

**CHIEF MARKERS REPORT ON MARKING OF 2013**  
**NATIONAL SENIOR CERTIFICATE EXAMINATION (NSC)**

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# **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ACCOUNTING</b>		
<b>PAPER</b>	<b>1</b>		
<b>DATE OF EXAMINATION:</b>	29 OCTOBER 2013	<b>DURATION:</b>	<b>3 HOURS</b>

This report 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 2014. 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?
- (c) Provide suggestion 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

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

The 2013 Accounting paper attempted to offer something from across the Accounting syllabi from Grade 10 to Grade 12. It represented a good balance between the "elementary" basic accounting concepts and principles, to the more demanding interpretation and analysis of financial information. As such, the average learner was able to easily pass this paper.

It is generally accepted that Accounting has evolved into a more analytical subject from the basic book keeping of the past. Success in the subject is dependent on hard work, thorough preparation and dedication.

While many educators and analysts rated the paper as being fair and appropriate, the marking process tells a different story. Once again, a large percentage of the learners in the Eastern Cape failed to achieve 40%. On the other extreme, a small percentage of learners from the so called privileged schools did exceptionally well. This is clearly an indication of the level of preparation and commitment to the task. It is often claimed that the diverse socio-economic background and the availability of resources play a significant role in the final results. It is time that individuals take responsibility for their success by going the extra mile. We are more than five years in the current NSC syllabus and accounting papers have become relatively predictable. One would expect to notice an improvement in results from one year to the next. Unfortunately, the trend highlighted above appears to remain constant.

## 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?		
<i>Average mark from the sample of 100 : <math>21/35</math> (61%)</i>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
1.1/1.2	Company : concepts and analysis of transactions	63%
1.3	Debtors reconciliation	59%
This was a good question to set the right tone for the rest of the paper. It was attempted by all candidates, unfortunately not with the same level of success. This question afforded the opportunity to score good marks, which was welcomed by the well prepared candidates.		
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.		
<p>The accounting equation was not anticipated by many. This type of questioning is prominent in Grade 10 and 11. It is however, the general ledger being summarized. Account names were required – no marks were awarded for statements written such as “final dividends” in place for Ordinary Share Dividends. With regards to the effect on the accounting equation, candidates must learn to follow the example provided. Many included the amounts and provided more than the two effects for each transaction.</p> <p>The Debtors Reconciliation provided a fixed format which learners had to complete. This could have confused some candidates who studied different ways of achieving the same outcome. Some only showed the increase or decrease, others showed cumulative totals. Although the marking guideline accepted a reconstruction of the Debtors Control Account, learners would not have known this.</p>		
(c) Provide suggestions for improvement in relation to Teaching and Learning		
<p>The section on companies starts with general ledger accounts. The understanding of ledger accounts logically depends on an understanding of the accounting equation. It is once again emphasized that ledger accounts must be explained by showing the effect of each transaction to Assets, Equity and/or Liabilities. Educators tend to teach the ledger account as a set of rules (if this happens, do this). As a result, learners do not understand why certain accounts are either debited or credited. Transaction analysis commences in Grade 9 when the Balance Sheet is taught. This technique is appropriate for every section of the syllabus.</p>		

With regards to debtors' reconciliation, it is important to stress the relationship of the Control Account to the Debtors List, and how each is affected by individual transactions. Practical examples must be used, as learners visualize the process and tend to understand the logical flow of information, and the reasons for the increase or decrease.

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

In the transaction analysis, learners tend to write in all the columns provided, hoping to score some marks. In this case, they lost marks for foreign items (maximum of 3) by showing more than two effects on the accounting equation. They cannot differentiate between basic concepts such as ordinary share capital, ordinary share dividends and shareholders for dividends.

With the Debtors Reconciliation, they had difficulty with the positive or negative effect of each transaction. They also could not decide whether it affected the Control Account or the Debtors List.

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

Educators must not take for granted portions of the syllabus that were covered in Grade 10 and Grade 11. Accounting (like mathematics) requires constant reminders and re-enforcement. Only the basics are covered in Grade 10/11. More thought-provoking exercises must be given in Grade 12. Use different example from different textbooks and study guides. Past year examination papers are also excellent resource material.

Identify weaker learners and encourage group learning. Sometimes they are more comfortable learning from their colleagues. Educators should not feel afraid or intimidated to learn from more experienced educators from neighbouring schools. Subject advisors can co-ordinate a mentoring system by identifying the educators who achieve good results and requesting that they assist the inexperienced educators. Subject advisors must then monitor and give support on an on-going basis.

**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 :  $\frac{19}{35}$  (55%)**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
2.1/2.2	Cost accounting : Concepts, Production Cost Statement and problem solving	56%
2.3	Break-even analysis	54%

It was evident that learners learn the basic format of the Production Cost Statement and a structured approach on how to answer this question. Slight modifications to the question suddenly appear to be problematic. This question required learners to calculate specific amounts and insert them into the statement. Then calculate the balancing amounts using their understanding and insight. This appeared to be confusing. The same applies to the calculation of the factory overheads. Mathematics learners did not find the conversions difficult.

It is surprising to note that the Break-even analysis is still poorly answered, despite it being tested in almost every examination since 2009. Many do the calculation but do not understand the significance of the results and how to comment on their findings.

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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.**

The following were poorly answered:

- Doing reverse proportion: calculating the factory overhead amounts from figures given in the administration cost account.
- Calculating the total cost of finished goods using the number of units produced.
- Commenting on the break-even number of units.

The information was presented in a different way. Learners were not familiar with it.

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

The ledger accounts of the manufacturing section are done in Grade 11. This must be used as a basis to teach the production cost statement. A diagrammatic representation of the ledger accounts closing off into the different cost accounts is useful here. Learners must see the broader picture with regards to how the cost accounts are linked.

Educators must create different examples to illustrate how the cost accounts are apportioned amongst the different departments within the business, and how they come together in determining profit or loss.

There must be more discussion around the significance of finding the break-even point. Explain this by emphasizing that fixed cost must be paid even when no units are produced.

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

Learners have learned how to do prescriptive exercises. They cannot analyze the information and comment. They do calculations but do not know when to show the answer as Rands, cents or units.

