ya ka ditebello tsa CAPS. Ba a hloleha hape ho ngola ka dintlha tse momahaneng. Dintlha tsa tema eo e neng e botsitswe di ne di sa hlaka ka hoo baithuti ba hlolehile ho qolla dintlha tse batlehang. Bongata ba fumana matshwao a 6,7 le 8 (matshwao ana a kopantshitse dintlha le puo) ba mmalwa hahalo ba fumanang 10 Ekaba 1% ho dipampiri tse 100.



<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>
<p>Ha ba a utlwisisa tema baithuti. Ba fetola moelelo wa seo ho buuwang ka sona hobane ho itswe ba sebedise mantswe a bona. Ba bang ba ngola ditema tse pedi. Ba ngola ha tjena: Ba qala ka dintlha ba latele ka seratswana hobane potso e re: qolla dintlha tse 7, mme o ngole ka mokgwa wa seratswana. Ba nahana hore ha a nomorile ke ntlha leha seo a se bolelang se se na moelelo. Mohlala: Mme a kgoneho lefella.</p> <p style="text-align: center;">Selekane sa pele sa mokitlane</p> <p style="text-align: center;">Ho feta moo ha ho ramokitlane.</p> <p>Dipolelo tsa bona ha di etse moelelo.</p> <p>Ba bang ba bontsha ba sa utlwisise hore <b>mokitlane</b> ke eng. Ka hoo ba tswa lekoteng ha ba qolla dintlha tse kgutsufatswang. Ba bang ba qotsa tema jwalo kaha e le jwalo ha ba qolle dintlha.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Baithuti ha rutwe ho latela ditaello. Ha ba rutwe hape ho balla kutlwisiso ho etsetsa hore ba tle ba kgone ho ngola ka seo se batlehang ba se ke ba ngola ditaba tsa bona. Ha ba rutwe ho tseba ka mohopolo wa sehlooho le mohopolo o tshhehetsang. Ha ba rutwe hore ntlha ke eng. Le eo e seng ntlha ke eng. Ha rutwe hape hore ha o ngola dintlha seratswaneng ha o di nomore jwalo ka ha ba etsa.</p>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Ba bang baithuti ba ngola feela ditema tse telelele tse sa utlwahaleng, athe ba bang ba ngola tse kgutshwane tse sa utlwahaleng jwalo kaha ke boletse ho C ka hodimo.</p>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Boikwetliso bo a thusa haholo. Matitjere a fe baithuti ditema tseo ba tlang ho ikwetlisa.</p>



ho tsona ha ba kgutsufatsa. Pele ba ba fa tema, ha ba shebe hore tema eo e nale tsona dintlha tsa sehlooho na. Ha ho bohlokwa ho fa baithuti tema e se nang dintlha mme o re ba ntshe dintlha moo. Ha ba rutwe hape hore ba balle kutlwisiso ho etsetsa hore ba kgone ho qolla dintlha. Ha moithuti a sa utlwisisa tema, dintlha temeng ha a na ho di fumana. Ho ikamanya le dipuo tse ding ho ka thusa mona.

Baeletsi bona ha ba etsetse matitjhere boitjhoriso ba hore kgutsufatso e rutwa jwang.

### QUESTION 3– PAPATSO

**(a) General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

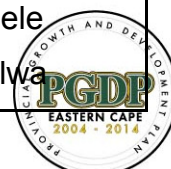
Baithuti ba sebeditse hantle haholo potsong ena. Ba mmalwa haholo baithuti ba fumaneng matshwao a tlase a kang bo 3 le 4. Boholo ba bona ba fumane 8, 9 le 10. Sena se bontsha tshebetso e ntle ho baithuti.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Leha ba e arabile hantle, ho ntse ho le teng moo diphoso di hlahellang. Ba bang ba a hloleha ho utlwisisa lentswe '**mawa**'. Ba fapanya lentswe lena le melemo ya sehlahiswa. Ba bang ba bonahala ba sa a tsebe ho hang mawa ana. Bothata bo bong hape bo pakeng tsa **ntlha le mohopolo**. Ha ba tsebe ho di arola hore ntlha ke eng mohopolo ke eng. Matshwao ba a lahle he. Moo ba tlamehang ho qotsa ba kgaoletsa karabo ya bona. Mohlala: **Se salle morao, ba bang ba a e sebedisa**. Ba bang ba ngola feela '**se salle**' e be o qetile. Sena se ba lahlela matshwao.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Dipapatso ha di sebediswe haholo diphaposing ho etsetsa hore baithuti ba tlwaele mantswe a sebediswang papatsong a kang '**mawa**'. Ha mothuti a tseba a mmalwa



mawa a papatso o a hloleha ho qolla a mang papatsong. Potsong ya 3.2. ho botsitswe a mang mawa ntle le mongolo. Jwale ba bang ba bonahala ba tseba setshwantsho le mongolo feela ebe jwale o fumana le le leng feela lewa. Ha ba rutwe ka phapang pakeng tsa ntlha le mohopolo. Ba etsetswe le mehlala e phelang ya ntlha le mohopolo ho etsetsa ba e bone ba e utlwisise.

**(d) Describe any other specific observations relating to responses of learners**

Baithuti ba bang ba arabile hantle leha e se kaofela.

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

Boikwetliso bo a thusa haholo. Dipapatso ha di sebediswe haholo diphaposing ho etsetsa hore baithuti ba tlwaele mantswe a sebediswang papatsong a kang 'mawa'. Ha mothuti a tseba a mmalwa mawa a papatso o a hloleha ho qolla a mang papatsong. Potsong ya 3.2. ho botsitswe a mang mawa ntle le mongolo. Jwale ba bang ba bonahala ba tseba setshwantsho le mongolo feela ebe jwale o fumana le le leng feela lewa. Boitjhoriso le bona boa hlokeha.

**Question 4 - KHATHUNU**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Potso ena e arابهile hampe. Baithuti ha ba tsebe ho manolla khathunu.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Ha ba a utlwisisa se etsahala khathunung ba bang. Ha ba botswa ka ngwanana ho 4.5, bona ba araba ka moshemane.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Dikhathunu ha di sebediswe haholo dikolong. Masedinyana a ka thusa hobane a na le tsona.

**(d) Describe any other specific observations relating to responses of learners**

Ha ho thwe a fane ka maikutlo, yena o a hlalosa. Ho potso 4.2 ba a lahlile matshwao.

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



Ho ela hloko ditebello tsa ho manolla khathunu ho ka thusa. Tse kang: ba tsebe dipudulwana tsa monahano, sebopeho sa batho ba sebedisitsweng khathunung, sepheo le tse ding. Ho etsa khathunu le bona ho ka thusa. Boitjhoriso ba ho ruta khathunu bo ka thusa.

### Question 5 – TEMA YA PROSA

**(a) General comment on the performance of learners in the specific question.**

**Was the question well answered or poorly answered?**

Potso ena e arابهile hampe haholo.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Ha ba tsebe tshebediso ya puo, meelelo e fapaneng le maele. Puo tjhee ha ba e tsebe. Moo ba tlamehang ho bopa **leamanyi** ba a hloleha. Potso 5.1 e ne e re ba bope leamanyi ka **bohlale**. Bona ba re '**motho o bohlale.....**' bakeng sa '**motho yabahlale.....**'.

Ha ba tsebe ho bopa lebitso ho tswa ho lehlalosi ho 5.2. Ba ntsha lehlalosi leo le le jwalo. Mohlala: lefatsheng - lefatshe.

Ho 5.3. **boetsuwa** ha ba bo tsebe. Ba ntse ba qala ka moetsi ha ba araba.

Ho 5.4 ba ntse ba fana **mahlalosongwe** ha hothwe ba fane ka **malatodi**. Mohlala: **boima- bonolo**. Yena o re **boima- thata**.

Maele ona ke bothata. Ha ba a tsebe.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Puo ha e rutwe dikolong. Re kgothalletsa hore e rutwe e ikemetse e se ha ho etswa buka. Puo ha e yo baneng.

**(d) Describe any other specific observations relating to responses of learners**

Maele ba ipopela a bona a siyo puong. Potsong ya 5.5. ha ba hlokomele se batlwang. Ba araba lehlakore le le leng la potso. Ho potso ya 5.3 ya boetsuwa ha ba fetole leetsi.





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

Puo ha e rutwe e ikemetse dikolong. Re kgothalletse bana ba rate puo mme ba e sebedise ka nepo. Boikwetliso bo a hlokeha ha ho tluwa ho ho ngoleng. Mopeleto o fosahetse ho ba bang.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	SESOTHO HOME LANGUAGE
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<b>PAPER</b>	2
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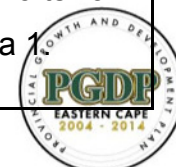
<b>DATE OF EXAMINATION:</b>	12 NOVEMBER 2014	<b>DURATION:</b>	2½HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Ha ho bapiswa tsela eo bahlahlobuwa ba sebeditseng ka yona pamiring ena selemong sa 2014 le sa 2013, boemo bo theohile haholo ka 2014. Bahlahlobuwa ba bangata ba wela boemong ba boraro, athe selemong se fetileng lenane le leholo le ne le wela boemong ba bone (25.9%) le babohlano (25.8%), hape lenane la ba welang boemong ba botshelela lene le le hodimo (16.5%) ho feta la ba welang boemong ba bobedi (7.3%). Lenane la baithuti ba welang boemong ba bosupa le neng le le ho 5.8% ka 2013 le theohile ka tsela e makatsang, mme hona ho bakilwe ke ho hloleha ha bahlahlobuwa ho araba dipotso ka mokgwa o lebelletsweng.

### **SECTION 2: Comment on candidates' performance in individual questions**

<b>QUESTION 1</b>
(a) <b>General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Bahlahlobuwa ba bangata ba qobile ho araba potso ena.</li> <li>Ho dipampiri tse 100 tsa bahlahlobuwa tse qotsuweng ha ho tshwauwa ho tswa disenthareng tse fapaneng, ba leshome (10) feela ba arabileng Potso ya 1.</li> </ul>



- Sena se bontsha hore e ka nna yaba bahlahlobuwa ba ile ba hloka boitshepo potsong ena mme ba kgetha ho e tlohela – e re ka ha ba tlwaetse dipotso tse botsang ka makgabane e seng ka mokgwa o botsitsweng.
- Ka kakaretso, potso ena e arابهile ka bofokodi bo boholo.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Potso e ne e hloka hore bahlahlobuwa ba sekaseke thothokiso ‘Mahlomola a Afrika’ mme ba hlalose ka moo sethothokisi se sebedisitseng **‘karaburetso’**, **‘kgetho ya mantswe’** le **‘sehalo le maikutlo’** ho finyelletsa molaetsa wa yona.
- Bahlahlobuwa ba arabileng potso ena ha ba a etsa jwalo ka ho nepahala le ka moo ho lebelletsweng ka teng:
  - ✓ Dikarabo tsa bona, ho tsona di le tharo dintlha, di tobana le ditemanathothokiso tse nepahetseng, empa feela bahlahlobuwa ha ba kgone ho hlalosa hore hantlente karaburetso, kgetho ya mantswe le sehalo le maikutlo ke dife mme di sebedisitswe jwang ho tliša moelelo thothokisong e botsitsweng.
  - ✓ Dikarabo di bontsha hore ha ba ne ba ka totobatsa dintlha ho ya ka moo ba neuweng dihloohwana tsa ditaba ka teng, kaekae dikarabo tsa bona di ne di tla nepahala, empa jwale ha ho kgokahano ya dintlha ho ya ka moo ho lebellehileng hore ba rale moqoqo wa bona ka teng: karolwana ya pele ya dikarabo tsa bona e ka be e bontsha karaburetso, ya bobedi kgetho le tshebediso ya mantswe ha ya boraro yona e le sehalo le maikutlo.
- Baithuti ba hlalosa thothokiso, athe ba bang bona ba ntshetsa yona thothokiso eo e le jwalo ka ha e le jwalo bakeng sa ho ngola jwalo ka ha ho boletswe ka hodimo.
- Sehalo le maikutlo tsona ha ba di tsebe.



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Baithuti ba rutwe manollo ya thothokiso ka ho phethahala:

- Tlhaloso ya yona (mookotaba)
- Mekgabisopuo
- Kgetho ya mantswe
- Sehalo le maikutlo (**ho hlokomelwe hore sehalo le maikutlo di batla di tshwana empa ha se ntho e le nngwe**)
- Molaetsa/thuto (**baithuti ba hlokomediswe phapano pakeng tsa mooktaba le molaetsa**).

**(d) Describe any other specific observations relating to responses of learners**

- Bahlahlobua ba a hlalosa ha ba manolle.
- Ha ba kgone ho ngola moqoqo o momahaneng.
- Baithuti ha ba hlalosa sepheo sa makgetha/makgabane kapa tshebediso ya mantswe ba bolela feela hore seroki se hatella mohopolo o itseng, ba hlolwa ho qolla hantle ho tswa thothokisong hore hantlentle mohopolo oo ke ofe.

**Mohlala:** Ha ba tshwanela hore 'mongodi o sebedisitse karaburetso ya pono ka tshebediso ya mantswe **metwaitwai le bohloma o hlomolle**, a re bopelang setshwantsho sa **batho ba lelerang le diphiphitha e leng lentswe le re bontshang bongata ba ditopo** – bahlahlobuwa bona ba re: '**seroki se sebedisitse karaburetso ya pono ho re fa setshwantsho sa tse etsahalang**'. Karabo ena e a hlotsa.

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

Sheba (c) ka hodimo.

## QUESTION 2, 3, 4 le 5

(a) **General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

- Dipotso tsena ke tsa mofuta o tshwanang, empa feela ya bohloko e le ya thothokiso e sa rutwang.
- Dipotsong tsena baithuti ba ne ba lokela ho fumana matshwao a leshome kaofela potsong ka nngwe empa ha ho jwalo – ba fumana matswao a ka tlase le ho halofo. Mabaka a tshehetsang ntlha ena a fumaneha ho (b) ka tlase.

(b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Bahlahlobuwa ha ba tsebe ho bolela maikutlo a qholotswang ke thothokiso. Ha ba sa tsebe maikutlo ba ke ke ba tseba sehlo.
- Ha ho thwe ba akaretse molaetsa ka polelo e le nngwe e jereng mohopolo wa sehloho bona ba ngola lentswe le le leng, leo e bileng ha ngata le fosahetseng ho ya ka moelelo wa thothokiso. Hape ba qotsa mola o itseng thothokisong o le jwalo ka ha o le jwalo e be ba re ke molaetsa.
- Ha ho thwe ba qolle mokgabopuo ba be ba hlalose bohloko ba ona, ha ba kgone ho o qolla, empa bohloko bona ba bo ngole ka ho nepahala. Hona ho bolela hore ha ba na kutlwisiso empa ba a kerema.
- Ha ba ngola ditlhaloso ba a di kgutlela (ha ba di ngole ka ho phethahala) kapa ba di ngole ka ho fosahetseng: (**sejura se kgina** (eng?)/**anastrofi e sidilella** (eng?)), sejura se kgina **moelelo**/sejura se kgina morethetho jj.
- Ha ba tshwanela ho ngola molaetsa wa thothokiso ba a potoloha pele ba tla tabeng mme bona ke bopaki ba hore ba leka lehlohonolo feela la ho napa.
- Baithuti ha ba tsebe mefuta ya phetapheto le bohloko ba yona. Ha e le mefuta ya phetapheto ya mantswe yona e ba phelephanyetsa ho feta.
- Mosebetsi wa **lebotsi le lekgotsi** thothokisong o bohloko ho ka tlisa moelelo.



empa baithuti ha ba tsebe bohlokwa boo, ba tseba feela hore **‘ho a phoqwa’** kapa **‘ho a botswa’**, ebe ha ba sa sheba le hore thothokisong e itseng di sebedisitswe ka sepheo se fe.

- Dipotso tsa ‘anastrofi’ di fa bahlahlobuwa mathata, haholoholo ha ba bang ba sa tsebe pahapano pakeng tsa ‘anastrofi’ le ‘apostrofi’
- Ba bangata ha ba tsebe phapano pakeng tsa ‘kgefutsohare’ le ‘molamotjetje’
- Ho potso 4.6. potso e itshetlehile ka temanathokiso ya 4. Ho 5.2. potso e itshetlehile ka temanathothokiso ya 4. Dipotsong tsena ka bobedi baithuti ha ba araba ba araba ho ya ka dikahare tsa thothokiso kaofela mme ba a fosa.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Baithuti ba rutwe makgetha kaofela ho ya ka moo ho lokelang e seng ho ya ka dipampiri tsa ditlhahlobo tsa dilemo tse fetileng feela – dipampiri tseo di sebediswe e le mokgwa wa ho ba kwetlisetsa ditlhahlobo e seng jwalo ka mokgwa wa mantlha wa ho ruta.

**(d) Describe any other specific observations relating to responses of learners**

Sheba (a) ho ya ho (c) ka hodimo.

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

Sheba (a) ho ya ho (c) ka hodimo.