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

Make learning exciting. Some concepts are better explained by means of props or creating an environment (simulation). Take learners to a manufacturing plant to see the process in action. Get a person from the private sector to address learners, and create an environment for interaction.

### 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 :  $\frac{39}{75}$  (51%)**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
3.1/3.2	Income statement and Retained Income note	53%
3.3	Audit report	30%

This question was answered by all candidates. The income statement is familiar as learners first see it in Grade 10. Although there were some difficult adjustments, learners were able to score many marks for workings and method marks. The calculation of dividends was poorly done and as such candidates did not score well in the retained income note. It was disappointing to note the poor performance in the audit report question. This question (with variations) has appeared in numerous papers since 2008, to the extent that it is now being predicted.

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

There were some tricky calculations in the adjustments such as the rent income, trading stock loss and stock deficit.

Candidates still include foreign items (balance sheet accounts), and lose marks. There were many misplaced items, especially the interest income and interest expense.

Learners needed to calculate the number of shares in order to calculate the dividends. Many did not get this right.

The disclaimer audit report appeared to be unfamiliar to many candidates. I can conclude that many schools only introduce the terms qualified and unqualified reports.

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

Income Statement and Balance Sheet concepts and formats are introduced in Grade 10 and built upon in subsequent Grades. Doing financial statements should be an on-going process (not a section on its own). Balance sheet accounts and nominal accounts together with 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. Example: If you mention "Stationery", expense, debit and income statement must come to mind. "Ordinary share dividends", appropriation, retained income note will be relevant. Etc.

With regards to the audit report, educators must encourage class discussions and debates using various examples as well as creating their own scenarios to emphasize different audit opinions. It is also useful to download audit reports of familiar companies and using them as assessment tasks.

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

Commenting on the audit report was poorly done. Learners quote statements from the report provided, clearly not showing any understanding or insight. Many simply use phrases learnt at school such as "this is the responsibility of the directors" etc. which are totally unrelated to the question. Other such phrases include "division of duties", "fraud", "install cameras" etc.

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

Financial statements templates must be made available and used often, even when sections of the statements are taught, example: the **fixed asset** note or the **equity and liability** section of the balance sheet. It is also useful to test the formats without using amounts. Give the learners a random list of accounts and ask them to place them in the correct financial statements. This will also eliminate the problems of misplacement.

Make use of a variety of resource materials and explore the different types of adjustments and calculations. Be mindful of the fact that examiners are always looking for new and different ways of presenting the same information. Encourage learners to ask questions and try to stimulate discussion. Above all, do not give incorrect explanations when you are unsure of something. It is always wise to read up, check with colleagues, consult study guides and workshop material so that one can be confident in presenting information to learners.

**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 :  $\frac{27}{60}$  (45%)**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
4.1	Corporate social investment	58%
4.2	Cash Flow Statement	47%
4.3	Calculation of financial indicators	55%
4.4/4.8	Commenting and interpreting financial information	34%

- Question 4.1 was answered well. There was good integration with what is also part of the Business Studies syllabus. A fair percentage of learners did not relate this to the community but focused on the enterprise. There was also evidence of general knowledge being applied, which was welcomed.
- The calculations in the Cash Flow Statement showed extremes – either very well done by the well prepared to mediocre and bad by the majority.
- Calculations of financial indicators have improved as it is now predicted. Many do not attempt this section.
- Commenting on financial information is of major concern. Very poorly answered in most cases.

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

- Once again, learners are familiar with the structured way in which the cash flow statement is taught. Any other presentations are not recognized. Candidates lose marks when workings are not shown, especially with the income tax paid and the dividends paid. The calculation of the net change in cash and cash equivalents was also poorly answered.
- With regards to financial indicators, learners either did not study the formulas and/or they did not know from where to obtain the appropriate figures (amounts).
- Some questions like 4.6, 4.7 and 4.8 required learners to understand the requirement of the questions (comprehend what is required). Many were not able to express themselves clearly. At times, these answers are technical in nature, such as positive gearing and low gearing. Learners also assume that they will score marks by naming an indicator without providing figures. At times the names of the indicators are implied by the question; the appropriate figures were required (earnings, dividends and returns).

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

After so many years, this section on cash flow statement and ratio analysis still troubles educators to such an extent that they pass this anxiety to the learners. This section of the syllabus must be handled with confidence. Use the different resources especially the past year papers and become familiar with the different ways in which this question can be asked. I found that dividing this section into smaller parts works well. Educators tend to rush through this section because of time constraints (they want to finish the syllabus). Others instill a negative attitude to this section and give learners the impression that it is a very difficult section. Some educators also request learners to read up the section on ratio analysis on their own. Learners must be motivated to study and educators must make the time to interact on an on-going basis. I find that this topic can generate some thought-provoking discussion.

Analysing financial information lends itself to good assignments and case studies which must be followed by constructive class discussions. This may mean that the allocated instruction time may not be enough. Arrange such activities for after school and weekends (for the sake of the learners). The language barrier in firstly understanding the questions, and secondly expressing the answers effectively, is recognized. This can only be developed through constant practice. It is a process which has no quick fixes.

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

The use of brackets on the cash flow statement is still misunderstood (inflow and outflow of cash). Learners do not know how to deal with the net change in cash when there is a bank overdraft. For comments and analysis, once again we get the stereotypical answers that are taught in class. They, unfortunately, do not apply to all situations and examiners are changing questions which require further analysis showing insight and at times, creativity.

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

Teachers must first empower themselves by making sure that they cover their content gaps. Accounting operates in a dynamic environment and one needs to keep up with the changes. This will give them the confidence to approach lessons and address learners with enthusiasm. Gaining the necessary knowledge and skills may require meetings with the subject advisors, attending cluster meetings workshops and forming subject committees with educators from local schools. Sharing ideas and assessment tasks will ensure uniformity and well as broaden the learners' knowledge.

Although the majority of learners have a problem with the language (English), encourage them to write passages and to answer in English. This all round development will filter into the accounting papers. Clusters or districts are encouraged to use common tasks. While this is good for maintaining standards, teachers also need to develop their skills in designing assessment instruments. Ask more experienced educators to moderate your tasks set, and make positive adjustments where necessary.

Subject advisors and school management teams must be mindful of the fact that many good learners lose interest in the subject because they cannot grasp the changes taking place in accounting. It has moved from the basic easy book keeping subject to a more challenging subject requiring analysis, interpretation and a good command of the language. Cluster moderation sessions must be taken more seriously and positive feedback must filter to all schools. Even the school based internal moderation process is rushed and often done by a senior management member who "shadow" mark the tasks simply to comply.

Some of the areas that need attention are :

The quality of the assessment tasks.

The length and mark allocation. (some give short exercises and convert to a percentage)

The consistency in marking (use of method marks, rubrics etc)

How do we prevent copying of tasks or help received from parents and other specialists?

**QUESTION 5**

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



<b>Average mark from the sample of 100 : <math>21/40</math> (51%)</b>		
SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
5.1	Budget concepts	48%
5.3	Calculation of specific amounts on the budget	55%
5.3/5.4	Internal controls and advice (explanations)	46%
<ul style="list-style-type: none"> <li>The fine line between the cash budget and the projected income statement is often misunderstood.</li> <li>Calculations are satisfactorily done. Maths and mathematical literacy skills are useful in this regard.</li> <li>Comparing the actual amounts against budgeted amounts and providing advice was answered well due to it being repeated in many papers.</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.**

- Some of the calculations required learners to find the relevant amounts which appeared either on the incompleting budget or in the adjustments. These were not easily identifiable.
- In 5.4, the question required advice – learners made comments, such as “This will worsen the overdraft”. Although relevant, it was not answering the question.

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

Much of this problem can be addressed in Grade 11 where learners are expected to prepare the Cash Budgets from given information. Doing well in this section depends on a good understanding of the concepts (cash and non-cash; income and expenses vs receipts and payments; capital and current; trends and percentages). Analysis and interpretation is specifically Grade 12 work. Grade 12 educators must focus on developing the mathematical skills of learners. Many of the accounting learners do mathematical literacy, so it must not be assumed that learners can formulate equations and solve for the unknown amounts. A variety of exercises must be given and time must be spent in doing the corrections in class. It is not enough to simply give the learners the memorandum and expect them to figure it out for themselves.

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

Learners have difficulty calculating percentages and pro-rata amounts. They use the words increased or decreased when comparing the actual against the budgeted amounts, rather than saying overspent or under budgeted. In 5.4, learners did not realize that the advice is an action (what must Peter do), rather than a comment.

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

A practical exercise can be useful in explaining the need for a budget. Emphasis is on something for the future. Good SBA tasks can help develop learners' understanding of the concepts. Examples such as planning a school function or a camping trip will get the learners' engaging and discussing all the arrangements. For examination purposes, it is necessary to work through a number of past year papers and focus on different types of questions (budgets and projected income statement). Short class tests are useful in

assessing learner shortcomings. Teachers need constant feedback for effective revision.

#### 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 :  $\frac{21}{55}$  (38%)**

SUB-QUESTION	TOPIC OR ASPECT TESTED	AVERAGE % OF THE SAMPLE OF 100
6.1	Fixed assets : calculations, ledger account and ethics	40%
6.2	Stock valuation calculations and internal controls	35%
6.3	Problem solving : identify problem and offer solutions	42%

The poor performance in this question can be attributed to poor time management. A large percentage of learners did not answer this question.

- Calculation of depreciation and asset disposal (Grade 11 syllabus) was poorly answered.
- In 6.2, calculating the ratios and commenting on them was problematic for many learners.
- Candidates who got to 6.3 did well. The problems were easily identifiable and some interesting advice was given by learners.

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

- Educators give the fixed assets section scant regard. They take for granted the work covered in Grade 11. This is a distant memory for Grade 12 learners.
- The stock valuation question did not follow the trend of previous years. A large percentage did not understand the concept of stock holding so they could not comment on it.
- Learners also did not relate their comments in 6.2.3 and 6.2.4 to their calculations in 6.2.2.
- The problem solving question was meant to assess skills of analysing data and making suggestions.

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

The fixed assets note and asset disposal featured in a number of past papers. Educators are advised to revise this section – even conduct a few informal tests or assessment tasks to get an idea of any weaknesses. The guidelines suggest that internal controls and ethics must be integrated into all topics. Educators must look for opportunities to apply this to other aspects as well. An example here is the use of ratios and problem solving in the stock valuation question.

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

Learners were not able to comment on the ratios calculated in 6.2.2. Many were confused about the significance of the stock hold period. The problem-solving question required analysis of the data presented. This skill is also lacking.

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

Educators must extend the teaching of accounting to include other skills like planning, time management, studying and answering techniques. Learners must be made aware that accounting papers will always be long. Speed tests must be devised and administered so that learners get a feel of working under pressure. It is difficult to prepare for case studies and problem-solving questions. A solid foundation of basic accounting principles together with an enquiring mind will bring out the insight and creativity that examiners are looking for.

AREAS OF CONCERN		
QUESTION /AVERAGE %		TOPIC / SUB-SECTION
3.3	(30.2%)	Commenting on a disclaimer audit report.
4.4 / 4.8	(33.9%)	Commenting on financial indicators and ratios.
5.3 / 5.4	(45.5%)	Giving advice for internal control of debtors.
6.1	(39.8%)	Calculations – fixed asset note and asset disposal.
6.2	(34.9%)	Stock valuation calculations and interpretation

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



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**ASSESSMENT & EXAMINATIONS**

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**AFRIKAANS FIRST ADDITIONAL LANGUAGE PAPER 1**

**NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS FIRST ADDITIONAL LANGUAGE P1</b>
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**SECTION 1:**

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

Die meeste van die kandidate het hierdie vraestel goed beantwoord. 11.3% van kandidate het gedruip (vlak 1/minder as 30% behaal) en 87.7% het geslaag (vlak 2+). 12.7% van kandidate het vlak 7 (80%+) behaal en 16.2% het vlak 6 (70%-79%) behaal terwyl 14.7%, 16.0% en 18.2% het vlak 3, 4 en 5 onderskeidelik behaal.