**QUESTION 6 le 10**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Dipotso tsena tse pedi tsa padi ke tsa mofuta o tshwanang, ke hore di botsitswe hantle ka ho tshwanang di mpa feela di tswa dibukeng tse pedi tse fapaneng
- Potso ka nngwe e ne e na le dikarolo tse tharo: ‘thehello ya mophetwa wa



sehlooho', 'mookotaba le molaetsa' le 'phethelo'

- Ka kakaretso, baithuti ba sebeditse hampe ka mokgwa o neng o sa lebellwa, haholo hobane taba ya kamano ya lebitso la mophetwa (e ka ba wa sehlooho kapa mofuta ofe feela) le diketso tsa hae ke e nngwe ya tseo moithuti a lokelang ho di tseba ka ho otloloha ha a ithutile padi.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Baithuti ba tseba mophetwa wa sehlooho le ditaba tse amanang le yena paleng, empa ba hloleha ka hohlehohle ho bopa moqoqo o mmahaneng ho bontsha mokgwa oo diketso tsa hae kapa tsa bophelo ba hae tse ka hare ho pale di amanang ka teng le lebitso la hae.
- Ha ba ile ba di qala, ha ba ye ka botebo bo hlokehang – ba a lebala hore matshwayi o a di tseba ditaba tsa buka, bona ba lokela ho utulla hobane ba sebelletsa matshwao.
- Ha ba lokela ho hlahisa mookotaba wa buka ba etsa ka melanyana e mmalwa kappa yona polelo e tomanyana, bona ba pheta pale kaofela.
- Ha ba kgone ho hlahisa phethelo ya pale – ha ba hlokomele ho hlalosa hore mongodi o atlehile ho le ho kae ho phethela ditaba tsa buka.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Baithutit ba rutwe hore tlhahlobong ba sebelletsa matshwao mme ba lokela ho ngola ditaba tsa buka e seng tsa boiqapelo ba bona kapa tse bontshang hore ba a batlisa ha ba na bonnete ba seo ba se ngolang.



(d) **Describe any other specific observations relating to responses of learners**

Ba bang baithuti ha ba di tsebe ditaba tsa buka, ba a batlisa.

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

- Buka e balwe le baithuti ka phaposing ya ho rutamme ditaba tsa yona di hlahoswe hantle. Ha ho bobebe ho baithuti ho manolla buka ka bobona, ho jwalo feela le ho a mang a matitjhere. Matitjhere a nang le bothata a kope thuse ho a mang a nag le bokgoni, kapa ho moeletsu wa bona wa thuto ya Sesotho seterekeng.
- Ho hlahelwe dintlha kaofela tsa manollo ya padi:
  - ✓ Sehlooho sa buka
  - ✓ Tlhekelo
  - ✓ Poloto le **Dikapoloto**
  - ✓ Tikoloho le nako
  - ✓ Mookotaba
  - ✓ Baphetwa, semelo, diketso
  - ✓ Thehello
  - ✓ Molaetsa
  - ✓ Phethelo
- Baithuti ba tlwaele ho araba dipotso tse batlang ba fane ka maikutlo a bona mabapi le diketsahalo tse itseng mme ba be ba tsebe ho tshehetsa maikutlo ao. **Matitjhere a hlokomele hore baithuti ba ke ke ba kgona ho araba dipotso tsa mofuta ona ditlhahlobong ha feela ba sa di tlwaela mme ba qala ho kopana le tsona ditlhahlobong tsa makgaolakgang.**

## POTSO 7

(a) **General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

- Ha ba bangata bahlahlobuwa ba arabileng potso ena.
- Bao ba e arabileng ba sebeditse feela ka tsela e bohareng.

(a) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- 7.1. Ha ba kgone ho hlalosa ka moo ketsahalo e ntshetsang kgohlano pele ka teng.
- 7.4. Ha ba tsebe ho lokodisa sekapoloto.
- 7.13. Potso ena e ntse e amana le tsa mofuta wa moqoqo tse ka hodimo mabapi le phethelo. Baithuti ha ba kgone ho hlalosa hore qetellong ya ditaba ho thoholetswa bokgabane kapa ho nenwa bobbe – ha ba tsebe ho tshehetsa ka sengolwa.

(b) **Provide suggestions for improvement in relation to Teaching and Learning**

- Baithuti ba rutwe hore kgohlano ke eng, mefuta ya yona le hore e bonwa jwang sengolweng. Ba rutwe diketsahalo tse bakang kgohlano pading.
- Ba rutwe dikapoloto kaofela tse hlahellang.
- Ba rutwe ka leano la ho thoholetsa botle kapa ho nena bobbe – ba utlwisie hore ho bolelwang.

(d) **Describe any other specific observations relating to responses of learners**

- Baithuti ha ba tsebe ditaba tsa buka ka botebo, ke ka hona ba hlolehang ho araba dipotso.



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

- Matitjhere a bale buka le baithuti, ba se ke ba tlohellwa.
- Baithuti ba rutwe ho badisisa buka ba tsebe diketsahalo tsa yona ka botlalo.
- Ba rutwe hore buka ho tle o e tsebe ha o e bale ha nngwe feela.

#### **POTSO 11**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Baithuti ha ba a sebetsa hampe potsong ena, empa ho na le dintho tse hlokolosi tseo ba hlokanang ho ithuta tsona.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Ho 'Mme' baithuti ha ba tsebe hore Rakgadi ke mophetwa wa mofuta ofe. O bona ka hore ba hlolehe ho araba Potso 11.2. le 11.4. Ha ba ne ba tseba Rakgadi hantle ba ne ba ne ba keke ba re o ile a dumela hore Dikeledi a nyalwe hobane a ne a batla tjelele jwalo ka ha ba boletse ha ba araba potso ena.
- Ba bang ha ba lokela ho bolela mofuta wa mophetwa le ho hlalosa, bona ba bolela semelo sa mophetwa.
- Ba ntse ba arabile hampe potso ya kgohlano (11.9) le ya sekapoloto (11.10).
- Ho 11.12. baithuti ha ba kgone ho hlwaya ketsahalo e totobatsang tharahano. Potso ena e ne e ntse e tshwana le 7.11.
- Potso 11.13. ke eo re ka nahanang hore bahlahlobuwa ba ile ba e araba ha bobebe, empa ka kakaretso ha ba a sebetsa hantle jwalo ka ha ho lebellehile. Ba bolela lebaka la hore Mme o ne a sa tsejwe ka le leng lebitso mme leo ke lona lebaka le etsang hore e be mongodi o atlehile ho reha mophetwa enwa 'Mme'.

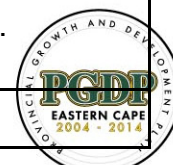
**Na ho jwalo?**



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Baithuti ba rutwe kgohlano.</li> <li>Ba rutwe phapano pakeng tsa 'mofuta wa mophetwa' le 'semelo sa mophetwa'.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Baithuti ba bale buka ka botebo.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Baithuti ba thuswe ho bala buka ka botebo.

<b>QUESTION 12</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Bahlahlobuwa ba arabileng potso ena ba bile mmalwa haholo.</li> <li>Ba kgonne ho pheta ditaba tsa baratani ba hlahellang tshwantshisong ena.</li> </ul>

<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>
<ul style="list-style-type: none"> <li>Ho na le baothuti ba ntseng ba fapanya dibapadi tsa tshwantshiso e itseng le tsa enngwe, kapa ditaba tsa tshwantshiso e nngwe le tsa e nngwe.</li> <li>Ho na le mohlalobuwa ya neng a ngotse ditaba tsa '<b>Sekgobo sa Tshifanalehata</b>' potsong ya '<b>Bohloko ba ka</b>'. Ditshwantshiso tsena di arohile haholo ka ha e nge e bua ka bothuela ha e nngwe e bua ka tsa marato.</li> </ul>



**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Dikolong tse sebedisang '**Seyalemoya**' matijhere a kgothatswa ho ba le maano/malebela ao ba ka a fang baithuti hore ba kgone ho tseba ditaba tsa tshwantshiso ka nngwe ba sa lobokanye dibapadi le dikahare.

**(d) Describe any other specific observations relating to responses of learners**

Sheba (b) ka hodimo.

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

Sheba (c) ka hodimo.

**POTSO 13**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Potso ena e arabehile hantle, empa baithuti ba ntse ba lokela ho hlokomediswa dintlha tse itseng.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Baithuti ba bangata ba ntse ba hlolwa ho bapisa baphetwa/dibapadi. Ba ngola ka a le mong wa bona – hoo ha se ho bontsha pahapano.
- Potso ya tomatso e a ba hlola. Ha ba araba ba re : 'e ka re o a rorisa athe o a phoqa'.
- Potso ya kgohlano, hape, ke mathata.
- Bahlahlobuwa ha ba tsebe ho arola sehlohlolo le mothipoloho tshwantshisong ya



**'Mme mpolaye'**

- Baithuti ha ba kgone ho bontsha kamano pakeng tsa sehlooho le dikahare tsa tshwantshiso.
- Molaetsa wa tshwantshiso o a ba hlola.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Baithuti ba rutwe:
  - ✓ Tlhekelo
  - ✓ Tharahano
  - ✓ Kgohlano
  - ✓ Phapano pakeng tsa sehlohlolo le mothipoloho
- Ba rutwe hore dipotso tsa tomatso ba di araba jwang ka ho fapaneng dipotsong tsa dithothokido le tsa padi/terama,
- Ba rutwe ho etsa kamano pakeng tsa sehlooho sa tshwantshiso le dikahare

**(d) Describe any other specific observations relating to responses of learners**

Sheba (b) ka hodimo.

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

Sheba (c) ka hodimo.

**POTSO 14**

**(a) General comment on the performance of learners in the specific question.  
Was the question well answered or poorly answered?**

Potso ena ha e a arabeha hantle haholo.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Baithuti ba bang ba pheta pale ha ba arabe potso.
- Ba bang ha ba ngole ka seabo sa tikoloho le nako ho bopeng semelo sa Molefi, empa ba ngola ka moo Mapetla a sentseng bophelo ba Molefi ka teng.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Baithuti ba rutwe ka seabo sa tikoloho ho bopeng sebopeho sa baphetwa/dibapadi.

**(d) Describe any other specific observations relating to responses of learners**

Sheba (b) ka hodimo.

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

Sheba (c) ka hodimo.







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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	SESOTHO PUO YA LAPENG		
<b>PAPER</b>	3		
<b>DATE OF EXAMINATION:</b>	20 NOVEMBER 2014	<b>DURATION:</b>	3 HOURS

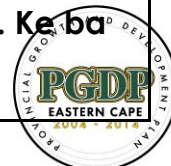
**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Pampiri ya boraro ka kakaretso e sebeditswe hantle haholo. Barutwaneng ba ngotseng ,o mong feela morutwana ya fumaneng kgato ya pele le ba babedi ba fumaneng kgato ya bobedi.Bona ke boiteko bo kgahlisang ruri.Bana ba fumaneng kgato ya bobedi ha se hore ba ne ba sa tsebe, feela ba hlotswe ke ho badisisa dipotso hantle. Re thoholetsa matitjhere le barutwana ka mosebetsi ona o kgabane.

Pampiri e ngotsweng e ne e le boemong bo loketseng Kereiti ya 12. Bahlahlobi ba a thoholetswa ka mosebetsi oo ba o entseng.Ho bonahala nako e neng e fanwe e lekane dipotso tse botsitsweng hoba barutwana bohle ba qetile ho ngola. O mong feela morutwana ya sa arabang dipotso ka bobedi ho KAROLO YA B, ho bonahala a sa badisisa ditaelo tsa karolo eo.

## SECTION 2: Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Karolo A ka kakaretso ha e ya arabeha hantle ka ha e na le meqoqo eo barutwana basa tsebang ho e mannolla ka tsela ya tshwanelo. Barutwana ba bangata ke hona moo ba lahlehetsweng ke matshwao teng. Karolong ena re fumana dipotso tse tsheletseng, ho ya botshelela ke ditshwantsho tse tharo tseo morutwana a kgethang se le seng ho ngola ka sona. Morutwana o tshwanela ho kgetha potso e le nngwe feela meqoqong e tsheletseng. Barutwana ba sebeditseng hantle ke ba kgethileng Potso ya 1.1, 1.2 le 1.5. Tse ding tsona di bohareng feela. Ha ba bangata barutwana ba kgethileng potso ya 1.6 e leng meqoqo ya ditshwantsho empa ba dikgethileng ba di arabile hantle le ha ba se bangata ka ha ho bonahala hore ha ba tsebe ho manolla ditshwantsho. Potso ya 1.2 e arabehile hantle haholo hobane ke yona eo ba e kgethileng haholo. Potso 1.1 e arabehile hantle le ha e ne e sa kgethwe haholo. Potso 1.5 ke e nngwe ya dipotso tseo barutwana ba e kgethileng ka bongata le ha ba sa e araba ka tsela e kgotsofatsang ka ha ba e arabile jwalo ka ha e ka ke moqoqo o sa tshehetseng lehlakore, potso ena keya mofuta wa moqoqo kang.</p>
<p>Potso ya 1.4 ke yona e behileng barutwana ka mosing. Barutwana ba bangata ba kgethileng potso ena mme ha ba ya e araba ka tsela eo ho neng ho lebelletswe hore ba e arabe ka yona, barutwana ba ne ba tlwaeditswe ho nehwa dihlooho tse pedi tse hlakileng tse bontshang ho dumela kapa ho hanyetsana.</p>
<b>KAROLO YA B : DITEMA TSA KGOKAHANO</b>
<b>POTSO YA 2</b>
<p>Ka kakaretso e arabehile hantle ha e bapiswa le KAROLO YA A. Barutwana ba ba bangata ba arabile LENGOLO LA SEMMUSO le OBITJHUARI e leng Potso 2.1 le 2.5. Kgetho e mahareng e bile ho PUO le INTHAVIU e leng Potso 2.2 le 2.3. Ke ba Seng ba kae feela ba kgethileng ATIKELE E YANG KORANTENG le</p>



**TEKOLOKAKARETISO e leng Potso 2.4 le 2.6.**

(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Potsong ya 1.4 sehlooho sa moqoqo se ne se batla barutwana ba ngole ka seo ba batlang ho ithutela sona ha ba ka fuwa monyetla wa ho ya yunibesithing. Barutwana ba ngotse ka seo ba batlang ho ithutela sona (mosebetsi oo ba batlang ho o etsa ha ba pasa yunibesithi), ha ba ne ba tshwanela ho ngola ka menyetla e ka ba etsang hore ba ye kapa ba finyelle yunibesithing. Mokgwa ona oo ba arabileng ka ona o ba entse hore ba se ke ba fihlella dikahare kaofela tse lebelletsweng tsa moqoqo ona. Le ha ho le jwalo bat eng ba ntseng ba arabile ha ntle.

Potsong ya 1.5 sehlooho sa moqoqo se ne se batla barutwana ba ngole moqoqo kgang empa ba bangata ba hlotswe ke ho etsa jwalo ka lebaka la tsela eo moqoqo o neng o botsitswe ka yona ho ya ka tlwaelo, moqoqo ona o ne o botswa ka tsela ya dihlooho tse pedi tse bontshang ho dumela kapa ho hanyetsana. Barutwana ba o ngotse ba sa utwisisa hore o wela mofuteng wa moqoqo kgang.

**KAROLO YA B : DITEMA TSA KGOKAHANO**

**POTSO 2**

Lengolo la semmuso ho na le bothata bo boholo hoba barutwana ba ntse ba sitwa ho ngola diaterese tse pedi. Le yona aterese eo ha ba tsebe ho e ngola.

**Mohlala :**

**Johannesburg**

**3740**

**Kgauteng**

**Lenong Street 14**

**P.O. Box 94**

**4750**



Ha ba phethela ba ntse ba sitwa ho ngola lebitso le fane, ba ngola lebitso feela. Atereseng ya bobedi ha ba ngole moamohedi. Ba ntse ba botsa bophelo lengolong la mofuta ona. Sehlooho ha ba se ngole.

OBITJHUARI, ba e ngola ba kenyeletsa ditaba tsa mooki. Ha ba ngola ditaba tsa tswalo ya mofu ba kenyeletsa le tsa lefu la hae, ka le le leng mofu o ya hlaha a hlokahale a boele a tsohe hape seratswaneng se le seng.

INTHAVIU, barutwana ba e ngola jwalo ka puisano ha e na dipotso ho ya ka ditebello inthaviu.

(b) Provide suggestions for improvement in relation to Teaching and Learning

Matitjhere a lokela ho kwetlisa bana ho manolla le ho hlopholla sehlooho ka nepo. Barutwana ba tshwanela ho rutwa ho hlwaya mantswe a bohlokwa sehloohong, sena se tla ba thusa ho ngola meqoqo o tswileng matsoho. Bafuwe mesebetsi e mengata ho ya ka mefuta e fapaneng ya meqoqo.

Ditema tsohle di tshwanela ho rutwa, ho se ke ha kgethwa tse itseng ho ba mohlalobi o botsa le ha e le efe feela. Ntle le moo, bana bana ha re ba rutele tlhahlobo feela empa re ba rutela le bophelo ka kakaretso. A re haheng barutwana ba phethahetseng. Barutwana ba ntse ba hloleha ho rala mosebetsi wa bona, mme le meqoqo ya bona e metelele haholo ho feta lenane la mantwe a hlokehang. Ba kgothalletswe ho boelletsa mosebetsi wa bona ho lokisa diphoso. Barutwana ba etsa diphoso tse nyahamisang, tse bontshang ho se tsotelle. Tsena ke diphoso tse jwalo ka ho se qete mantswe. Mohlala: Ha morutwana a batla ho ngola SEPETLELE ebe ba ngola SEPETLE. Moelelo o a lahleha polelong ka lebaka la lentwe leo. Matitjhere a kgothalletswa ho ruta bana ho manolla ditshwantsho ka ha tsona di wela mofuteng o fe kapa o fe wa meqoqo, mme ka ho kgetha potso ya ditshwantsho ba ka fumana matshwao a matle haholo.