Oor die algemeen is die gehalte van die resultate beter as in die verlede. Dis baie bemoedigend dat leerkragte die meeste van die swakhede van die verlede geredeneer het, want daar is 'n verbetering in die punte, veral in die leesbegrip en die opsommingafdelings. Maar wat die taalafdeling betref, is daarnog baie ruimte vir verbetering.

**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).**

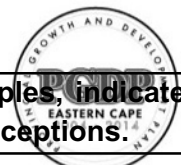
**QUESTION 1: LEESBEGRIP (TEKS A: ARTIKEL/ TEKS B: SENSUS)**

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

Oor die algemeen is hierdie vraag baie goed deur kandidate beantwoord. Net 3% van die kandidate het minder as 30% behaal. Daar was 34% wat vlak 7 (+80%) behaal het en 32% het vlak 5 en 6 (60%-79%) behaal. Hierdie resultate by die leesbegrip was baie bemoedigend.

Al was die resultate by vraag 1 baie goed, was daar swakhede wat voorgekom het. Hierdie swakhede word deeglik hieronder bespreek.

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



verbeur by vrae waar hulle hulle eie woorde moes gebruik het of waar hulle die vrae moes geïnterpreteer het: 1.3, 1.7 1.10.2, 1.13.2, 1.17, 1.18 en 1.21.

Beperkte woordeskat het, weereens, daartoe gelei dat kandidate Engelse woorde gebruik en sommige woorde is selfs verafrikaans, bv. 1.8 **energy/focus**, 1.10.2 **owl** en 1.23 **emfaseer**. As gevolg hiervan het kandidate punte verloor. Sulke woorde word nie in Afrikaans aanvaar word nie.

Sommige van die kandidate is nog geneig om lang antwoorde te skryf en om onnodige sinne/dele van sinne te skryf, met die hoop dat die antwoord iewers tussenin sal wees. Hulle doen dit meestal as hulle 'n woord/woorde in die vraag sien en dieselfde woord/e in die leesstuk sien. Dit wys dat hulle nie die vraag verstaan het nie.

By veelkeusige vraag het baie kandidate nie die instruksies gevolg nie. Hulle moes net die vraagnommer en die korrekte letter neerskryf. As kandidate die letter sowel as die antwoord geskryf het, bv. **1.5 A - positief oor jouself voel**, of net die vraagnommer en die antwoord geskryf het, bv. **1.5 positief oor jouself voel**, is dit verkeerd. Hulle moes net **1.5 A** geskryf het.

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

Leerkragte moet in die klas aandag skenk aan oefeninge met vrae wat verg dat leerder hulle eie opinie/s moet gee asook aan vrae wat geïnterpreteer moet word.

Leerders moet geleer word om die instruksies deeglik te lees. As daar vir EEN WOORD of DRIE AGTEREENVOLGENDE WOORDE gevra word, moet hulle NET een woord of drie agtereenvolgende woorde neerskryf. As daar meer of minder woorde geskryf is, sal die antwoorde verkeerde gemerk word, bv. 1.16 Die vraag het vir EEN WOORD gevra. Daar was kandidate wat **formeel huise** geskryf het, in plaas daarvan om net **formeel** te skryf.

Leerders moet ook geleer word om antwoorde kort en bondig te skryf. Dit wys dat hulle begripsvermoë goed is. Hulle hoef ook nie 'n deel van die vraag in die antwoord neer te skryf nie, bv. 1.2 Hoe kan jy die eksamenmonster maklik oorwin? In plaas daarvan om net "Deur in jouself te glo." te skryf, het kandidate die hele sin van die teks aangehaal: "As jy in jouself glo, sal jy jou studies met vetroue aanpak en dan kan jy die eksamenmonster maklik oorwin."

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

Kandidate haal verkeerd aan/spel woorde verkeerd uit die vraestel, bv. 1.6.2 en 1.12. Hulle moet bewus gemaak word dat aanhalings net soos dit in die leesstuk verskyn, oorgeskryf moet word.

By vrae soos 1.6.1 (Feit/Mening) en 1.13.1 (Letterlik/Figuurlik) moet leerders bewus gemaak word dat hulle die eerste gedeelte, FEIT/FIGUURLIK korrek moet kry om die punt vir die motivering te kry. Sommige kandidate skryf WAAR i.p.v. FEIT.

Baie van die swakker kandidate het sinne van die leesstuk aangehaal en nie hulle eie woorde gebruik nie. Dis ook duidelik dat leerders nie die begrippe, **ooreenkomste**, **verskille/kontraste**, **letterlik** en **figuurlik** onder knie het nie.

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

Weereens word daar aangeraai om van Senior Merkers, Moderators en Hoofnasieners gebruik te maak om werkwinkels in streke te hou (om swakhede van kandidate in die verskillende afdelings te verbeter) of om gemeenskaplike vraestelle op te stel.

Kandidate moet geleer word dat as een sin as antwoord verwag word en hy/sy meer as een sin skryf, moet die eerste sin na die antwoord (as dit in die tweede sin is) lei. As dit nie die geval is nie, is die antwoord verkeerd; al mag die tweede sin die antwoord bevat.

'n Vraag wat een punt werd is, sal nie drie sinne of 'n paragraaf vereis nie. Kandidate kan nie (vir 'n eenpuntvraag) twee/drie sinne uit die teks aanhaal om by die antwoord uit te kom nie.

Stel leerder aan die verskillende tipe tekste bloot, bv. koerant-/tydskrifartikels, boek-/rolprentresensies, advertensies, televisieroosters, strokiesprente, prente, ens. en toets hulle gereeld hieroor.

Onderwysers moet aan die begin van die jaar/so vroeg moontlik ingelig word oor nuwe assesseringsriglyne, formaat van die vraestel en enige ander veranderinge sodat leerders vroegtydig daaraan blootgestel/getoets kan word.

**QUESTION 2: OPSOMMING ( MAAK NUWE VRIENDE!)**

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

Kandidate het ook baie goed in Vraag 2 (Opsomming) gevaar. 50% het vlak 7 (+80%) behaal en 20% het vlak 6 behaal. Net 6% het minder as 30% (vlak 1) behaal.

Soos verlede jaar, is dit duidelik dat daar ook vanjaar aandag aan die skryf van opsommings in die klas geskenk is. Amper al die kandidate het die getal woorde wat hulle gebruik het, aangedui en hulle het ook goed by die formaat (puntsgewys) gehou; al is hulle nie hiervoor geenaliseer nie.

Die swakke kandidaat het relatief goed gevaar omdat hulle sinne uit die teks kon gebruik (aanhaal) en dit het hulle baie gehelp.

Die meeste van die kandidate het ook vanjaar daarin geslaag om die korrekte feite te kies. (Hoe om vriende te maak.)

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

Baie van die kandidate het feite van die eerste (inleidings) en/of die laaste (slot) paragrawe neerskryf wat geen feite i.v.m. die vraag gehad het nie. Hulle het dus hierdie punt/e verbeur.

Sommige leerders is nog geneig om aan te haal in die middel van sinne of om twee sinne te verbind wat geen sin maak nie/geen verband met mekaar het nie.

Daar was wel kandidate wat hulle eie feite neergeskryf het oor die vraag "Hoe om vriende te

maak.”, maar hierdie feite het nie in die teks voorgekom nie. Al mag hierdie feite reg wees, word dit nie aanvaar nie, want dit staan nie in die teks nie.

‘n Paar van die kandidate was geneig om feite sonder ‘n werkwoord neer te skryf. Hiervoor kan geen punt toegeken word nie.

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

Kandidate moet alle instruksies deeglik lees voordat hulle die vraag begin antwoord. Gewoonlik is die eerste koeëlpunt baie belangrik, want dit sê wat opgesom moet word.

Opsommingsoefeninge moet gereeld in die klas ingeskerp word.

Kandidate moet daarteen waak om nie twee feite in een sin te gee nie.

Al word sinsnedes aanvaar, moet daar ‘n werkwoord in elke feit wees.

Kandidate moet ook geleer word dat nie elke paragraaf ‘n feit mag bevat nie. Soms, soos die geval hier was, het die inleidings- en slotparagrafe geen feite gehad nie.

Hulle moet ook geleer word dat daar nie net een feit in ‘n paragraaf as antwoord mag wees nie, maar twee, soos paragraaf 2 en 3 wat TWEE afsonderlike feite bevat het.

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

Leerders moet bewus gemaak word dat net 5 ekstra ( $70+5=75$ ) woorde toegelaat word. Van die 76ste woorde af word daar nie gemerk/gelees nie.

Kandidate moet nie koeëlpunte/strepe gebruik nie, maar die feite moet puntsgewys aangedui word, soos per instruksie.

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

Werkswinkels moet gehou word om die skryf en nasien van opsommings te onderrig.

Aspekte soos die volgende kan bespreek word.

1. Hoe kandidate deeglik moet lees om die korrekte feite te kies/identifiseer.  
Hulle moet onderrig word hoe om belangrike feite van onbelangrike inligting te kan onderskei.
2. Direkte aanhalings (wat toelaatbaar is).
3. Die skryf van feite puntsgewys.
4. Die toelaatbare getal ( $70+5$ ) woorde.
5. Die skryf van die getal woorde (net aan die einde en nie na elke sin nie).
6. Waar/hoe kandidate punte verloor.
7. Daar hoef nie ‘n feit in elke paragraaf te wees nie en sommige paragrafe mag meer as een feit bevat.
8. Benadruk die belangrikheid van die werkwoord in elke feit om ‘n punt te kan verdien.

**Leerkragte moet in gedagte hou dat hierdie assesseringsriglyne vir die opsomming**

heel waarskynlik volgende jaar mag verander. Miskien gaan leerders vir die getal woorde (verkeerd neergeskryf/nie geskryf nie), taalfoute, die vorm (puntsgewys) en direkte aanhalings gepenaliseer word. Wees op die uitkyk vir die dokument wanneer dit gepubliseer word.

### QUESTION 3 AFDELING C: ADVERTENSIE (Die beste Matriekafskied-ekspo ooit!)

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

Kandidate het oor die algemeen bevredigend in al die taalvrae (Vraag 3, 4 en 5) gevaar. 26%, 21% en 29% het Vraag 3, 4, en 5 onderskeidelik gedruip (minder as 30% behaal). Dit was kommerwekkend. Kandidate het hier baie punte verbeur, want hulle basiese begrip van sinstrukture asook woordstrukture is baie swak.

By Vraag 3 het kandidate bevredigend gevaar. 17% van kandidate het vlak 7 behaal en 9% het vlak 6 behaal. 26% het minder as 30% behaal.

Weereens is dit duidelik dat baie matriekonderwysers meer op voorgeskrewe werk gekonsentreer het en taalonderrigafgegee het.

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

By hierdie vraag 3.7, 3.9 en 3.10 is dit duidelik dat leerders nie genoeg oefeninge in advertensietegnieke kry nie. Hulle het gesukkel met die interpretasie van visuele vrae. Hulle ken ook nie die basiese sin- sowel as die woordstrukture nie.

Kandidate het ook probleme met die volgende taalaspekte ondervind.

3.2 Oortreffende trap: goed – beste.

3.3 Een woord vir: klere vir mans – mansklere.

3.4 Lydende Vorm: teenwoordige tyd – Hare en skoonheid word (deur ons) bespreek.

3.8 Verandering van Vraagsin na Stelsin: Kan jy pryse wen? - Jy kan pryse wen.

3.9 Advertensietegniek: Die gebruik van **jou** in die slagspreuk: Jou wêreld. Jou koerant.

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

Meer aandag moet aan taalonderrig in die klaskamer geskenk word. Sinstrukture, sowel as woordstrukture moet deurgaans onderrig word.