Ho ditema tsa kgokahano, matitjhere a rute ditema tsohle ba fa bana mehlala ya dibopeho tsa mefuta ya ditema, tse fumanehang ba ye le tsona ka phaposing e le di thusa thuto ho fa bana lesedi.

(d) Describe any other specific observations relating to responses of learners

Barutwana bana le bofokodi bo boholo ho ngoleng puo ya Sesotho. Ba kopanya mantswa a sa kopaneng, ba arole a sa arolweng. Tshebediso ya maele e haella haholo. Bana ba iqapela maele ba ntse ba hopola hore ba natefisa puo athe ba senya ditaba tsa bona. Mehlela ya maele a sebediswang ke barutwana ke ana: Ntja e ja ntjanyana, phokojwe ho phela e masene, motho o kgonwa ke mpa ya hae, jj.

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

Matitjhere a puo ya Sesotho a lokela ho ba le dikopano tsa boitjhoriso kotare e nngwe le e nngwe. Ho tshwanela ho be teng kopano ya maqalo a selemo moo teng batshwai ba selemo se fitileng ba tlang ho ba hlahlella le ho ba lemosa ka diphoso tseo ba di hlwaileng ha ba tshwaya ho tle ba di lemohe selemo se sa qala. Matitjhere ha a na le mathata, a tshwanela ho hokahana le baeletsi ba thuto ba puo ya Sesotho hore mathata a rarollwe kapele.

Matitjhere a nang le boiphihlelo a tshwanela ho sebediswa. Dikolo tse atamelaneng di ka sebetsa mmoho tlhophisong ya mosebetsi, ba ngodise le mesebetsi e tshwanang. MATHATA OHLE RE KA AHLOLA HA RE SEBETSA MMOHO.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	TOURISM
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<b>PAPER</b>	1
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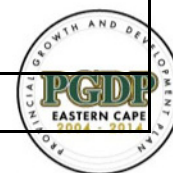
<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Generally candidates did not perform well in the question paper. This weak performance can be attributed to many factors as will be pointed out in the sections below. Many of the questions in the question paper were badly phrased, this led to confusion amongst the candidates regarding how to respond to questions. Too much emphasis was placed on certain sections (marketing, branding) in relation to the entire CAPS curriculum.

### **SECTION 2: Comment on candidates' performance in individual questions**

<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>
This section was relatively well answered with many candidates attaining 25 marks and higher, questions were fair and tested knowledge.
<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>
Question 1.5 was the only question that was poorly answered in this section. Many candidates gave the name of the icon and not the country in which it is located.



**c) Provide suggestions for improvement in relation to Teaching and Learning**

Candidates should read the question thoroughly before attempting to answer the question. A good general knowledge and content knowledge is an advantage for candidates in this section.

**d) Describe any other specific observations relating to responses of learners**

Candidates should be advised not to make use of the answer sheet in the answer booklet provided. This makes marking extremely difficult.

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

Candidates should be encouraged to not only study the content but should also broaden their general knowledge in order to improve their marks. Teachers should instruct their learners to read the questions carefully as some of the responses given in the multiple choice question can easily be confused.

**QUESTION 2**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

There seems to be an improvement in the understanding of time zones but many candidates are still making unnecessary mistakes in calculations. Teachers should teach learners about the colour coding of the world time zone map (grey and white) in order to assist them in identifying relevant time zones. A problem that arose in this question paper was the placing of the name Berlin on the time zone map causing confusion about which time zone it is in (+1 or +3).

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Question 2.1 was not well answered. Candidates are not following the correct steps in their calculations. Teachers should teach their learners to follow the steps when doing calculations and indicate each of these steps. The concepts of DST, jet lag and jet fatigue should not only be taught thoroughly but learners must be able to answer application questions about these concepts. Learners should not use answers directly from the extract given but should apply higher order cognitive skills to answer questions.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

More intense teaching is required on time zone calculations. Teachers must practice this more in their class rooms. Teachers must differentiate between these two concepts in the classroom and teach learners to differentiate between the hemispheres in relation to summer and winter and use of DST.





Teachers must ensure that candidates clearly understand the difference between jet lag and jet fatigue. Jet fatigue has nothing to do with crossing of time zones as most candidates answered.

More attention should be given to differentiation between duty free goods and prohibited goods with relevant examples in the class room.

Teachers should make candidates aware of the exact requirements of IDP as appears on the application form.

**(d) Describe any other specific observations relating to responses of learners**

Issues that should be addressed in the classroom:

There is confusion regarding malaria injections and vaccinations.

Putting a + instead of a minus, still not using the 24 hour clock.

Candidates are not sure of what the AA does and as a result the responses were poor.

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

Practice in time zone calculations is essential, merely teaching the concepts is not enough.

**QUESTION 3**

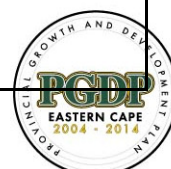
**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The calculations were fairly well answered in this section. Question 3.4 was poorly answered, clearly indicating a lack in the ability of candidates to write paragraphs in a logical manner. This is a skill that needs to be practiced.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Knowledge about concepts such as BBR and BSR is essential along with the ability to be able to know when each rate should be used.

Q 3.1.2: few could state the advantages of using the Euro and merely compared it to the Rand.



Question 3.4 was extremely poorly answered. The concept of paragraph writing is problematic and candidates struggle to arrange their thoughts in a logical manner. Many did not read the question properly and discussed the impact of a weak rand followed by a strong rand. Candidates confused the need for currency with the exchange rate. Candidates knew that a different currency is required in another country but failed to state that it is required that the currency be exchanged as was required in the memorandum. Many candidates confused pre-loaded currency cards with credit/ debit cards used on a daily basis.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Teachers should focus on the concepts of BBR and BSR. More attention should be given to the teaching of foreign exchange concepts in the class room, not only the concepts but the application thereof. Teachers should teach candidates to read the questions carefully before attempting to answer.

Teachers should focus more on the concepts in the CAPS and on paragraph writing.

**(d) Describe any other specific observations relating to responses of learners**

Use of BBR and BSR is problematic. Candidates did not give advantages of use of the Euro merely compared it to the rand. Candidates failed to express themselves correctly, many simply rewrote the given headings.

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

Concentrate on the teaching of concepts and the application thereof. Practise is required in the writing of paragraphs.

**QUESTION 4**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

In general this question was very poorly answered, especially 4.1.2, 4.2 and 4.3.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Q 4.1.2 required candidates to give architectural features, many simply described the pictures that were given.

Q 4.2.2 b many candidates did not understand the reasons why research needs to be done on the type of cleaning product used and just gave direct quotations from the extract.

Q4.2.3 was poorly answered, candidates did not address the question correctly.



Q 4.3 was very poorly answered.

Q 4.3.2 candidates focused on the tourist in their responses and not on the behaviour of the guard that was unethical. Many candidates said that tourist has already paid to visit the attraction and should not have to pay again. "It is unethical because tourists are not allowed to pay to take photos of the rock paintings because it is for free". Q4.3.2 b candidates focused on the tourist as part of the solution.

**(c) Provide suggestions for improvement in relation to Teaching and Learning**

Candidates should be instructed to read the questions carefully before answering. Teach them to think out of the box a little. It is essential that higher order questions are asked and teachers should assist candidates in the type of responses/ thought pattern that is required.

**(d) Describe any other specific observations relating to responses of learners**

Many candidates did not focus on the graffiti but described the happenings in the picture and gave answers such as murder, hunting, war, rape, love, have only 1 partner. It was obvious that the graffiti was lost on them! The language barrier in our province was evident here as candidates were unable to word their answers as was required.

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

Teach learners to read questions before responding and to focus in on what is being asked. Candidates should be exposed to different attractions and trained in the type of responses required. Go onto the internet and assist candidates in research on these attractions. (eg web complaints about attractions like Hello Peter, Trip Advisor)

**QUESTION 5**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Candidates should not have performed poorly as q 5.1 was not difficult. Many candidates gave direct, irrelevant quotations from the extract.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Q 5.1 was poorly answered due to lack of knowledge on the part of the candidates. There is no excuse for this.

Q 5.2 candidates struggled to answer this question due to an inability to express themselves correctly and many gave direct quotations from the extract or very basic responses eg it preserves their culture.



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ensure that candidates study so that they can at least obtain the marks that are allocated for lower order questions.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Very basic responses were given eg it preserves their culture. Many quoted “living off the land”, language usage must be improved.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
This is work that is already done in grade 10, make sure that candidates have a full understanding of this work and not only the work in the grade 12 year. Teachers should encourage candidates to apply their knowledge to any example given.

<b>QUESTION 6</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Learners must be taught to think outside the box and apply their knowledge to answer the questions. This question was very poorly answered.
<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>
Responses for q 6.1 were mixed up with those of 6.2. Candidates focused on attractions and they could not substantiate their answers.
<b>(c) Describe any other specific observations relating to responses of learners</b>
Assist candidates in this type of question style by giving examples of different types of branding.

<b>QUESTION 7</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 extremely poorly answered.
<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>
Wording of q 7.1. 1 and 7.1.2 alongside with 7.2 caused candidates to become confused with responses.



Refer to the photographs in q 7.3 implied that candidates should describe the uniforms and they did not address the question correctly.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Practise in this type of questioning is required in the class room.
(d) Describe any other specific observations relating to responses of learners
Many described the logo or gave the name of the business and did not link it to the advantage of having a recognisable logo/name.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Practise in application and interpretation is required not just knowing the concepts but being able to apply them with regard to different case studies.

<b>QUESTION 8</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 reasonably well. The main problem was the use of acronyms CTI and CSI caused confusion in differentiation amongst candidates. Q 8.3 was well answered although many candidates mentioned other forms of transport and did not focus on only road transport.
<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>
Use of acronyms CTI and CSI caused confusion in differentiation amongst candidates. Candidates were required to give their understanding of the concept CSI, many just quoted corporate social investment as in the extract without giving an explanation.  Q 8.1 “give your understanding” resulted in many candidates not giving a definition but their own ideas.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Practise in application and interpretation is required not just knowing the concepts but being able to apply them with regard to different case studies.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Q 8.1 “give your understanding” resulted in many candidates not giving a definition but their own ideas.

<b>QUESTION 9</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Extremely badly answered. Practise in application and interpretation is required not just knowing the concepts but being able to apply them with regard to different case studies.  Q 9.2 was well answered.
<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>
Q 9.1 was badly answered. Learners could not apply their knowledge when confronted with an example that they have never encountered before.  Q 9.3 the majority of candidates repeated the quote and did not answer the question and could not give examples of opportunities that could be created.  Q 9.2.2 Learners link the effect of a disaster with the exchange rate and are not addressing the issue of the effect that a disaster will have on the tourism industry.  Q 9.3.2 was extremely confusing and it was difficult to link the correct response with the “yes” or “no”  Q 9.4.2 was badly answered. Candidates simply repeated the average length of stay and did not give a plan of action.  Q9.5 candidates simply took the answer from the picture “electronic funds transfer” thus repeating the question
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Application of the concepts. Any global event can be asked, teachers need a wide general knowledge of what is happening in the world around them. Learners need to substantiate their answer with relevant facts.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Q 9.3.2 was extremely confusing and it was difficult to link the correct response with the “yes” or “no”  Repetition of sentences from the extract was prevalent and not interpretation.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Practise in application is essential to improve results.

<b>QUESTION 10</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Reasonably answered by some candidates. Many candidates gave the response “internet” without giving the tool.
<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>
Q 10. 2 many candidates gave that advantages and not disadvantages, probably due to not reading the question properly.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teach candidates to read the questions thoroughly before answering.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Basic answers (internet) were prevalent, candidates did not give the actual tool. Candidates tried to differentiate by stating that 1 was electronic and the other hand written, or 1 you do at home and the other at the place requiring the feedback (q10.1)
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Expose candidates to the types of feedback tools, many have not had the opportunity to complete such a tool and it is unfamiliar to them.





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## **NSC 2014 CHIEF MARKER'S REPORT**

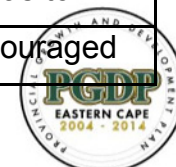
<b>SUBJECT</b>	ISIXHOSA ULWIMI LOKUQALA OLONGEZELELWEYO
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	28 OCTOBER 2014	<b>DURATION:</b>	2 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

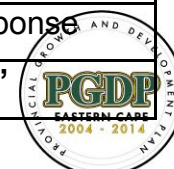
<b>Section A :Comprehension (30)</b>
Most candidates performed well in this section. Evidence of this is
highlighted in the Random Sampling of Scripts as well as in the 7 Point Scale. The
Majority of the learners ranged between level 4 and 7 in this section.
The few candidates who did not perform well in Section A struggled with answering
Question 1.1.6. " <b>Chongaisivakalisiesibonisaukubakwakungekholulaukuthetha</b>
<b>noMpondo</b> ". The expected response had to be constructed along the lines of
" <b>Kukhekwayingxakikungekhobaniudeathethe...</b> ". Most learners could not
' <b>Identify</b> ' this phrase, and those that managed to identify the phrase, did not write it out
In full. Another example was Question 1.1.9 : <b>ImpendulokaMpondoe krwelelwe</b>
<b>umgcangaphantsiibonisaukubaungutataonjani?"</b>
Candidates were expected to describe Mpondo in relation to the extract and NOT to
single out this specific response as a <b>defining factor</b> of his character.
Recommendations : Teachers are urged to set aside enough time for Comprehension
Exercise, eg 3 times per week including take home tasks. It is also advisable that
The <b>Instruction phrase</b> be emphasized, for example, List – dwelisa, chonga – identify,
etc. Learners should be taught the best way to respond to such instructions so as to
be in a good position to secure full marks in the exam. Learners should be discouraged



From using their general knowledge and understanding of the comprehension instead of demonstrating their comprehension skills.
<b>Section B : Summary (10)</b>
This section was testing the candidates' summary skills. Most of them obtained full marks from this section. Those that got less than 6 out of ten committed errors such as :
<ul style="list-style-type: none"> <li>- Paraphrasing, failure to follow the instructions (identifying the main points) etc.</li> <li>- Very few candidates did not attempt this question at all.</li> </ul>
<b>Recommendation :</b> Teachers are to encourage learners to attempt this section because even if they transcribe the text, there are marks allocated for that. The marking guidelines should be made available to the learners, familiarize themselves with the allocation of marks and to motivate themselves to do well in this section.
<b>Section C : Language (30)</b>
This was also a well answered question, except for few candidates who showed lack of understanding of the parts of speech and concords.
Common knowledge of terms and spelling errors were identified as problems in this section. Learners seem to have forgotten about the work done in the GET phase e.g.
<b>Isisekelo</b> , as a part of a noun.
<b>Recommendation :</b> Teachers are advised to continuously re-do the work that has already been done in the GET band. Consistency in revision exercises could yield good results.

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a very fair question and it was well answered by the majority of the candidates in almost all the centres. However, there was a little bit of a challenge even to the most able learners in question 1.1.9. <b>"ImpendulokaMpondoibonisaukubaungutataonjani?"</b>
Here, candidates did not analyseMpondo's character but assumed that his response at that time was what defined him. 1.1.12. <b>"Eli binzanalithi 'ngabula bona..."</b>



It was evident in most learners' responses that they did not understand the phrase,
General knowledge should be broadened. 1.1.17. “ <b>impembelelo...</b> ” Even though
most of the candidates did well in this question a few revealed lack of skill in the interpretation of the question. Generally, the question was well answered.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
From the identified poorly performed questions 1.1.9, 1.1.12 and 1.1.17 it was clear that
The candidates compartmentalized their information and as such failed to put the
Questions into context. They mostly generalized and used their own understanding
Of terms to answer the questions.
From Section B, candidates who did not do well in this section were mainly rewriting the
Text, and some simply leaving it blank for fear of committing errors. Special instructions
Need to be followed ,eg picking up the MAIN points when summarizing and
ARRANGING them in point form and NOT paragraph.
Section C : Most errors were committed in this section, Question 3 : Advertisement
There were very few mistakes from this question, 3.6. <b>Chonga igama elibonisa ukuba</b>
<b>le mveliso yetshiziitshintshile.</b> ”Most of the responses showed lack of concentration
as candidates were expected to look for the word “ <b>intsha</b> ” from the advert.
Question 4.6. “ <b>Igama ‘mfondini’ kutheni lisetyenziswe ngaphandle kweceba ?</b>
Candidates were required to state the circumstances surrounding the omission of
The initial vowel of a noun ( <b>ukushiywa kweceba</b> ).
On average, the learners performed very well in this question.
Question 5 : The performance of all candidates was very pleasing. Some of the errors
found included - 5.1.1. “ <b>Xela umsebenzi wesakhi u-bakwigama abafundi</b> ”
5.1.6. “ <b>Isimamva esibhalwe ngqindilili u-ana kweli gama ayaxhawulana</b>
<b>Sisetyenziswe njani?</b> ” Learners did not thoroughly revise the parts of speech
as the uses of words.
Lastly Question 5.2.2. – Direct and Indirect Speech : Most learners were unable to
change a sentence from direct to indirect speech.