Kandidate moet onderrig word om die instruksie/s by elke vraag deeglik te lees en te volg:

- As daar gevra word om die net die woord as antwoord te skryf, bv. 3.2, 3.3, 3.5, 4.1, 4.2, 4.7, 4.9, 5.1, 5.4, 5.8, 5.9, 5.12 en 5.13, sal geen punt toegeken word as die kandidaat die hele sin oorskryf nie, of as hy selfs meer as een woord neerskryf.
- As die vraag lui dat die kandidaat die hele sin as antwoord moet neerskryf, bv. 4.4, 4.5, 4.8, sal dit verkeerd wees as hy/sy net 'n deel van die antwoord neerskryf. L.W.: Kandidate moet ook dié woorde wat in die vraestel verskyn, oorskryf.
- As die instruksie by 'n veelkeusige vraag lui dat net die vraagnommer en die korrekte letter neergeskryf moet word, sal die antwoord verkeerd gemerk word indien die



kandidaat ook die woord/sin/sinsdeel ens. neerskryf, bv. by 4.6 moet die kandidaat **NET 4.6 A** as antwoord neerskryf en nie **4.6 B sweet** of **4.6 sweet** nie.

Taal leer moet steeds 'n belangrike komponent in die onderrig bly. Taalaspekte moet in situasies/temas onderrig word en net een aspek bv. Lydende Vorm moet in 'n taalles onderrig word.

Stel leerders aan visuele tekste bloot en hulle moet oor die interpretasie daarvan onderrig word.

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

Dis teleurstellend dat leerders nie die basiese sinstrukture ken nie, bv.:

Verlede Tyd – het ...ge+ww

Toekomende Tyd – sal ...ww

Lydende Vorm (Teenwoordige Tyd) – word deur ...ge+ww

Indirekte Rede – verandering van voornaamwoorde + verskuiwing van hww. en ww. ens.

Hierdie strukture moes leerders al in laerskool baasgeraak het. Leerkragte moet verseker dat leerders gewoond raak aan hierdie strukture voordat hulle in in die verskillende strukture (bv. Indirekte Rede, Lydende vorm, Verlede tyd, ens.) getoets word.

Woordstrukture (bv. meervoude, verkleinwoorde, trappe van vergelyking, samestellings ens.) moet ook deurgaans ingeskerp word.

Kandidate moet aan meer advertensietegnieke/strokiesprenttegnieke blootgestel word sodat hulle gewoond kan raak aan die verskillende tipe vrae/woorde, bv. 3.1 teikengroep, 3.2 Hoekom trek die inligting aandag?, 3.9 Die gebruik van die woord **jou**, en 3.10 Die gebruik van verskillende lettertipes, 4.1 stereotipeer/manipuleer, 4.3 liggaamstaal en 4.10 Die gebruik van die verskillende leestekens (bv. uitroepeteken.)

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

Werkwinkels moet gereeld in die verskillende streke en in skole gehou word. Kenners (matriekmerkers) moet genooi word om hierdie werkwinkels aan te bied. Hulle het die nodige kennis wat hulle by die merksentrum opgedoen het.

Taallesse kan baie afgesaag en vervelig wees. Onderwysers moet nuwer, opwindender maniere probeer vind om taal interessanter in die klas aan te bied.

Visuele tekste moet meer aandag geniet. Begrippe soos: "Dit betrek die leser.", "Dit trek die leser se aandag.", "Dit laat die leser fokus op belangrike inligting.", ens. moet aangeleer word.

Die besit van 'n goeie woordeboek vir elke leerder en die waarde van lees kan nie genoeg beklemtoon word nie.

**QUESTION 4: STROKIESPRENT (TEKS E)**

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

By hierdie vraag het kandidate beter as in die ander twee taalvrae gevaar. 57% het meer as 60% behaal: 23% (vlak 7), 18% (vlak6) en 16% (vlak5). 22% het 30% - 59% behaal en 21%

het minder as 30% behaal.
<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>Soos by Vraag 3 (Advertensietegnieke) is dit duidelik dat kandidate nie genoeg oefeninge in strokiesprenttegnieke in skole kry nie. Baie van hulle het moeilikheid ondervind met vrae wat hulle kennis van strokiesprenttegnieke getoets het, bv. 4.2, 4.3 en 4.10.</p> <p>Die volgende het by hierdie vraag voorgekom:</p> <p>4.1 'n Paar van die kandidate wat die korrekte antwoord gekies het, nl. <b>stereotipering</b>, het die antwoord verkeerd gespel (al het dit in die vraestel verskyn); daarom was dit verkeerd.</p> <p>4.3 Kandidate het dit moeilik gevind om die liggaamstaal van die meisie (hande agter haar rug) te interpreteer.</p> <p>4.4 Dis baie teleurstellend dat die meeste kandidate nie dié twee eenvoudige sinne met <b>daarom</b> kon verbind nie. Baie kandidate het die ww. (is) aan die einde van die sin geplaas.</p> <p>4.5 'n Eenvoudige sin soos: <b>Sy werk 24 uur per dag</b>, kon nie deur die meeste van die kandidate in die Verlede Tyd geskryf word nie. Baie kandidate weet nie eens wat die Verlede Tyd is nie.</p> <p>4.8 As gevolg van hulle beperkte woordeskat, het talle kandidate die punt by hierdie vraag verloor. Engelse woorde wat nie aanvaarbaar is nie, is gebruik.</p> <p>4.10 Die meeste van die kandidate kon nie die gebruik van die uitroepteken verduidelik nie.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Dieselfde soos 3(c).
<b>(d) Describe any other specific observations relating to responses of learners.</b>
<p>Woordstrukture soos samestellings (mansklere) en antonieme (onsuksesvol) moet ook aandag geniet.</p> <p>Die meeste van die kandidate het die vaste uitdrukking: swoeg en <b>sweet</b> verkeerd gekry.</p> <p>Kandidate moet duidelik skryf, want soms is dit moeilik om vas te stel of die antwoord een woord of twee woorde is of die woord korrek gespel is. By eenwoordantwoorde is spelling baie belangrik.</p> <p>Die res van die opmerking is dieselfde soos 3(d).</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Dieselfde soos 3(e).
<b>QUESTION 5: TEKS F (ARTIKEL) en TEKS G (PRENT)</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Van al die taalvrae het kandidate die swakste by hierdie vraag gevaar. 29% van die kandidate het minder as 30% behaal. 42% het 30% tot 59% behaal en 12% het vlak 7 behaal.</p>

As gevolg van kandidate se beperkte woordeskat, het hulle baie punte by Teks G verloor. By hierdie vyf sinne (5.14 – 5.18) het baie kandidate die verkeerde woord gekies om die sinne te voltooi.