(b) Provide suggestions for improvement in relation to Teaching and Learning
Educators need to engage in rigorous training on the format of the question paper from Grade 8 -12, taking each section seriously and adhere to the specifications until the learners can demonstrate full understanding of the contents of each section.
There has to be enough time allocated for each part of the Section for example in
Section C : <b>Question 3</b> : Advertisement
All the learners are to be equipped with the necessary skills to analyse an advert. In doing so, the teachers need to stress the specific <b>Language of Advertising</b> as this is the most important aspect which some of the learners failed to comprehend.
Learners should be encouraged to design their own advertisements as part of the practice. They could also formulate questions based on the theme of advertising.
<b>Question 4</b> : Cartoon
It is encouraging to note that most learners have been exposed to the skill of analyzing a cartoon. They have all done well in this question except a few who misunderstood and misinterpreted the questions 4.6 “.... <b>mfondini</b> ” and 4.8. “ ... <b>sibhanxandini</b> ...”
<b>Question 5</b> :
There was a great demand for the demonstration of the uses/ functions of some words and a thorough knowledge of parts of speech. Most learners did exceptionally well while a few committed careless mistakes such as forgetting to punctuate properly.
Refresher courses would be of great benefit amongst the educators in order to keep the flow of ideas. Learners should be encouraged to keep referring to their GET band work.

(d) Describe any other specific observations relating to responses of learners
There were specific centres that performed exceptionally well, the layout of their work was quite pleasing. This was as a result of thorough training after the Trial Exam.
Some candidates did not show any sign of commitment to their work. Untidy work, haphazardly arranged and changes in in were all attributed to unpreparedness.
Generally, most of the candidates had prepared for their exam and had given their best



In it, hence the high scores they have achieved.

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

- Educators are urged to comply with the CAPS document.

- More workshops need to be organized and attended by all teachers as this will enhance teacher-development both and outside the classroom.

Subject Advisors : It would be appreciated if the Subject Advisors could do more visible on the sites (On-site visitation) to assist teachers deal with problematic areas.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ISIXHOSA FIRST ADDITIONAL LANGUAGE
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	2 HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

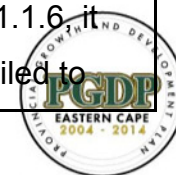
The majority of the learners did well and others did not do very well. Only about ten percent of the learners manage to get level seven while ten percent was in the lower ladder of performance. This means that only about six percent of the learners obtained level two. Certain parts of the some questions were problematic to the majority of the learners while some questions were rather easier to answer. Learners who struggled depicted that some areas of the subject need some attention.

### **SECTION 2: Comment on candidates' performance in individual questions**

#### **QUESTION 1**

##### **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This question was not well answered and the majority of the learners did not attempt to answer this question. Most of the struggle was observed in the following questions: 1.1.2, 1.1.6, 1.1.9, 1.2.5 and 1.2.9. Most learners seemed to have a problem in reading properly what the question requires. They also failed to analyze the meaning of the question in relation to the book or the reference to the paragraph. For instance in question 1.1.2 some learners did not answer that Ulungile was furious when he uttered the words in the question but only relayed the story instead. Again in question 1.1.6 it became obvious that learners were shocked by this type of a question. They failed to



understand what a conflict is and its implications thereof. They could not detect that the question was on the analysis of the structure and the figures of speeches in the book. Also question 1.2.5 was similar in format with 1.1.6 thus the mistakes in responses were the same.

#### QUESTION 2:

This question was chosen by the majority of the learners and it was well answered. Certain sub questions were a bit problematic to some learners. Questions 2.1.4, 2.1.9, 2.2.5, 2.2.8 and 2.2.10 were not very well answered. The problems noticed ranged from misinterpretation of questions, lack of knowledge and insufficient understanding of figures of speech. The interpretation of meaning of words like '**Umkhondo**' in question 2.2.5 was lacking. Some learners did not understand the word '**impixano**' meaning a conflict in question 2.1.9. Also the application of this word in the book was not well understood by the learners. Question 2.2.8 was also not understood by learners. Learners could not see the difference between the options given. They equated the question with the answering of an advert question in paper 1 thus gave option A as an answer. The phrase '**Isimo sentlalo**' was also not well answered. Learners did understand it and they only narrated the whole story instead.

#### QUESTION 3:

The question was well answered and poorly answered. Many learners chose this question. Some did well and others did not do well.

#### QUESTION 4:

The question was chosen by a limited number of learners. The majority of learners did very well and a selected few performed poorly.

#### QUESTION 5:

The question was poorly answered. Very few learners attempted the question and the majority did badly in this question.

**(a) Why the question was poorly answered? Also provide specific examples,**





**indicate common errors committed by learners in this question, and any misconceptions.**

It seems like the learners were not familiar with questions asked. Maybe they revised the previous year's question papers and this years' was rather different from the previous years'. The other reason was that the learners did not reflect the proper and required knowledge of the book. The lack of knowledge of the tactics and the techniques of new format of this years' paper was noticed. Figures of speech in literature also appeared as a problem to most learners.

### **QUESTION 2:**

This question was well answered but few learners struggled and the following was noted.

1. Misinterpretation of questions like the word **isigqebelo**(irony) was not understood by the learners. They just told the story. The lack of knowledge of the figures of speech was evident in the answering of this question and other similar questions like 2.1.9.

The following phrases were also a bit difficult to understand by the learners.

1. Isigqebelo.
2. Impixano.
3. Isifaniso
4. Isimo sentlalo.

### **QUESTION 3:**

Question 3.1.3 was not answered by almost 80 percent of the learners. Reasons being vagueness of the question. The question should have been rephrased differently and clearly. Once again lack of understanding of the figures of speech was noticed. Questions 3.2.8 and 3.2.9 that dealt with the figures of speech were not understood. Learners fail to understand the difference between sarcasm and rhetorical question. For example in question 3.2.9 learners gave an answer as rhetorical question only because they saw a question mark.

Understanding of characterization was also lacking. Learners did not understand the character asked in question 3.2.6. Meaning of phrases also lacked from the learners



response. In question 3.2.10 learners narrated the whole story instead of the correct meaning of the word. Conversations among the characters in the drama book were only not understood by the learners.

#### QUESTION 4:

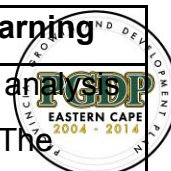
It appeared as if some learners who performed poorly did not understand the book. Some did not read the questions properly and this contributed to incorrect answers given. The names of various places where the story took place was missed by most learners. The actions of the main characters were not adhered to. Learners failed to collate the order of events in the story. For instance the weakness of Thobile in stealing was not understood chronologically. Once again the questions dealing with characterization and conflict situations were not properly answered. With this I refer to questions 4.2.7 and 4.2.9 which were dealing with identification, implications of a conflict and imagery, respectively.

#### QUESTION 5:

Most learners who attempted this question battled because they could not identify parts of speeches and how they are used in poetry. Figures of speeches identified were the metaphor, rhyming, simile and alliteration. Also the theme (**umxholo**) as well **Umyalezo** (message) both seem to be a struggle to most learners. For instance in question 5.1.2 was only answered by only two learners out of the small percentage from the learner's responses. In some cases learners managed to identify the metaphor namely "**Uyintsika**" but the meaning and the use of this metaphor was not understood. The term "**Ukukhonza**" in question 5.1.8 was wrongly interpreted to refer to 'church worshipping' instead of "**Ukusebenzela isizwe**". Question 5.2.2 was not answered by the vast majority of learners. Reasons depicted that this question was very difficult for most learners. Imagery( **Umfanekiso ntelekelelo**) used was not understood by most learners.

#### (b) Provide suggestions for improvement in relation to Teaching and Learning

Teachers need to acquaint learners to the relevance of figures of speech in the analysis of books. Learners need to be drilled in various types of questions in literature. The



knowledge of the story alone is not sufficient. Some learners appeared not to have fully prepared for the exams.

**Question 2:**

More emphasis is required on the identification, relevance and the use of the figures of speech in a book. Teachers should analyze the book in full recognition and the use of figures of speech. There seem to be neglect or a lack of teaching of the figures of speech. The analytical knowledge of the book is a pre-requisite for good marks.

**Question 3:**

Various forms of characterization should be emphasized by teachers. Teachers should any book with the layout of the book characters from the beginning of the book analysis. The milieu (plot) of the story should be done as these forms the basis of the analysis of a drama book.

**Question 4:**

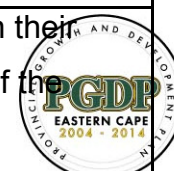
Drilling sessions of figures of speech and an understanding of a milieu can assist both learners and teachers. These involve identification of characters in a story and their role.

**QUESTION 5:**

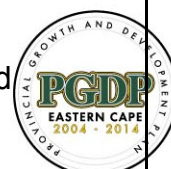
Focus on poetry teaching is necessary. Analysis of poetry with regard to figures of speeches is also of vital importance. Different types of poems should also be emphasized in the teaching of poems at school.

**(d) Describe any other specific observations relating to responses of learners**

Some learners provide scanty responses and this showed lack of confidence in their answering and lack of knowledge in this book. Once again lack of knowledge of the figures of speech was obvious.



<b>Question 2:</b>
Most learners' response only reflected the knowledge of the book but not technical side of the questioning and answering. Some learners showed lack of preparedness for exams and as a result the answers were wayward.
<b>Question 3:</b>
Learners showed a dramatic lack of knowledge in understand of tools to analyze a drama book. Most learners just focused on telling the whole story instead of reading what the question requires.
<b>Question 4:</b>
Some learners did not read the questions properly and were wayward in their answers. Most learners were hit very hard by questions involving figures of speech.
<b>Question 5:</b>
Learners' responses showed a complete neglect of poetry teaching. It appeared as if most learners chose to answer poetry as a way out. The majority of learners just did not provide correct answers because of misinterpretation of questions.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers need to workshop one another in the new developments of the new curriculum. The new format of paper two should be better known by the teachers as well as the learners alike. A monitoring instrument should be used to see whether teachers are well versatile with the developments .With regard to memo discussion, all isiXhosa teachers should be involved not by choice. Group discussions, clustering and subject development committees are also of vital importance.
<b>Question 2:</b>
Teachers need to meet from time to time to share the knowledge of different ways of analyzing of the book. Subject meetings and workshops can assist teachers in sharing knowledge and advising one another in terms of new developments and expertise. Competitions in essay writing on the said book can be of assistance.



Sharing of information with the schools that always perform better could assist.
<b>Question 3:</b>
Drilling of learners to various types of questioning is of vital importance. Revision of books is recommended as against the revision of previous years question papers. Subject workshops in how to analyze various types of books can assist in the development of learners. Acting of drama books in terms of plays and sketches can assist learners as well as teachers especially in character portrayal and the milieu. Debates around the books can also assist.
<b>Question 4.</b>
Many schools seem to have neglected short stories. More attention should be given to short stories as they appear to deal with current social problems. Sharing of knowledge and information between teachers is of vital importance, especially high performing schools. Group discussions, plays, meetings can be used as communication tools to improve performances of both teachers and learners.
<b>QUESTION 5:</b>
Subject associations should organize meetings that will focus more on poetry writings and praise singing and this will boost learners' interests in poetry. The use of parts of speeches in poetry as a drilling exercise will assist learners in doing well in poetry.





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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ISIXHOSA FIRST ADDITIONAL LANGUAGE
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<b>PAPER</b>	3
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<b>DATE OF EXAMINATION:</b>	26 NOVEMBER 2014	<b>DURATION:</b>	2½ HOURS
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Learners have generally performed very well in all the sections of this paper. There were few challenges in Section B and Section C. For example, the misunderstanding of some questions and formats. Most learners achieved Level 7 and Level 6. In general the question paper was very fair and that has been proved by the learners' responses. The language the questions were set in was uncomplicated for all FAL learners. That helped them to achieve greater marks although there were a few who seemed not to understand some questions.

### **SECTION 2: Comment on candidates' performance in individual questions**

#### **SECTION A : QUESTION 1**

##### **(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This section is made up of 8 questions. A candidate chooses ONE topic out of those 8 questions.

All the topics were selected by the learners and most learners performed very well in their chosen topics.

1.1: This question was among the popular topics. The learners who selected this question responded very well and scored high marks because of their impressive



creative skills.

1.2: The topic in 1.2 was the learners' favourite topic. The learners responded excellently showing full understanding of the topic. They were able to develop this topic and showed both positive and negative sides of it.

1.3: Many learners performed well in this question. They showed a clear understanding of the topic as it relates to the challenges they face in their daily lives. Their creative thinking and problem solving skills made it easy for them to write great essays.

1.4: Learners also performed very well in this question. They were able to relate it to the current situation in our country - the lack of jobs due to lack of skills. Some came up with solutions to this problem.

1.5: This question is also among the popular topics. The learners' responses reflected clear understanding of the topic. Being exposed to such situations by eye witnessing and watching/listening to the news made it easy for them to apply their creative skills in developing this topic.

1.6: In this question, a great number of learners responded very well. They showed clear understanding of the situation and the disappointment that is a consequence of such patience.

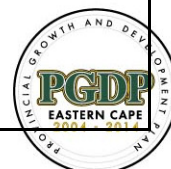
1.7: Questions 1.7.1 and 1.7.2 were selected by few learners but those who chose them demonstrated a very creative interpretation of such pictures and good application of critical and creative thinking.

## **SECTION B : QUESTION 2**

This section is composed of FOUR different questions from different categories of longer transactional writing. This section was answered well by most candidates although some were still challenged by formats of some pieces.

### **2.1 : FORMAL LETTER**

This question was well answered, but quite a number of learners did not get high marks. The problem lied with incorrect formats. The learners seemed to have difficulty in the writing of the APPLICATION LETTER. The question was such a relevant question which was an advantage to them because the content was about the application for admission to a tertiary institution which they are about to go to.





## 2.2 : OBITUARY

This question was answered very well by almost all the learners who selected it. They displayed knowledge of the format of the obituary and full understanding of the question.

## 2.3 NEWSPAPER ARTICLE

This was not a popular question and those who selected it did not perform too well. The reason was the lack in knowledge of format, but the understanding of the question helped them to score better marks.

## 2.4 DIALOGUE

This question was one of the more popular questions. They presented it very well. It was simple and understandable as it did not require complex skills to develop a formal dialogue. It required interview skills. That had helped them not to lose the content and they showed great creative skills in developing the dialogue. There were very few learners who missed the format of the dialogue.

## SECTION C : QUESTION 3

This section is composed of THREE different types of questions from different categories of shorter transactional writing.

### QUESTION 3.1 INVITATION CARD

In this section, most learners selected this piece and performed excellently. Those who missed some marks made a few mistakes with the format and language. They understood the question very well as it was about one of their school traditions.

### 3.2 POSTCARD

Learners also performed well in this question but the format was still a problem. Few of them misinterpreted the question. They wrote to their sister who is still going to America and not already in America.



### 3.3 INSTRUCTIONS

This was also a more popular question. The learners understood what was required by the question. There were only two learners who simply copied the instruction from the question paper. One copied the question paper instructions and the other copied the instructions from all the sections of the question paper.

**(a) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

There were no poorly answered questions except for two learners who did what was mentioned in Section C: Question 3.3.

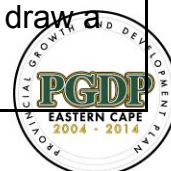
**(b) Provide suggestions for improvement in relation to Teaching and Learning**

The subject Advisors should monitor the teachers to teach all kinds of pieces prescribed for Paper 3. This is a paper that boosts the performance of learners. It is surprising and worrying when learners lose marks in simple questions, for example, where learners are required to write Invitation cards. Language skills such as sentence construction, vocabulary, figurative language and so on should be taught thoroughly as they play a key role in creative writing. The teachers should pay attention to the formats of different pieces. Learners should be taught to understand creative writing questions. For example, if they teach them a meeting invitation letter with an agenda or Invitation and Reply, they must explain to the learners that not every invitation goes with an agenda or reply. When they write exams they should carefully read the instructions so that if the invitation letter does not require an agenda or reply, learners do not include them. There were a few surprises in this Examination paper. Some learners wrote Invitation letters with replies, obituaries with programmes and an application letter for admission with a CV.

**(c) Describe any other specific observations relating to responses of learners**

#### **GENERAL OBSERVATIONS:**

- Some learners do planning only for Section A.
- Some do not adhere to instruction number 6 where they are expected to draw a line across their rough work/planning.



- Their work does not prove to be edited. It remains full of careless mistakes like punctuation and minor spelling mistakes.
- Sentence construction is still a major problem.

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

I strongly suggest that at the beginning of each year the Curriculum Advisor should call the teachers to a meeting, with the help of those teachers who had an opportunity to mark the previous year's matric teachers and discuss the performance of the learners. They should take the short comings of the previous year's learner performance as a guideline to improve the teaching of the creative writing paper. The teachers must give learners the rubrics of each piece of creative writing so that the learners might be aware of what is expected from them.

The teachers should also take the different kinds of paragraphs into consideration, by doing so the learners will improve their creative writing skills.

For Section C, it must be made clear to the learners that the number of prescribed words should not confuse them, 80 words is the maximum. They do not have to write up to that number for pieces like invitations, because they end up missing the content and add more grammar and spelling mistakes. That affects their marks.



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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ISIXHOSA HOME LANGUAGE
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<b>PAPER</b>	1
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<b>DATE OF EXAMINATION:</b>	NOVEMBER 2014	<b>DURATION:</b>	3 HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Abafundi balizamile noko eli phepha kuba bawafumene amanqaku akwinqanaba lesi- 4 ukuya kwelesi-7. Oyena ofumene amanqaku aphezulu ngofumene amanqaku angama- 64. Loo nto ibonakalise ukuba eli phepha belifikeleleka phantse kuye wonke umfundi. Kumbuzo wesi-2 abafundi basenayo ingxakana nangona lukho utshintsho olungummangaliso noko oko kumele ukuqhwatyelwa izandla kubulelwe ootitshala ngegalelo labo. Basenengxaki kuba abanye bayonqena ukufunda imiyalelo baphele beshwankathela ngeengongoma endaweni yomhlathi.
Uvavanyo lokuqonda lubancedile ngokubathumela kumhlathi apho kufumaneka khona iimpindulo nangona ngamanye amaxesha bebethunyelwa kumhlathi ongenguwo.
Isibhengezo-ntengiso abasenzanga kakuhle kodwa ikhathuni bayizamile. Baye bangcwabeka ke kumbuzo wegrama abavela nangunwele.

## SECTION 2: Comment on candidates' performance in individual questions

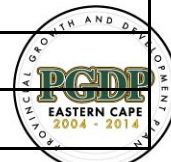
QUESTION 1
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Noko lo mbuzo bawuzamile nangona kusekho ukubetheka apha naphaya. Oyena mfundi ofumene amanqaku aphezulu ngozifumanele amanqaku angama-29 . Akakho umfundi owabimbilize onke amanqaku alo mbuzo. Uninzi lwabo luthe finini phakathi kwamanqaku ali-15 ukuya kuma-24. Bakho abafundi abafumene amanqaku aphantsi kakhulu kwisicatshulwa noko yaba ngumnqa ke loo nto kuba bebencediswe ngokuthunyelwa kwimihlathi nangona ezinye iimpendulo beziye zingafumaneki ngokupheleleyo kumhlathi lowo bathuyelwe kuwo.

<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>
Abafundi kumbuzo 1.1. 2 abaqaphelanga ukuba impendulo mabayichonge kumhlathi ebebekhonjwe kuwo , bona banika iimpendulo eziphuma kumhlathi wesi-2.
1.1.8 : Inxalenye yabafundi ayiqaphelanga ukuba kulindeleke beze nezimvo zabo, bona banika iimpendulo ezikwisicatshulwa.
1.1.9: Nalapha abafundi abakwazanga ukufumana onke amanqaku ngenxa yokuba bakhonjwe kumhlathi wesi-5 nangona impendulo yenqaku lesibini ibifumaneka kumhlathi wesi-6.
1.2.3: Bambalwa abafundi abawuphendule ngokuchanekileyo lo mbuzo kuba bekufuneka beqwalasele batolika umfanekiso.
1.2.4: Lo mbuzo ubuqulathe amanqaku amane wonke kwaye ubufuna abafundi bathelekise isicatshulwa esifundwayo nesibonwayo. Babethekile kuba abakwazanga ukuthelekisa, bona bebevelela icala elinye.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ootitshala mababaqhelanise abafundi novavanyo lokuqonda nokuqwalasela batolike izicatshulwa ezibonwayo.
Imibuzo esekelwe kwezi zicatshulwa mayiquke onke amaqanaba ovavanyo (cognitive levels) kuqukwe nemibuzo ethelekisayo.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Abafundi mabafundisise kakuhle imiyalelo yemibuzo phambi kokuphendula kuba ibabethile loo nto ekuphenduleni imibuzo 1.1.2 , 1.1.7 no 1.1.11.
1.1.2 Baphendule ngokwesicatshulwa bathi kumaqabane, kubahlobo kanti ezo mpendulo azifumaneki kumhlathi wokuqala.
1.1.7: Abakwazi ukubeka ngawabo amazwi kungoko befumaniseke bengabonisi ukuba into oyenza komnye umntu mayibe yinto onokuthanda nawe xa isenziwa kuwe.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Ootitshala abebegeshelwe ukumakisha ngowama-2014 mabancedisane nomcebisi wesifundo wesithili kucweyo lwasekuqaleni konyaka apho besihla amahlongwana limpazamo ezenziwe ngabafundi kuviwo lokuphela konyaka. Mabacebisane ngeendlela zokuxhobisa abafundi ukulungisa loo miba. Abacebisi besifundo sesiXhosa bezithili mabaxhase iititshala zesiXhosa ngemifanekiso yezicatshulwa zokubonwayo khon'ukuze ootitshala baqhelanise abafundi nokuqwalasela betolika okubonwayo. Ootitshala mabakhuthazwe ekusebenziseni izicatshulwa ezingezincoko namavo kungasoloko kuchongwa izicatshulwa ezibalisayo xa kuvavanywa ukuqonda.

<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>
Kulo mbuzo abafundi baqhube kakuhle kakhulu. Amanqaku abawafumeneyo aqalela kwisi-4 ukuya kumanqaku ali-10. Oko kukuthi 40% ukuya kuwi-100%.
Umxholo wetekisi ubunika umdla kakhulu kubafundi bazo zonke iingingqi kuba ubuthetha ngothando into eqhelekileyo nethandwayo.



**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Nangona bezamile abafundi kulo mbuzo ibekho imbinana engafumananga manqaku ngenxa yokuba ibithetha ngothando gabalala , bengashwankatheli oko kuphambi kwabo.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Ootitshala mabaxhobise abafundi ngesakhono sokushwankathela beqaphela isivakalisi esiyingongoma ephambili kumhlathi ngamnye kwisicatshulwa eso. Mabaqhelaniswe nokuphendula ngokomhlathi njengoko isikhokelo sovavanyo (Examination Guidelines) sisitsho.

**(d) Describe any other specific observations relating to responses of learners**

Abafundi basenomkhwa wokucaphula izivakalisi njengoko zinjalo kwisicatshulwa. banye abayifundi imiyalelo kuba endaweni yokushwankathela ngokomhlathi bona Bashwankathela ngokweengongoma.

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

Abacebisi besifundo sesiXhosa mabandwendwele ezikolweni ukuya kuncedisa abo titshala basafumana ubunzima ekufundiseni eli candela, bebaxhobisa kangangoko Ngobuchule bokuhlasela olu hlobo lombuzo. Mabakhuthazwe ootitshala ukuba banike abafundi imisebenzi emininzi yokuzilolonga kushwankathelo. Nalapha makusetyenziswe izincoko okanye amavo xa kuchongwa isicatshulwa sokushwankathela kungasoloko kusetyenziswa izicatshulwa ezibalisayo.

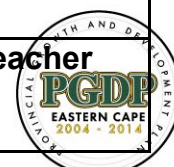
### QUESTION 3





<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Lo mbuzo abafundi ubagqwethile , oko kuboniswa yindlela abawuphendule kakubi ngayo. Babonise ukungabi nalo noluncinci ufifi xa bebebuzwa ukusetyenziswa kolwimi kanti kwiminyaka engaphambili ngowona mbuzo bebedla ngokuzityela itheko kuwo.
<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>
Abafundi babetheke kwimibuzwana 3.3; 3.4; 3.5 no 3.6.
3.3 :Lo mbuzo ubufuna babonise unxulumano phakathi kwesihloko sesibhenge- ntengiso kunye neslogani.
3.4 : Abafundi abayazanga injongo yombhali ekusebenziseni amagqabi emfanekisweni
3.5: Nakulo mbuzo abafundi abayazanga enye intsingiselo evezwa ligama “intliziyo” baphinda banika kwale ibixelwe kwisivakalisi.
3.6: Abafundi baxakene nento xa kufuneka bephendule umsebenzi wolwimi ze bona banika owefonti nowemifanekiso yabasithela into yokuba ulwimi lujija ingqondo, luyaqhatha. luyalukuhla.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Abafundi mabaqhelanise nezibhengezo- ntengiso ukuze bakwazi ukuphendula lo mbuzo. Bangade bacelwe bazibhalele ezabo apho beza kubonisa zonke impawu ezibalulekileyo xa umntu ebhala isibhengezo-ntengiso.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Abafundi bayongena ukucinga kungoko bevele banike nayiphi na impendulo abayicingileyo njengaku 3.1 apho bekumele ukuba baphendule bejonge emfanekisweni bona baziphendulela nje into abangayihoyanga.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>



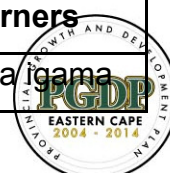
Makugxilwe ekufundisweni nasekutolikeni izibhengezo-ntengiso ezikolweni.
Abacebisi besifundo ezithilini mabayijonge ngeliso elibukhali le ngxaki bancedise
ootitshala ngezibhengezo- ntengiso bangaxhomekeki kwezo zikwiNcwadi yoMfundi
okanye kwiNcwadi kaTitshala. Mabakhuthaze ukuthengwa kweemagazini ukunceda
kule ngxaki.

<b>QUESTION 4</b>
<b>(a) General comment on the performance of learners in the specific question.</b> <b>Was the question well answered or poorly answered?</b>
Lo mbuzo bawuphendule kakuhle kakhulu kuba ubuthetha ngezonzibelelwano, nto leyo bayenza kwaye beyisebenzisa umhla nezolo. Abaninzi bazive bephothulelwe ze
Bazifumanela amanqaku ancumisayo.

<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>
Ikho imingqandandana ethe ayaphendula kakuhle kulo mbuzo ngenxa yokungakhathali.
4.2: Umbuzo ububuza iindlela zonxibelelwano ezikwikhathuni kodwa bona beza nezabo ezinjengo mixit obengekho kwikhathuni.
4.3: Abafundi abakwazi kohlula phakathi kweqam elibonisa ukuba umntu uyathetha nelo libonisa ukuba uyacinga.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Abafundi mabaqhelaniswe nemibuzo esekwe kwikhathuni ukuze bazidaphulele amanqaku alo mbuzo kuba ngowona mbuzo onomdla. Mabakwazi ukutolika ikhathuni leyo bafumane nentsingiselo yayo.

<b>(d) Describe any other specific observations relating to responses of learners</b>
4.5 :Abafundi abasazanga isigaba sentetho kungoko kube nzima ukwazi ukuba igama



'ukusebenza'" lakhiwe kusiphi isigaba sentetho.
4.6 : Abakwazanga ukunika intsingiselo yegama "akusilandeli" njengoko belisetyenziswe kwikhathuni.
4.7: Khange bakwazi ukunika ukulunga nokungalungi kweendlela zonxibelelwano, abafundi bebenika icala elinye qwaba , ukulunga okanye ukungalungi.
Olu hlobo lombuzo malusetyenziswe kuba luza kubanceda naxa bebhala isincoko esivelela amacala amabini.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Nanjengoko iikhathuni zinqabile kulwimi lwesiXhosa kuyacelwa ukuba iSebe leMfundo lixhobise izithili ngeekhathuni ukuze ootitshala babe nako ukuzifundisa ezikolweni benovimba abadimbaza kuwo bangaxhomekeki kwezo zikwiNcwadi kaTItshala okanye kwiNcwadi yoMfundi.

<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>
Bangcwatywe behleli kulo mbuzo kuba ubuyigrama, grama leyo bayinyoka nesele nayo Abazazanga izigaba zentetho.
<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>
Igrama abafundi abayazi kungoko beqhuba kakubi kulo mbuzo. Abazanga nemo evumayo nezithethantonye ezi zilula ebebeyalelwe ukuba bazichonge kwisicatshulwa

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ootitshala mababuyele kundalashe bafundise igrama ezikolweni kuba kucaca mhlophe ukuba abafundi abanalwazi tu ngayo. Abafundi mabanikwe imisebenzi emininzi yegrama bayibhale emakhaya nasesikolweni.



<b>(d) Describe any other specific observations relating to responses of learners</b>
5.5 :Abafundi banzinyelwe nayingxelo- ntetho suka baphinde bayibhale intetho le bengazikhuphanga iimpawu zocaphulo.
5.7: Abafundi bazilibele izixando kuba zizo ebeziza kumnika iinjongosenzi ezimbini , isenzisa nesenzela.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Izikolo nezithili mazenze ukhuphiswano lobizelo magama kwakumabanga aphantsi. Makwenziwe ukhuphiswano lwemfunalwazi (Quiz Competition) esekelwe kwizigaba zentetho. Oko kungabancedisa abafundi kupelo oluyingxaki.



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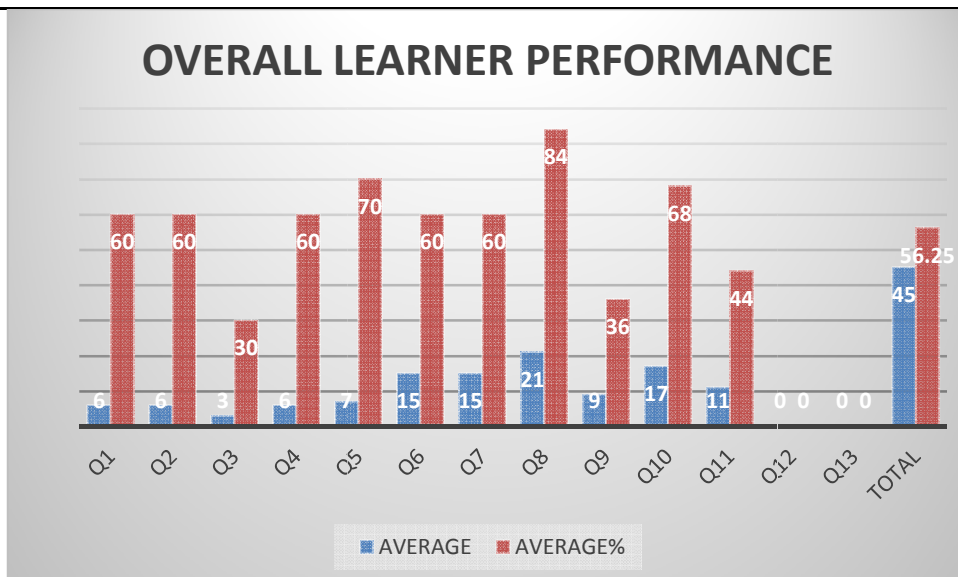
## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	ISIXHOSA ULWIMI LWASEKHAYA
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<b>PAPER</b>	2
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<b>DATE OF EXAMINATION:</b>	DECEMBER 2014	<b>DURATION:</b>	2½ HOURS
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**



From the chart above, the following can be inferred;

- The overall average of 56% in the paper shows that the performance is generally adequate.

**Section A:**

- Question 5 is a highest performing question in the section with an average of 70%.
- The average of 30% in Question 3 shows that the question was difficult.
- The average of 60% in all the other questions in the section shows that learners



## **Section B**

- Question 8 has become the best performing question with 84% as the average.

## **Section C**

Question 11 and 9 with average performance of 44 % and 36 shows that it was not easy in the section

**The sameness of the questions confused the candidates into believing that the answers might be the same. In 4.7 and 5.6 they tended to offer the same answer as imvano siphelo**

Kunjalo;

- Abafundi abakwazi ukukhetha imibuzo kwicandelo A anakwicandelo B njengoko kuyalelwe. Umzekelo: **umfundi oqale ukubhala ngombuzo 7 omfutshane, walandelisa ngombuzo 6 omde, waza walandelisa ngombuzo 11 omfutshane kwidrama, wagqibela ngombuzo 8 okangumbuzo omde njengo-6 kwiinovel. Okuthethe ukuba ukhethe umbuzo uphendule imibuzo yecandelo elinye wabuya wabe uqale ngo7 omde kwakwicandelo leenovel. Le ngxubakaxaka mayifundwe kunye nemiqathango yokumakisha u1-4**

**Khumbula:**

**4. Xa umviwa enike iimpendulo ezimbini, ibe eyokuqala ingachanekanga elandelayo ichanekile, makisha eyokuqala ungayihoyi elandelayo**

- ❖ **Kwakhona kwenzekile ukuba umviwa akhethe umbuzo 6 angawaziyo kunye nombuzo 9 oye wangathathwa naye kuba eyimpendulo yesibini kwakwicandelo B, kuthethe ukuthi ubethwa ngumqathango.**
- Baninzi abafundi abachaphazelekileyo kule ngxaki yokukhetha ngokufanelekileyo. Baninzi ke ngoko abalahlekwe ngamanqaku ngenxa yokungakwazi ukukhetha.
- **Ukunombola imibuzo:** kuyingxaki. Kusekho abafundi abasuka banombole iimpendulo ngokwendlela bona abaphendule ngayo. Umzekelo: uyakwazi umviwa ukuthi akuqala ukuphendula ngombuzo we-11 asuke aguqule iinombolo zalo mbuzo zonke zibe ngoo-1 zonke akulandelisa ngombuzo we-5, aguqule zonke iinombolo zalo mbuzo zibe ngoo-2.1, 2.2 njalo njalo.
- Abanye abanomboli konke konke, umzekelo kwimibuzo emide bafuna omakishayo azicingele ukuba umbuzo nguwuphi. Kanti ke umbuzo onganonjolwanga awumakishwa kuba akwaziwa ukuba kosetyenziswa sphi isixhobo ukuwumakisha.
- **lingcebiso:**  
Le miqathango yokumakisha ikuxwebhu elisiskhokelo sokuvavanya- **Examination guidelines** – ukutsho oko mayisetyenziswe apha phakathi enyakeni rhoqo.  
Ukuze isebenziseke le miqathango, mabangaze abafundi banikwe umbuzo ongafani nowephepha



<ul style="list-style-type: none"> <li>Kuyaphawuleka ukuba izikolo azinazo iincwadi kuba ufumanisa ukuba kwibatch abafundi bonke babhala ngokungathi zange bayibone bonke.</li> </ul>
<ul style="list-style-type: none"> <li>Iimpendulo zemibuzo emide zizizigqigqana ezifutshane. Amanqaku adleleleleka msinya ke xa impendulo imfutshane kunokuba benkulindelekile.</li> </ul>
<ul style="list-style-type: none"> <li>Abafundi mabaziqhelise ukuqala ngemibuzo eneempendulo abaqinisekileyo ngazo.</li> </ul>