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

Kandidate het ook by hierdie vraag (soos by vraag 3 en 4) gewys dat hulle basiese sin- en woordstrukture baie swak is.

Die volgende sinstrukturevrae is swak deur kandidate beantwoord:

5.2 Die Lydende Vorm (Verlede Tyd) was problematies vir die meeste kandidate. Net 'n handjievol het dit reggekry.

5.3 Direkte Rede: Daar was baie min kandidate wat die volle twee punte hier verdien het. Die meerderheid het nul gekry. Kandidate weet ook nie watter leestekens om in die Direkte Rede te gebruik nie; dus het hulle die punt vir die korrekte leestekens verbeur.

5.5 Homofoon: Kandidate het **rys** met **ras** of **wedloop** verwar. Engels: **race**.

5.6 Kandidate het geweet dat hulle **sal** hier moet gebruik, maar ander onnodige veranderinge in die sin of die verkeerde plasing van die ww. het daartoe gelei dat kandidate die punt verloor.

5.10 Ontkennende Vorm: Die meeste van die leerders het gesukkel om die ontkenningsvorm te gee. (Niemand ....nie)

Die volgende woordstruktuurvrae is swak beantwoord:

5.1 Die meeste van die kandidate kon nie **interessante** reg spel nie.

5.6 Lettergrepe: le'wens. Die meerderheid van die antwoorde was hier verkeerd.

5.8 Vergrotende Trap: koel – koeler. Heelwat het **koelste/koue/koellergeskryf**.

5.9 Meervoude: Boom-bome. Baie het **bomme/boome** geskryf.

5.12 Verkleiningsvorm: katte – katjies. Baie het geskryf **kattejie/kattetjies/katjie**.

5.13 Teenoorgestelde Geslag: wyfie –mannetjie.

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

Dieselfde soos 3(c).

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

Die infinitief 5.11 (hoef ...te) word jaar na jaar getoets. Elke jaar is hierdie vraag baie swak deur leerders beantwoord. Vanjaar was dit erger, want net 'n handjievol het die antwoord reggekry. Miskien was dit as gevolg van die moeilike sin wat gee is.

Elke jaar kom dieselfde taalfoutjies in sinstrukture en woordstrukture voor. Dis duidelik, soos voorheen gesê dat nie genoeg aandag in die klaskamer aan taalaspekte bestee word nie. Dis tyd dat leerkragte die basiese taalreëls onderrig en inskerp sodat kandidate beter in die taalafdeling kan vaar. Die res van die opmerkings is dieselfde soos 3(d).

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Dieselfde soos 3(e).

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS FIRST ADDITIONAL LANGUAGE P2</b>
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### **SECTION 1:**

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

Soos in die verlede het die oorgrote meerderheid kandidate weereens die vrae op die kortverhale en die gedigte behandel.  
Die vraestel is gebaseer op sewe verskillende boeke. ( 4 genres ).  
Dit blyk dat sekere kandidate nie die instruksies verstaan het nie. Die meerderheid kandidate het vyf vrae in plaas van twee vrae gedoen. Daardeur het hulle hulself gepenaliseer, want slegs die eerste twee vrae (een vraag per genre) is nagesien. Afdeling D (Gedigte) is nienagesien nie en die kandidate vaar gewoonlik goed in hierdie genre.  
Leerkragte moet asseblief  
Die leerdersvoorberei in die lees van die instruksies in die vraestel, maar ook die instruksies op die antwoordboeke.

- Daar mag nieblaaiuit die antwoordboek geskeur word nie.
- Kandidate mag nieTippex gebruik nie.
- Kandidate moet ontmoedig word om nie glimpenne te gebruiknie.
- Kandidate mag net met blou of swart ink skryf.
- Kandidate moet versigtig weesom nie hul handskrif te verander nie.
- Kandidatemoetontmoedig word omEngelsewoordetegebruik.
- Leerders moet vrae korrek nommer. Hulle moet die vraagnommers aandui, al beantwoord hulle nie die vrae nie.
- Leerders moet duidelik en leesbaar skryf.

### **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 Kringe in 'n Bos - DaleneMatthee ( Opstelvraag )**

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

Slegs een kandidaat het hierdie vraag beantwoord en het baie swak daarin gedoen. Die vermoede is dat hierdie kandidaat nie die instruksies gelees het nie of dit nie verstaan het nie, hy/sy het vyf vrae gedoen in plaas van twee ( een vraag uit elke genre asook twee gedigte).



(b) <b>Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
(a) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>

<b>QUESTION 2 Kringe in 'n Bos - DaleneMatthee ( Kontekstuele Vraag )</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Daar is baie min skole wat hierdie roman behandel het. Die kandidate was nie baie suksesvol in die beantwoording van hierdie roman nie. Die vrae is soos die ander vrae in die romans gevra en ook op dieselfde kognitiewe vlakke. Daar is nie 'n rede waarom leerders so swak gevaar het 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>
2.6 Kandidaat kon hierdie vraag nie beantwoord nie Diegene wat dit wel beantwoord het, het gesê dat Patterson bang is vir die lug i.p.v. die mis.
2.10 Nie een leerder kon hierdie vraag beantwoord nie.
2.17 Kandidaat het gesukkel om hierdie vraag te beantwoord. Kandidaat het nie die inhoud van die roman geken nie.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet geleer word om vrae korrek te lees. Toets leerders gereeld oor die inhoud van die roman. Indien leerders die inhoud ken, behoort daar geen probleem te wees om die vraestel te beantwoord nie.
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Lees die roman fisies met hulle in die klas en toets hulle gereeld oor die inhoud. Werk 'n vraestel saam met die leerders deur en wys die verskillende tipes vraagstelling aan hulle uit.
<b>QUESTION 3 Die ongelooflike avonture van Hanna Hoekom – Marita van der Vyver Opstelvraag.</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Baie min kandidate het vraag 3 beantwoord, maar het nie die roman behandel 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>
Dit word toegeskryf aan die feit dat die leerders nie die instruksies op bladsy 2 van die vraestel reg geles het, of verstaan het nie. Kandidaat lees nie die vraag deeglik deur nie en flans sommer die storie saam. Leerders is hier gepenaliseer as gevolg van die gebruik van Engelse woorde. Die Engelse woord word toegedruk en in 80% van die gevalle het die sin dan geen betekenis nie en kon die kandidaat dus geen punte verdien nie.