## SECTION 2: Comment on candidates' performance in individual questions

<b>QUESTION 1: AFRIKA LIKHAYA: W. SHASHA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Lo mbuzo ukhethwe yimbinana yabafundi.
Bakho abawufumeneyo lo mbuzo de bafike nakumanqaku alithoba ukuya kwalishumi nangona bengebaninzi. Kodwa bakho nabafumene amanqaku aphantsi. Aba ke ngabasuka bangathethi ngalo mbuzo. Kube kuninzi okungathi ngumbongo ongafundiswanga.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Lo mbongo bawuphendula ngokunga banika intsingiselo ethe ngqo (literal meaning). Bona xa kuthethwa ngezidlwengu bathetha ngokungathi zezi ziqhelekileyo neefestile neengcango bathatha ngokuthi kungene ootsotsi. Abakwazanga ukuhlumisa intsingiselo yezidlwengu ngokomxholo wombongo</li> </ul>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Ootitshala, kwisithili okanye kwiklata nganye mabahlangane phambi kokuba umbongo ufundiswe ukuze bacubungule kunye oko kufuneka ukufundisiwe.</li> <li>Oku makufakwe kwiinkqubo zeekomiti zesifundo ngokwamabakala abo.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Baphendula ngokungathi umbongo awufundiswanga kwaphela eklasini.</li> <li>Basekho abaviwa abasuka bakhuphele umbongo unjengoko unjalo.</li> <li>Bakho nabadlulela kumagama namabinzan angaphawulwanga ngqindilili endaweni yokuphendula.</li> </ul>



<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Mabaqheliswe ukubhala isincoko sombongo abafundi kwimisebenzi yabo yemibhla ngemihla.</li> <li>Mabanikwe iphepha lemibuzo elikhethisa impendulo.</li> <li>Lo mbuzo unawo amanqaku kwabo bawukhethileyo baze bazama ukuphendula umbuzo</li> <li>Makuqatshelwe ukuba intsingiselo zimbini, yintsingiselo ngcalo nentsingiselo yokuhlunyiselwa maxa wambi kube kho intsingiselo efihlakeleyo.</li> </ul>

<b>QUESTION 2: UNXUNGUPHALO: N. SHASHA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Uphendulwe kakuhle kakhulu lo mbuzo ubukhulu becala ngaphandle kwakumbuzwana 2.1 , no 2.5 obonakalise uku
<p>2.1 Lo mbuzo ubufuna ukuba umviwa axele axele udidi lwesafobe</p> <p>Ubohlule phantse bonke abafundi lo mbuzo.</p>
<p>2.5 Lo mbuzo ubufuna ulwazi lomfundi malunga nesakhiwo sombongo.</p> <p>Ngaphezu koko bekufuneka abonakalise isakhono sokutholekisa izitanza ngokwesakhiwo.</p> <p>Ubagubile ke nalo umbuzo. Abanalo kwaphela ulwazi malunga nesakhiwo.</p>

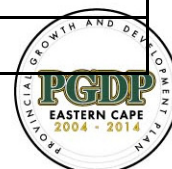
<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>2.1 Bayazibhidanisa izafobe abafundi kakhulu. Kubonakala ukunqongophala kolwazi kulo mba. Njengokuba impendulo isithi sisaci nje bebephependula ngokuthi, "sisimntwiso, sisikweko, sisihlonipho sisibaxo" ukubonakalisa ukungacingi ngqo ngaso.</p>
<p>2.2 Kulo umbuzo bekufuneka achaze okuphuhliswa sisafobe esichazwe ngentla.</p> <p>Endaweni yokuchaza okuphuhliswa libinzana " ukuzityand'igila " elikumbongo bebesuka banike iipendulo ezithi, "<b>Ixela ukuba uza kuba sisityebi</b>",<b>Ndiza kunaba ndixel,uqaqqa</b> - ukubonisa ukuba bathatha umbongo njengoko unjalo bengakhange bacingisise nakanye.</p>
<p>2.5 Kubonakala ngathi kukho ukutyeshleka ekufundisweni kwalo mxholo kufundiso lwemibongo.</p>





<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Mabafundiswe, banikwe imisebenzi rhoqo abafundi</li> </ul>
<ul style="list-style-type: none"> <li>Mabenzelwe itshathi ehleli eklasini encedisa ukufunda kwabo ngazo kwemihla ngemihla.</li> </ul>
<ul style="list-style-type: none"> <li>Mabenziswe neekhwizi malunga nezafobe ukuze bahlale bekwazi ukuzibona ngokwabo.</li> </ul>
<ul style="list-style-type: none"> <li>Ootitshala mabayeke ukufundisa ngokubaxelela izafobe ezifumaneka kumbongo koko abafundi banikwe ithuba lokuzibonela ngokwabo baze bathi balungiswe.</li> </ul>
<ul style="list-style-type: none"> <li>Mabanikwe imisetyenzana yemihla ngemihla efuna ukuba bahlale bezisebenzisa.</li> </ul>
2.5 Makuqatshelwe ukuba LO NGOMNYE wemixholo ekufuneka kufundiwe nakanjani ngokweCAPS.
<ul style="list-style-type: none"> <li>Kungakuhle ukuba ootitshala bangatyhila kwiphepha.... Kuxwebhu lweCAPS ukuze babone konke ekufuneka kufundisiwe bangaphindi bothuke xa kusetwe enye kunyaka olandelayo.</li> </ul> <p>NgokweCAPS kulindeleke ukuba umfundi abonakalise ukwazi oku malunga nesihobe:</p> <ul style="list-style-type: none"> <li>Intsingiselo engundoqo / yentsusa</li> <li>Intsingiselo efihlakeleyo</li> <li>Imo</li> <li>Umongo nemfundiso</li> <li>Imifanekiso-ngqondweni</li> <li>Isakhiwo sangaphakathi sombongo izafobe/imifanekiso-ntelekelelo, ukhetho – magama (diction), izixhobo zesandi, ithuba, imibuzo buciko, iimpendulo ezichukumisayo.</li> <li>Isakhiwo sangaphandle sombongo, imiqolo, amagama, izitanga, isingqisho, uthungelwano, isingqi, ukusetyenziswa kweempawu zokubhala, ukuphindwa komqolo emva kwezitanga/miqolo/, uphindaphindo, ukuphindaphindwa kweqabane okanye ukufana kwezikhamiso ezicinezweyo, ne-injambamenti.</li> <li>Baqonde iimpawu eziyahlula kweminye</li> <li>Bachonge bachaze ulwimi olusosayo nezixhobo ezifana nemibuzo buciko</li> <li>Chonga uchaze injongo yombhali/ yomqambi/ yembongi.</li> <li>cacisa indlela ukukhetha nokusetyenziswa kwamagama kwisihobe okuwuxhasa ngayo umyalezo/ umxholo.</li> <li>Mabafundiswe isakhiwo sangaphandle nesangaphakathi sombongo.</li> </ul>
<ul style="list-style-type: none"> <li>Kuyanceda ukuba kufundwe nesiya sigama sikwincwadi yeCAPS ngemva kumaphepha okugqibela kuba sinceda ekukhumbuzeni izinto ezingakhankanywanga apha ekufuneka ubani azifundise.</li> </ul>
<ul style="list-style-type: none"> <li>Masisetyenziswe isikhokelo soncwadi kude kufotokotshelwe nabafundi.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Iimpendulo ziqalwa esithubeni ziphinde ziyekwe esithubeni zingekagqitywa. Abafundi mabaqheliswe ukuphendula ngokuzelelo.</li> </ul>
<ul style="list-style-type: none"> <li>Upelo ludlangile makubekho iindlela zokuphucula ezi meko.</li> </ul>



**QUESTION 3: UNKOSI ROLIHLEHLA NELSON MANDELA- DLP YALIMANISI**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

The question was poorly answered.

- lavareji yalo mbuzo ngamanqaku ama-3. Nguwona mbuzo ubagubileyo lo. Bona kwaukuba aba bawafumeneyo amanqaku aphezulu bawubaleke phantse bonke baze aba baphantsi ngamanqaku babe ngabaya bawukhethileyo. Ifuthe lawo livakele kwinqaku leli phepha.
- Nguwona ubabethe kakhuluabafundi kuba bebebani nzi abafumene amanqaku angekhoyo.

**a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Phakathi kwezizathu ezibangele l en ngxaki kungakhankanywa le mibuzo njengeyona ibe ngunobangela wale ngxaki.

Ibingengombuzo kawonke wonke lo- ibingoweengcungcu- akululanga ukutolika le mibongo ingabantu kuba ifuna uphando olunzulu. Nanjengokuba umbongo unqunqa, ubhale ngesiganeko sobomi bomntu ngegama elinye, kufuneka ulwazi olunzulu.

- Umbuzo 3.2: Abakwazanga ukutolika ingxangxosi njengoko isetyenzisiwe kumxholo wombongo. Kuninzi nokungaza kwa ingxangxosi le ukuba yintoni na. Abayazi ukuba yi"Secretary bird" babiza nje nantoni na ephambi kwabo.
- Kumbuzo 3.3: Lo mbuzo ubufuna abafundi abatolika isigama ngendlela eyiyo abakwazanga
- Kumbuzo 3.4: ayaziwa indlela olusetyenziswe ngayo ulwimi
- Kumbuzo 3.5: Banqabe okwezinyo lenkuku abafundi abaphendula lo mbuzo ngokuchanekileyo, kunqabe nabanofifi lwesakhiwo. Kuyacaca ukuba ngumhlaba ohonjelweyo lo kwizikolo zeli phondo.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

Xa kusetyenziswa isikweko, kuyafaniswa, izimbo, imikhwa, iindlela zokwenza, ukumila njalo njalo. Le nkqubo ingezantsi ingancedisa nabani ofuna ukuphumelela olu gqatso.

- Mabanikwe ithuba lokuphanda ngaloo nto ifaniswa nayo efaniswayo ukuze
- emva koko kufana bathathe ezi mpawu zayo,
- bangadinwa baphande lo mntu ufaniswa nalo nto
- baphawule malunga noku kufana.
- Okulandelayo mabajonge ukuchaneka koku kufanisa.



<ul style="list-style-type: none"> <li>Bandule baphendule nombuzo othi lusetyenziswe njani ulwimi behlomla ngokuchaneko kofaniso oluziswa sesosikweko okanye isifaniso njalo njalo.</li> </ul> <p>Kaloku uzama ukuphendula ukuba kutheni kukhethwe le intaka nje/ okanye nayiphi into ekufaniswa nayo.</p>
Ibaluleke kakhulu intsebenziswano kwisingesi nakwisiXhosa. Kaloku iLanguage Standardisation yenze ukuba oku besisoloko sicinga ukuba kufundiswa esiNgesini kuphela kusulele nesiXhosa.
Imfundiso yombongo mayaziwe ukuba iwuthunga wonke umbongo akungcanyulwa indawo enye ethile kube sele kugqitywa ukuba yimfundiso. Ifunyanwa kunye nomxholononyalezo sitsho sifunde ke ngoku. Mabafundiswe ukuphendula le mibuzo bagadwe bangabhampuli bangacukuli noko. Kuthethwa ngantoni? Kuthwa itheni? Yenzeka njani loo nto. Aguqule ke ubani ase kwimfundiso
Makuxoxwe ngenjongo yombongi/ yombhali yokusebenzisa isigama esithile esikhethiweyo kubhalo. umzekelo

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Izixhobo zohlaluyo ziziveza njengeyona ngxaki</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Iimpendulo eziqala esithubeni ziphele phakathi nazo ziyingxaki.</li> </ul>

<b>QUESTION 4: UMLAMBO- THUTHANI N.</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Uphendulwe kakuhle lo mbuzo ngaphandle kwakwimibuzwana 4.1, 4.4 naku4.5 apho umfundi ongakwazanga kuyiphendula le mibuzwana ahlukene namanqaku amane onke.

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>4.1 Njengoko sekutshiwo kumbuzo 2.1, abafundi abazazi izafobe zentetho.</li> </ul>
<ul style="list-style-type: none"> <li>Kumbuzwana 4.4 : Endaweni yokucacisa indlela olusetyenziswe ngayo ulwimi bebesuka baphinde babeke kwa la mabinzana kuthiwa mabawacacise bangasebenzisi amagama angawabo.</li> </ul>
<ul style="list-style-type: none"> <li>Kumbuzwana 4.5 Nalapha ingxaki ibikukungafundi okanye ukungafundiswa isakhiwo sangaphandle sombongo.</li> </ul>



<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Imibongo esiyabelweyo thina bafundisintsapho masiyifundise yonke eklasini kaloku abafundi bethu ngabeli xesha abazinto ngamagama anzima bayaxakwa kukutolika umbongo futhi bengazi nto ngeentsingiselo zamagama. Mabalolongwe ukulungiselelwa iimviwo, baqhelanise nemibuzo yamaphepha adlulileyo</li> </ul>
<ul style="list-style-type: none"> <li>Abacebisi mabaqinisekise ukuba ifundiswe yonke imibongo kwizikolo abazabelweyo.</li> </ul>
<ul style="list-style-type: none"> <li>Abacebisi mabaqinisekise ukuba izikolo zifundisa imibongo</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Iimpendulo zabo zisuke zithi “ umbhali uxela into eshiywe ngumlambo ebantwini kanti kwezinye izitanga uthetha ngomlambo.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Masisoloko sikhumbula ukuba imibongo ayifundiswa koko kufundiswa ukuba umfundi akwazi ukuhlalutya kuthathelwa kule ifundiswe eklasini.</li> </ul>

<b>QUESTION 5: NDLELANTLE – OT NCANYWA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Baqhube kakhulu kulo mbuzo kangangokuba kunzima ukuthi lo mbuzo ubulula okanye ubungelula kuba kusenokuthi kanti lifuthe lokuba umbongo lo ingelotyeli lokuqala ukuba uphume kwiimviwo.</li> </ul>

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Ziseninzi iisenta ezibonakalisa ukungayzi into yokuba lo mbuzo unyanzelekile.</li> </ul>
<ul style="list-style-type: none"> <li>Abanye abafundi bavele bawuguqula lo mbuzo bawenza umbuzo omde.</li> </ul>
<ul style="list-style-type: none"> <li>Kwimibuzwana 5.3 apho bekufunwa umsebenzi owenziwe lushiyo sikhamsiso- isingqisho ( isixhobo sesandi)</li> </ul>
<ul style="list-style-type: none"> <li>Njengaku 2.5, 3.5, 4.5 nalapha bekufunwa ulwazi kwanesakhono sokuqaphela isakhiwo sombongo , kubonakala ukuba abakufundiswanga oku.Basukabanike impendulo ethi ;ubhalwe ngokupheleleyo’.</li> </ul>
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Lo mqathango mawusetyenziswe kwakumabanga angezantsi kuneli le-10.</li> </ul>
<ul style="list-style-type: none"> <li>Izikolo mazibafundise maxawambi ngocweyo apho abafundi baboniswa iindlela</li> </ul>



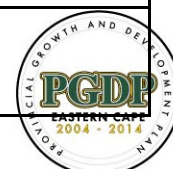
zokuphendula eli phepha kwakunye nobume bephepha.
<ul style="list-style-type: none"> <li>Imisebenzi yaphakathi enyakeni mayenziwe ilandele le ndlela</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Bathanda ukufaka nezinto zephepha ku-1 umzekelo impendulo ka 5.6 bathi abanye- isimelabizo soquko.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Amalima eetitshala ezitshintshiselana ngokufundisa kwizikolo zazo anganceda ingakumbi kwizakhono ubani azazi esilela kuzo</li> <li>Izithili mazenziwe zibhalise amagama ezikolo ezibonisa intsokolo ze kwenziwe ilinge lokuhlangula ezi zikolo ngemigqibelo unyaka usaqala kulo lonke eli phondo kukhangelwe iindlela ezingatyali mali kakhulu.</li> <li>Mabafundiswe ulwimi olu lokuhlalutya abafundi</li> </ul>

<b>QUESTION 6: NYANA WAM NYANA WAM-WK TAMSANQA</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Bazamile abafundi ukuphendula umbuzo. Baninzi abanempenulo ejolise kumbuzo obubuziwe malunga nesimo sentlalo</li> </ul>

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Abaviwa bayoyisakala ukuphicotha isimo sentlalo koko basuka babalise ibali</li> <li>Izixhobo zohlalutyo azaziwa- isimo sentlalo kukhalwa ngokuba besisisbi siphinde sibe sihle.</li> <li>Alaziwa ibali de kuthi khona abalinganiswa. Umzekelo ooNomsa baba ngooMandisa okanye umfundi abhale... kuba eseza kulicinga igama lomlinganiswa</li> <li>Isakhono sokubhala isincoko- Abafundi babalisa ibali endaweni yokuxoxa kukona kusisihlava kulo mbuzo</li> <li>Basukela kwibali lencwadi engaphambili ethi ithemba liyaphilisa abambalwa batsho babalise izinto ezingekhoyo encwadini.</li> </ul>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Makuzanywe ngandlela zonke ukuba umfundi ngamnye abe neyakhe incwadi.</li> <li>Abo baphumelele ibanga le-11 mabanikwe iincwadi ekupheleni konyaka lo</li> </ul>



wokuphumelela ele-11 ibanga, banikwe imibuzo amabayiphendule phambi kokuba bayifundiswe.

**(d) Describe any other specific observations relating to responses of learners**

- Ubude: Kubhalwa iimpendulo ezinde. Umzekelo omnye ubhale amaphepha ade asi-8 ebalisa ibali xa lilonke engxilanga nakuloo mbuzo na kakade.
- Basekho ababhala iingongoma bade bafake neembumbulu endaweni yokubhala isincoko.

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

Mabaqheliswe ukubhala izincoko zoncwadi.

Imihlathi yesincoko soncwadi ifuna ukugxininiswa unyaka uqala banganeli nje ukuxelelwa ngawo kodwa baqheliswe.

**QUESTION 7: NYANA WAM NYANA WAM-WK TAMSANQA**

**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Benze kakuhle nakulo umbuzo ibe ziindawana ezixhalisayo

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- 7.1 Xa bephendula olo mbuzo bathi oku kuqhubeka eMthatha- oku kubonisa ukuba kulityelwe kwa loo ncwadi.
- Abafundi abanalwazi lwezixhobo zohlalutyo gabalala. Abo baziyo bazi ibali lilonke bathi bangakwazi ukuzichaphazela okanye bazixele xa behlalutya imeko
- Alwaziwanga tu uzobo lwabalinganiswa.
- Abafundi abazazi iindidi zempixano,
- Ku 7.1 Kuninzi ukubiza nje kwabangalaziyo nelo bali. Kukho neempendulo ezithi eMthatha. Uya kuzicingela ken awe ukuba ngotheni lo uthetha ngesehlo esehle eMthatha.
- 7.8 Indlela abazotywa ngazo abalinganiswa azaziwa mpela ngabafundi abaninzi kuyenzeka kwisikolo sonke ukuba kungabikho namnye umfundi oyichanayo le mpendulo, de kube nzima kakhulu xa sele kufuneka axhaseimpendulo yakhe.
- Ufika besithi “**kuzotywe isigebenga**” okanye bathi “**kuzotywe udano**” kucace ukuba bayaqala ukuyiva le nto ibuzwayo iluzobo-ngqo.



<ul style="list-style-type: none"> <li>7.13 Bakhala ngenqanaba lokonwaba okanye balinike inani bathi lelokuqala okanye elesibini njalo njalo.</li> </ul>
<ul style="list-style-type: none"> <li>Mawaxoxwe eklasini lamanqanaba ebali bangawaxelelwa. Makubekwe phaya indlela elibonwa ngayo inqanaba kuxoxwe kufikelelwe esigqibeni xa kufundiswa.</li> </ul>
<ul style="list-style-type: none"> <li>Izangotshe zolwimi ziseyingxaki, kuthi xa kuthiwa ukosulwa kwenyembezi zosapho lwakwaFikizolo itolikwe ngokungathi yimeko elusizi. Mazifundiswe ezi zangotshe zingabi ngumqobo kwindlela eya phambili</li> </ul>
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>7.8 uzobo ngqo nolumayana lufuna ititshala zinganeli nje ukuluqwalasela, zilufundise.</li> </ul>
<ul style="list-style-type: none"> <li>Kungaluncedo ukusebenzisa isikhokelo soncwadi esikhoyo kwizikolo okanye kwizithili. Kulapho kukho ezi ndidi zesigqebelo, nesinye isigama soncwadi esifana nesiphelo esingalindelekanga ukuze abafundi bamelane nalo mngeni uluviwo.</li> </ul>
<ul style="list-style-type: none"> <li>Masifundiswe isiphelo esingalindelekanga kwakunye namanqanaba esakhiwe ingakumbi ngendlela eyenza umfundi afunde ukuziqaphela ngeempawu zazo.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Isimo sentlalo abafundi bayakwazi ukusichaza- kodwa kusafuneka ootitshala basifundise isimo sentlalo ngokunzulu ukuze bakwazi ukuphicotha.</li> </ul>
<ul style="list-style-type: none"> <li>Abanye basuke bathi , Isimo sentlalo khang sibe mnandi kwabanye abalinganiswa..." kwakumane kube mnandi kumane kube kubi"</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Kuthaza uphicothe iincwadi ezifundiswayo ukuze abafundi bangabhidanisi abalinganiswa neziganeko. Kuhlalutylo lombongo gxininisa kwizafobe nendlela ezinophuhlisa ngayo umxholo.</li> </ul>
<ul style="list-style-type: none"> <li>Abanye abawuqondanga umbuzo malunga nobudlelwane bukaKhohlela noFikizolo de ubone uba abahluleli nokuba uKhohlela ngumfazi na nokuba yindoda na ithi impendulo 'uFikizolo wayethandana noMkwayi' okanye 'uThobile yinkosikazi kaThole'.</li> </ul>

<b>QUESTION 8: UKHOZI OLUMAPHIKO: N. SAULE</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Ukwandlaleka oku kombuzo kubanike amathuba amaninzi abafundi bale ncwadi kuba zininzi iindawo ibali eliqhubeka kuzo. Abanye bade banesakhono sokubonisa indlela</li> </ul>





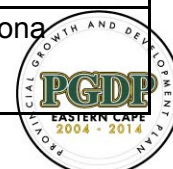
umxholo ohambela phambi li ngayo ngenxa yaso.
<ul style="list-style-type: none"> <li>Bakhona abafundi abaphendule kakuhle kakhulu kulo mbuzo ngokuthi balandele ezi zihlokwana ziphuhlisa isimo sentlalo kodwa uninzi lwabafundi lubalisa nje ibali ukusuka ekuqaleni baphele nje kuloo ndawo bafuna ukuphela kuyo ngenxa yokungabikho komkhombandlela.</li> </ul>

<b>(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Isimo sentlalo asiphicothwa ngabaninzi kubaliswa ibali. Kukhalwa ngesimo sentlalo esilumezisa amazinyo kungenjalo uve bekhala ngokuba ukosulwa kwenyembezi lusizi.</li> <li>Ababonakalisi ukuba babekhe basiva isimo sentlalo iba ngathi kubuzwa kuphela indlela ekuhleliswene ngayo. Bakhala ngobumnandi nobubi umve esithi, ‘ kwamndi kuMfazwe”</li> <li>Bavele bathathe umlinganiswa oyintloko bahambe naye balibale ngesimo sentlalo .</li> <li>Kunzima nokulandelelanisa iziganeko kwabanye ingakumbi aba bathanda ukusebenzisa amagama abonisa ukulandelelana.</li> </ul>

<b>(d) Provide suggestions for improvement in relation to Teaching and Learning</b>
Mazixoxwe iincwadi ngabafundi.
<ul style="list-style-type: none"> <li>Izincoko zoncwadi mazinikwe amthuba eklasini</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Mabaqheliswe ukukhetha imibuzo ngohlobo olufanelekileyo</li> </ul>
Liyanda inani labafundi <b>abasicwangcisayo esi sincoko. Kuyancomeka kakhulu oko!!.</b>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Izimvo ziyavutywa bathi belapha babe bephaya. Makuzanywe ukuliwa nalo mkhwa wokubalisa.</li> </ul>

<b>QUESTION 9 UKHOZI OLUMAPHIKO: N. SAULE</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Abafundi abaninzi bafumene amanqaku amahle kakhulu inxalenye yabo. Bakhona abafumene amanqaku angu-25 aze asezantsi asezantsi ibengu10.</li> </ul>





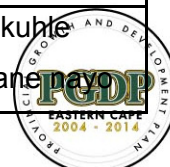
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<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>9.3 Abafundi abakwazi ukutholekisa uNtsipho noMfazwe babhala ngomntu omnye kungenjalo achaze nje imisebenzi yabo ekuhlaleni ingeyiyo le yepolitiki ifunwayo kula mbuzo.</li> </ul>
<ul style="list-style-type: none"> <li>9.4 Abafundi abaninzi abalwazanga udidi lwempixano.</li> </ul>
<ul style="list-style-type: none"> <li>9.6 inqanaba leballi bayakwazi ukulazi kodwa kubenzima ukuxhasa nto leyo ebonisa ukuba izixhobo zohlalutyo kusafuneka zigxininiswe.</li> </ul>
<ul style="list-style-type: none"> <li>9.7 Abalwazi udidi lozobo. Le mizekelo ingqina oko. “ <b>ngumzobo wendlela ayiyo ukwenzele amoyike angaze ajongane naye. “ luzobo lwenkohlakalo.”</b></li> </ul>
<ul style="list-style-type: none"> <li>9.8 Kuqhubeka ejele.</li> </ul>
<ul style="list-style-type: none"> <li>9.13 limpawu zomlinganiswa ophambili zininzi bekumelwe ukuba zibhalwe zonke ukuze umfundi afumane akhethe okanye zamkelwe azaziyo.</li> </ul>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Mabafundiswe indlela zokukhetha umbuzo ngendlela ekuyalelwe ngayo. La tsheklisti mayisetyenziswe kakuhle.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Imibuzo ayinonjolwa kakuhle kwaphela oombuzo 6 baba ngoo7 okanye oo7 babe ngoo6.</li> <li>Awukhethwa umbuzo omde baxolelele ukuphendula emifutshane yomibini- Bathanda lo umfutshane umbuzo batsho bangwafumani amanqaku.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Mabaqheliswe ukubhala uvavanyo nokuba lolwenyanga kungalindwa imisebenzi yeSBA.</li> </ul>

<b>QUESTION 10: AMAZA- ZS QANGULE</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Abafundi abaninzi benze kakuhle kakhulu nangona bekhona abengenzanga kakuhle kwaphela. Aba bangenzanga kakuhle bakhangeleka bengazange bakhe badibane nayo.</li> </ul>



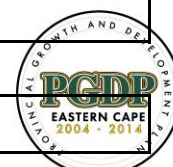
kwancwadi leyo kuba babhala izinto ezingekho kwasencwadini.
<ul style="list-style-type: none"> <li>Abafundi abaninzi bakwazile ukulwenza ukhetho kodwa basaxakwa yindlela yokuphendula bavele babalise incwadi bangaphenduli umbuzo. Bakho bona abawuphendule kakuhle lo mbuzo.</li> </ul>
<ul style="list-style-type: none"> <li>Umbuzo omde, umbuzo 10, bayawuzama kakhulu kangangokuba abanye bade bawafumana onke amanqaku kulo mbuzo. Nangona isininzi siwuphendule kakuhle lombuzo, ikhona imingqandandana esuka ibhale into engakhange yabakho kwasencwadini. Abalinganiswa bayababhidanisa kakhulu.</li> </ul>

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Abanalwazi ngencwadi le ifundwayo</li> </ul>
<ul style="list-style-type: none"> <li>Abayilandeli imiyalelo yokhetho ekwiphepha lemibuzo baze ngokutyeshela umyalelo bangamakishwa kuba ungalandelwanga umyalelo. Umzekelo baphendula imibuzo emifutshane yomibini kwicandelo B naku-c okanye kungenjalo emide yomibini kumacandelo omabini.</li> </ul>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Mabakhunjuzwe rhoqo ukuba ukutyeshela lo myalelo kunobungozi bokuba akumakishwa ngokomqathango wokumakisha wesibini okwi-(examination guidelines)</li> </ul>
<ul style="list-style-type: none"> <li>Mabaqheliswe ukunikwa imisebenzi elolu hlobo apho la manqaku athathwayo kulandelwa le miyalelo.</li> </ul>
<ul style="list-style-type: none"> <li>Mabayinikwe le miqathango ihlale kubo bamane ukuyifunda bezibona ukuba alahleke njani amanqaku abo apha phakathi enyakeni ukusukela kwibanga le-10 de baze kweli le-12.</li> </ul>
<ul style="list-style-type: none"> <li>Mabafotelwe iphepha lomfundi owayezenzile iimpazamo ukuze babubone ubungozi, kodwa lisithwe igama lakhe ukuze babone ubungozi kuphela.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Abamcacisi abafundi ukuba uzotywe njani uSilumko bavele babalise incwadi.</li> </ul>
<ul style="list-style-type: none"> <li>Abanye babhala iimpendulo zitsho zibe neembumbulu njengakwimemo- kodwa ke elilifuthe lokusetyenziswa kweememo xa bezihlaziya. Mabafundiswe ukubhala ngokwemihlathi hayi ngeembumbulu.</li> </ul>

## QUESTION 11: AMAZA- ZS QANGULE



**(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Abafundi abaninzi ubabethile kakhulu lo mbuzo. Abakwazi ukunika iimpendulo ezichanekileyo emibuzweni.

**(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Babenengxaki kakhulu abafundi ekuphenduleni imibuzo 11.2, 11.4, 11.6, 11.7, 11.8, 11.10 no 11.12. Abafundi abaninzi endaweni yokutyhila banika intsingiselo, endaweni yozobo bathi izotywe njengesilwanyana okanye yinja. 11.10 banika imvakalelo nentlungu endaweni yempixano.
- Kukungakwazi ukuhlalutya. Umzekelo umbuzo 11.6 abafundi bavele bathi xa bephendula “uzotywe njengenja” nto leyo ecacisa ukuba abazazi iindidi zozoba.
- Abafundi abasifundisizi isicatshulwa, umzekelo: 11.1 Kuphi kule ndawo sincokola kuyo esi sibini? Ipendulo yabaninzi ithi kuphezu komlambo.
- Khangela bawaqwalasele amagama akwizibiyeli umz: Esiya ngase festileni, engqengqa, mayiphume lenja emzini wam.
- Amagama akwizibiyeli ayacacisa ukuba akukho phezu komlambo kusendlini.
- Impixano: 11.2 Bayaxhasa abalutsho udidi lwempixano. Abanye bathi yeyendelelo okanye yeyekhaya. Abawuphenduli kakuhle lona umbuzo. Bona bachaza intsingiselo abachazi ukuba ityhila ntoni intetho ka Namhla.
- 11.10 Abafundi bavenza indlela avakalelwa ngayo uSidima (Intlungu, ukuxakwa, ukungonwabi) hayi impixano njengoko isitsho iMemo.
- Umbuzo omfutshane abenzi kakukhule kuwo. Abanye kuyenzeka okokuba umfundi angafumani manqaku okanye afumane amanqaku aphantsi kakhulu.
- 11.11 Abazi kwa abalinganiswa de babhidanise abenovelu nabadrama- ade athi omnye- kukusebenzisa uMachule xa esebenzisa amayeza wakhe phofu uMachule ngokwakuye nguSilumko.

**(b) Provide suggestions for improvement in relation to Teaching and Learning**

- Makubekhona iincwadi ezoneleleyo ezikolweni.
- Ootitshala mabaqinise kuhlalutyo loncwadi zifundwe iincwadi eklasini.
- Mabathathe iimpendulo zabafundi zicazululwe eklasini kuboniswe ukuba yintoni eyenza impendulo ingamkeleki de bachazele iindlela ezamkelekileyo zokuphendula umbuzo kwangeli xesha bafundiswayo.



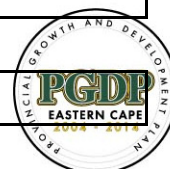
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Iimpendulo zinqaphele ubukhulu becala.</li> <li>• Kushiywa izithuba ezingabhalwanga phakathi kweempendulo</li> <li>• Basebenzisa izixhobo ezingamkelekanga zokuphendula ezifana neependulo.</li> <li>• Umsebenzi ugxoko-gxoko, kuyabhalwa kuhlatywe</li> <li>• Ukuplana kuthabatha iphepha lonke</li> <li>• Upelo olugwenxa lude lulahle nentsingiselo yoko afuna ukukubhala umviwa</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Ootitshala mabaxhotyiswe ngazo zonke izixhobo ezakuthi zibancedise xa betitsha uncwadi.</li> <li>• Mabafundiswe upelo iintsuku ezimbini ukuya kwezintathu ngeveki.</li> <li>• Kuyakhuthazwa ukufuthelana phakathi komfundi notitshala, phakathi koo titshala ngokwezikolo ukuze kubekho iindibano apho bazakubonisana ngendlela zokuphendula imibuzo kuba ufumanisa okokuba abafundi besikolo esinye basebenzisa iindlela ezahlukeneyo xa bephendula ingabesikolo esinye, loo nto inganceda.</li> </ul>

<b>QUESTION 12: A-A-A JONGUMSOBOMVU- BB MKONTO</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Baqhube kakuhle abafundi kulo mbuzo . Bamchaza kakuhle kakhulu uSomerset.</li> </ul>

<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>• Ulwakhiwo lwemihlathi nokundindana kwempendulo kuseyingxaki.</li> </ul>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Mazifundiswe izixhobo zohlalutyo kungalindwa uviwo</li> <li>• Mayisetyenziswe ezikolweni imiqathango yokhetho lwemibuzo xa kusenziwa naluphi uvavanyo.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
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<ul style="list-style-type: none"> <li>• Ulwakhiwo lwemihlathi luyawugqwalisa umsebenzi wabafundi</li> </ul>
<ul style="list-style-type: none"> <li>• Ukuxoxa kuseyingxaki kwizincoko zoncwadi. Bayankinkisha abaviwa.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Umsebenzi ugxoko-gxoko, kuyabhalwa kuhlatywe</li> </ul>
<ul style="list-style-type: none"> <li>• Ukuplana kuthabatha iphepha lonke</li> </ul>
<ul style="list-style-type: none"> <li>• Upelo olugwenxa lude lulahle nentsingiselo yoko afuna ukukubhala umviwa</li> </ul>

<b>QUESTION 13: A-A-A JONGUMSOBOMVU- BB MKONTO</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>• Baqhube kakuhle kakhulu abafundi kule ncwadi</li> </ul>
<ul style="list-style-type: none"> <li>• Bawuchanile lo mbuzo unqabileyo ukuchanwa wesiphumo esingalindelekanga kule incwadi.</li> </ul>
<b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>Imibuzo enike ingxaki nalapha ngu</p> <p>13.2 uzobo lwabalinganiswa</p> <p>13.7 amanqanaba ebali</p> <p>13.11 umqondiso</p>

<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Makubekhona iincwadi ezoneleyo ezikolweni.</li> </ul>
<ul style="list-style-type: none"> <li>• Ootitshala mabaqinise kuhlalutyo loncwadi zifundwe iincwadi eklasini.</li> </ul>
<ul style="list-style-type: none"> <li>• Abafundi mabaqhele ukubhala amaphepha apheleleyo naphakathi enyakeni banganikwa ngomzuzu wokugqibela.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Izincoko zizizinqindi kunzima ukwenza inani lamagama elixeliweyo</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Mazithathwe iimpendulo zabafundi zicazululwe eklasini kuboniswe ukuba yintoni</li> </ul>



eyenza impendulo ingamkeleki de bachazelwe iindlela ezamkelekileyo zokuphendula umbuzo kwangeli xesha bafundiswayo.

- Masisetyenziswe nangabafundi isikhokelo sokufunda nokufundisa uncwadi.
- Mawajongwe la magama asekupheleni kwe CAPS neziya nkcaza zifundiswe ke ngoko.

**ASSESSMENT AND EXAMINATIONS DIRECTORATE**

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## **NSC 2014 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA HOME LANGUAGE</b>
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<b>PAPER</b>	<b>3</b>
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<b>DATE OF EXAMINATION:</b>	<b>NOV/DEC 2014</b>	<b>DURATION:</b>	<b>2.5 HOURS</b>
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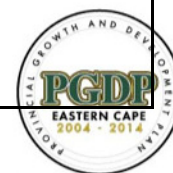
### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

#### **SECTION A**

- Learners answered well in question 1. The popular choice in question one was 1.6 ukuxhatshazwa kweenkondekazi neemveku- candidates were able to explain the causes of this act, the perpetrators, types of this abuse, and they also came up with solutions. Pictures were clear and learners were able to interpret them.
- Essays were well presented by most candidates, and there was evidence of originality and creativity.

#### **SECTION B**

- Most centres have done tremendously well in this SECTION and candidates performed well to show their writing skills.
- The structural aspects, formats and planning prove that teachers have prepared their learners well for this section. The responses to Question 2.1, 2.2, 2.5 and 2.6 are a true reflection of the hard work done by educators. These are most well answered questions. However, there are still concerns that need to be rectified in question 2.3, and 2.4 we therefore suggest that educators must go back and attend in detail these areas of concern.
- More than 95% answered question 2.1 viz. letter. They did not answer it excellently as expected. About 80% of candidate have managed to master the structure of the letter. They all grasped the content they were asked to write about, ukuvuyisana although there were few who could not use proper words to express how they congratulate their friends. The few who did not perform well in this section did not know the structure of the letter, they could not write the address properly, the salutation was wrong and the conclusion was not proper.
- Few learners who chose writing of minutes and agenda did not perform well. They did not know the structure of minute writing and agenda.



- Proper training of learners in this paper is essential, because if they master it, it will be easy for them to scoop marks.
- Obituary and a dialogue were other popular choices in section B. They managed to write the proper structure of the obituary, amagqabantshintshi ngobomi bomfi.
- Learners who wrote about the dialogue, did not write it well, the structure was not appropriate, their content, was shallow. They could not even give the setting of it.
- Language usage is still a challenge in this paper. Learners committed common mistakes across the sections.

## SECTION 2: Comment on candidates' performance in individual questions



## QUESTION 1

(a) **General comment on the performance of learners in the specific question.**  
**Was the question well answered or poorly answered?**

- Learners have tried their best to apply their minds appropriately and effectively.
- The testimony to this effect is clearly evinced by qualitative responses which earned candidates above average and good marks.
- Candidates have tried their level best to answer with precision and their demonstration.

### 1.1 **Aphela emqaleni ngaloo mini.**

- Learners performed very well and demonstrated deep understanding of this open ended topic.
- They explained the reasons that lead to this saying. Some talked about children who are disobedient, who do not listen to their parents, they further cited the consequences of these deeds. They fall into the trap they cannot rescue themselves from.
- They were able to write interesting introductions, there was a synergy from introduction, body and ending.
- The majority of learners were able to narrate stories that interpret and unpack the theme of the topic.
- Some learners used different stories that interpret the theme and in the process they managed to stick to the theme of the topic.
- Some responses of the candidates were literal and some were figurative and they were all credited for their responses.
- They were also able to give summary in the conclusion. Learners performed very well and demonstrated deep understanding of this open ended topic.

### 1.2 **Into oyisebenzisa ngokugqithisileyo ibanobungozi**

- This was another popular choice of learners. It was also well answered because learners managed to cite different things that one overuse, the side effects of overusing them, reasons for this, coping skills, and warnings one can get from the experiences of others who experienced this.
- They also answered it well. Learners were able to write factual essays in this topic, and were able to provide examples that show things that one overuse. They even mentioned the outcomes of overusing something. They also managed to provide with possible solutions to this challenge.
- The majority of learners who attempted this question cited all the things that one excessively use, like liquor, food, medication, gambling and others.
- They were able to support each main point they raise.

### 1.3 **Ilungelo lihamba noxanduva**

- There is a handful who attempted this question.
- They answered it well although some of them were not able to define responsibility.
- Learners know about their rights, although they only mention few.



#### 1.4 Umthathi uyawuzala umlotha

- Most learners did not answer this question well, they did not know the meaning of this idiomatic expression.
- They gamble in explaining the meaning of umlotha and umthathi. Some learner's responses were twisted.

#### 1.5 Ayizizozonkeizikoloezingamazikoemfundo

- This essay was not learner's favourite choice, very few candidates have chose it but the few learners that chose it responded very well.
- They have managed to apply their minds appropriately and effectively.
- They were able to define schools, appropriate schools and non functional schools citing live and real examples.
- They have even gone an extra mile of skilfully applying their minds to schools that are not official and further quoted informal schools like initiation schools, intonjane, and traditional healers where one acquires a specific knowledge and be certificated and given special rights after graduation.

#### 1.6 Ukuxhatshazwakweenkondekazineemveku

- Majority of candidates have answered question 1.6 very well.
- They managed to explain the causes of this act, the different types of abuse.
- They also expressed their concerns and displeasures, they even suggested possible solutions, like comprehensive intervention, visibility of police and efficiency of policemen.

#### 1.7.1 Isincokoesingokubonwayo

- This was most unpopular question.
- The few that have attempted this question have responded creatively to it and have made clear links to this picture.
- Their interpretation is sound and acceptable.
- Victories, trophies as the cornerstones of success featured prominently in their responses.

#### 1.7.2 Isincoko esingokubonwayo

- This was a very popular topic. Candidates talked about the importance of their culture and heritage.
- They approached the topic in different angles, some talked about abuse, some talked about the beauty of African attire, the importance of taking pride in one's culture and language.
- They even mentioned how black people were forced to look down at their culture and language, how white people took their belongings, wealth and forcing them to adopt their cultures.
- The topic was generally well answered even by weak learners.

**(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

- Learners who performed poorly in some topics misinterpreted the context and had no clear understanding of the structure.
- There were few learners who could not interpret question 1.1



- Some of these few learners gave the literal meaning of the topic, thus losing the theme they were expected to write about .
- They have a challenge of using different tenses in their narration.
- The challenge learners faced in this 1.2 is language usage.
- Learning of language structure should aid successful communication and be linked to the functional uses of language in different settings for example expressing one's thoughts and feelings.
- Learners who did not perform well in 1.6 only concentrated on old women only.

### **(c) Provide suggestions for improvement in relation to Teaching and Learning**

- Learners need to be taught different types of essays and their characteristics.
- The teachers should make an emphasis on the use of past tense when the learners are writing narrative essays.
- Candidates should plan essays to maintain focus. Teachers should assist learners to acquire vocabulary through reading a wide variety of texts.
- Language structure must be taught for constructing texts in their context of use.
- A syllabus for idiomatic expressions must be formulated.
- Teachers should have posters of idioms in their classrooms.
- Teachers should use different language teaching approaches like text based, communicative, integrated and process oriented.
- These approaches will teach learners to acquire different language skills and be:
- Competent, confidence and critical readers, writers and viewers and designers of texts.
- It will assist them to learn to read by doing a great deal of reading and learn to write by doing a great deal of writing.
- It will also assist them to communicate and express their thoughts in a natural way for example the teaching of writing does not focuses on the product only but also focus on the purpose and process of writing.
- During this process learners are taught how to generate ideas to think about the purpose and audience to write drafts, to edit their work and present it.
- Teachers should address the following: spelling errors through programs like spell b,
- Plural form eg. inkondekazi instead of iinkondekazi, nemveku instead of neemveku, lento-le nto.
- Language use for example bahlukunyezwa instead of bexhatshazwa, ukupasa- ukuphumelela, ukulayita- ukukhanyisa, uzofikangomso- uzakufikangomso, sizohambasobabini- sizakuhambasobabini, ukubana- ukuba, intloni- iintloni, ezinto- ezizinto , uyadika- uyakruqula, umnotho- imali?
- Ezezimali, umndeni- usapho, umtana- umntwana, eninothi- endinokuthi, ayonto, ayiyonto/ asiyonto, endlini- endlwini ,ndizohamba-ndizakuhamba, pha- phaya, lena- le.
- Ababantu- aba bantu, ndizakuhamba- ndizakuhamba, ndizakutya- ndizakutya, uba- ukuba, ngoba-ngokuba, xana-xa, zehamba- wayehamba, umrho- umvuzo.
- Punctuation and paragraphing for example use of very long sentences without comas and fullstops.



**(d) Describe any other specific observations relating to responses of learners**

- Learners have a challenge with language structures- this makes them to encounter problems in constructing texts in their context of use.
- They also have a challenge of constructing and communicating thoughts and ideas.
- Learner's responses focuses more on descriptive and discursive essay types.
- Teachers should expose learners to debates in order to develop skill for writing argumentative / discursive essay.
- Learners' responses seem to focus more on rights.
- Wrong interpretation of idioms was discovered in most candidate's responses.
- Learner's responses focuses more on descriptive and discursive essay types.
- Some candidate could not write properly, and some were not able to organize their thoughts resulting in haphazard and muddled essays.

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

- Teachers, subject advisors should use the Chief marker's report to find the challenges encountered by learners.
- Candidates should be encouraged to use black or blue ink and write neatly and legible.
- They must be trained to be precise and straight to the point. Long sentences should be avoided as they distort the meaning.
- Teachers should also teach learners listening skills, reading, viewing and analyzing texts so that they can understand how they are produced and what their effects are.
- There must be prescribed essays per term to maintain standard and uniformity, at least a minimum of two per term.
- There were few learners who attempted to answer 1.4 Some were not able to interpret this idiomatic expression, as a result they lost the theme of the topic. They did not perform well.

**2.1 INFORMAL LETTER**

- It was the most popular question chosen by almost 98% of the candidates. It was well answered as the majority obtained between 18 and 24 marks out of 25 marks. Learners evinced in-depth knowledge of the content expected from this piece.
- Learners who performed poorly misinterpreted the context and had no clear understanding of the structure.
- To read the questions and instructions carefully.  
Emphasis to start from grade 8.  
The educators are advised to drill the learners in the structure of the informal letter.
- Learners were noted to have challenges in the following aspects: spelling word division, punctuation, borrowing/dialects. These need special attention. Negative influence of mass media and social networks on language usage.
- Learners to be encouraged to read and be exposed to a variety of texts in order to improve reading and writing skills. Educators are encouraged to do spelling tasks e.g. Spelling Bee, encourage reading clubs and have reading corners. Revision classes to be done regularly.



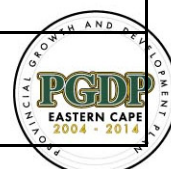
<b>2.2 I-OBITSHUWARI</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
It was also a popular question with almost 95% candidates responding to this piece. Marks ranged between 16 and 24 with the bulk of the mark concentration at 22.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this section, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>Learners who performed poorly in this question had a challenge in the format, as a result some of the learners had the following errors:</li> </ul> <ul style="list-style-type: none"> <li>* A funeral programme</li> <li>* The format of a CV</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>To be trained to be creative when writing this piece. Learners to be exposed to a variety of texts. Refer to 2.1</li> <li>Learners to be encouraged to write the obituary in the third person.</li> <li>It is also encouraged that the educators should teach the learners the chronological sequence of events when writing an obituary.</li> <li>Learners must be encouraged to use their own creativity instead of total reliance on the sample or exemplar done in class.</li> </ul>
<b>2.3 IRIVYU</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>It was not a popular choice as a result the few who chose it did not do well.</li> </ul>
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this section, and any misconceptions.</b>
<ul style="list-style-type: none"> <li>It is evident that learners are not familiar with a film review. Evidence of this assertion is that some did the book review instead of the film.</li> <li>They do not understand the difference between a film and a soapie.</li> <li>They do not know the aspects that are supposed to feature in this piece.</li> <li>It is evident that learners are not familiar with a film review. Evidence of this assertion is that some did the book review instead of the film.</li> <li>They do not understand the difference between a film and a soapie.</li> <li>They do not know the aspects that are supposed to feature in this piece.</li> </ul>



<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Learners need to be exposed to reviews for different genres and not dwell on book reviews only.</li> <li>• Educators are encouraged to use the CAPS DOCUMENT in order to identify the aspects for review writing.</li> </ul>
<ul style="list-style-type: none"> <li>• Learners wrote a book review instead of film. They also mistook soapies and to programs for the genre.</li> <li>• They lack terminology for the aspects of a review and used English terminology instead of IsiXhosa.</li> <li>• Educators are encouraged to teach how to write a review.</li> <li>• They should not focus on one genre only but to also do film/ restaurant/book.</li> <li>• Subject advisors need to monitor that learners are exposed to a variety of reviews in informal and formal assessment tasks.</li> </ul>
<p><b>2.4 I-AJENDA NEMIZUZU</b></p>
<p><b>(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<ul style="list-style-type: none"> <li>• This was not a popular question. About 2.5% responded very well, between 5-20 out of 25 marks but more towards 20 out of 25.</li> </ul>
<p><b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this section, and any misconceptions.</b></p>
<ul style="list-style-type: none"> <li>• No structure, it's either an agenda only or minutes only. Learners performed below expectations.</li> <li>• It's either minutes without full sentences or poor sentence construction.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>• Revision and emphasis on structure when teaching – give more written work (tests) not during examinations only.</li> <li>• Encourage reading in class exchanging ideas and work.</li> </ul>
<p>d)</p> <ul style="list-style-type: none"> <li>• Language use, spelling, word division, punctuation, shallow ideas, creativity need attention.</li> </ul>
<p>e)</p> <ul style="list-style-type: none"> <li>• Each transactional text has its format that has to be followed as such for instance there is no way that a learner can start by having minutes before having an agenda as in the case of question 2.4.</li> </ul>
<p><b>2.5 UDLIWANO-NDLEBE</b></p>
<p><b>(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>



<ul style="list-style-type: none"> <li>The question was well answered. About 60% of the candidates answered this question. Marks ranged from 15 to 21 out of 25 marks</li> </ul>
<p><b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this section, and any misconceptions.</b></p>
<ul style="list-style-type: none"> <li>Using wrong spelling, incorrect format, incorrect language usage, code switching from isiXhosa to isiZulu and sometimes to English, word division.</li> </ul>
<p><b>(d) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Learners must be taught in lower grades all these transactional texts.</li> <li>Work must be given to learners to improve their writing skills.</li> <li>Candidates must be encouraged to write neatly and legible.</li> <li>They must skip a line between the speakers.</li> <li>Quotation marks must be used only when there is a quotation. Introduction must be clear.</li> </ul>
<ul style="list-style-type: none"> <li>Subject Advisors must conduct workshops to develop and mentor teachers.</li> <li>Learners should be given home works to be given regularly and marked then feedback must be given.</li> <li>Debates must be done.</li> <li>Educator's must make use of books and magazines</li> </ul>
<p><b>2.6 INTETHO ESESIKWENI</b></p>
<p><b>(a) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this section, and any misconceptions.</b></p>
<ul style="list-style-type: none"> <li>Though not dominating, the language errors that permeate all questions and sub-questions were also the cause for concern in this question.</li> <li>Word division, e.g. loonto instead of loo nto,</li> <li>Spelling e.g. ukupuma instead of ukuphuma,</li> <li>Plural forms of nouns starting with a vowel e.g. omama instead of oomama</li> <li>Punctuation (use of commas with conjunctions) e.g. Ndimbi, kwayendinomsindo instead of Ndimbikwayendinomsindo.</li> </ul>



**(c) Provide suggestions for improvement in relation to Teaching and Learning Language**

- Aspects to be dealt with when dealing with the is, reading and viewing and language usage.

**(d) Describe any other specific observations relating to responses of learners**

- Giving the context, the place, the atmosphere, the audience etc within which the formal speech is given made it easy for markers to link or relate the contents of the speech with the drawn context.

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

- The emphasis on the kind of details required is this type of transactional writing proved to be a strong basis for learner excellence in this question.