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Leerders moet geleer word om die vraestel korrek te lees en die instruksies na te kom.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Lees die roman fisies met hulle in die klas en toets hulle gereeld oor die inhoud. Indien die leerder die inhoud ken en die vraestel goed lees, behoort hulle nie probleme te hê nie.
<b>QUESTION 4 Die ongelooflike avonture van Hanna Hoekom – Marita van der Vyver ( Kontekstuele Vraag )</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Baie kandidate het hierdie vraag beantwoord, maar hulle het nie die roman behandel nie. Lesers het die instruksies op bl. 2 van die vraestel verkeerd verstaan en gedink hulle moet uit elke afdeling 'n vraag doen. Ek dink hulle het net die eerste reël gelees.
<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>
9.2 Die vraag was baie verwarrend vir die kandidate sowel as die merkers, maar aangesien dit 'n afgetekende memo is, was dit geslote en moes die memo so aanvaar word. Almal het gesê dat Gavin vir hul aandete gemaak het, wat verkeerd is.
9.10 Kandidate het hier nie onderskei tussen die begin en die einde nie, net dat Gavin vuil en vol modder was.
4.19 Die vraag neem aan dat die kind 'n negatiewe idee oor stiefouers het, en daarom het sommige leerders gesukkel met die vraag en kon hulle hulself nie duidelik uitdruk nie
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet geleer word om vraestel korrek te lees en die instruksies na te kom. Wys hulle op wat verwag word by ironie, dui die verskil aan en om twee goed met mekaar te vergelyk. Werk 'n vraestel saam met die leerders deur en wys aan hulle die verskillende soorte vraagstelling uit.
<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>
Probeer so ver moontlik die roman in die klas lees. Maak dit interessant deur bv. gebruik te maak van rolspel.
<b>QUESTION 5 Meeulanders - Esta Steyn ( Opstelvraag )</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Geen skool het hierdie roman behandel nie.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<b>(d) Describe any other specific observations relating to responses of learners</b>



e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<b>QUESTION 6 Meeulanders - Esta Steyn ( Kontekstuele Vraag )</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
'n Paar kandidate het hierdie vraag beantwoord. Daar is bitter min geskryf en ek kon aflei dat die sentrum nie die roman behandel het nie. Dit was weer die geval dat die kandidate nie die instruksies verstaan het 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>
Kandidate het nie hierdie roman by hul sentrums gedoen nie en die enkeles wat wel die vraag beantwoord het, is kandidate wat nie die instruksies reg gelees het nie.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Leerkragte moet die formaat van die vraestel aan die leerders verduidelik. Werk deur 'n ou vraestel en verduidelik aan hulle watter afdelings julle gedoen het. Daar is nog te veel kandidate wat al sestion die vrae op die vraestel doen en die meerderheid van hulle het die kortverhale en gedigte by hul sentrums gedoen. Die nadeel hieraan is dat slegs die eerste vraag van die eerste twee genres gemerk word. Die kortverhale en gedigte is die twee laaste afdelings met die gevolg dat dit wat die kind ken, nie gemerk word nie.
Leerders moet geleer word om vraestel korrek te lees en die instruksies na te kom. Wys hulle op wat verwag word by ironie, dui die verskil aan en om twee goed met mekaar te vergelyk. Werk 'n vraestel saam met die leerders deur en wys aan hulle die verskillende soorte vraagstelling uit.
<b>QUESTION 7 Poppie die drama - Elsa Joubert en Sandra Kotze ( Opstelvraag )</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Kandidate het beter presteer in die opstelvraag as in die kontekstuele vraag. Die vraag is egter swak beantwoord, want die kandidate skryf 'n oorsig oor die drama en beantwoord dus nie die vraag nie. Inhoud is nie vasgelê nie. Beide die inhoud en die taal is gebrekkig.
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>
Leerders kon nie onderskei tussen die negatiewe en positiewe rolle nie.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Kandidate moet weet dat hulle sinvolle antwoorde moet gee en nie sommer net enige iets kan skryf nie. Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Kandidate moet die inhoud van die boek ken. Skryf genoeg inhoudstoetse of werk kontekstuele vrae uit. Indien die leerder die inhoud van die boek ken, kan hy/ sy 'n sinvolle opstel skryf.
<b>QUESTION 8 Poppie die drama - Elsa Joubert en Sandra Kotze ( Kontekstuele vraag )</b>
a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
'n Paar leerders het gemiddeld gevaar , terwyl ander weer baie swak gedoen het. Kandidate ken nie die inhoud van die drama baie goed 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>
8.1 Kandidate kon nie onderskei tussen die vraagwoorde nie. Ek het die idee gekry dat hulle nie die betekenis van die vraagwoorde ken nie. 8.5.1 Kandidate het nie by die volle antwoord uitgekom nie. 8.9.1 Die meerderheid kandidate het hierdie vraag verkeerd gehad. Ek dink dat die derde taal spreker nie die vraag verstaan het nie. 8.10 Kandidate het hierdie vraag verkeerd geïnterpreteer en het die klem op die woord verskuiwing geplaas i.p.v. die verhouding van Poppie en Stone.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet aangemoedig word om die drama self ook te lees nadat dit in die klas gelees is. Toets kandidate gereeld oor die inhoud van die drama. Werk 'n vraestel saam met hulle en wys aan hulle die verkillende soorte vraagstellings uit. Indien 'n leerder die inhoud ken, behoort daar nie probleme te wees met die beantwoording van 'n vraestel nie.
(d) <b>Describe any other specific observations relating to responses of learners</b>
Kandidate is geneig om vrae vaag te beantwoord. Hulle moet spesifiek wees. Gaan van die veronderstelling uit dat die merkers glad nie die boeke ken nie.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Die inhoud van die boek is baie belangrik. Skryf genoeg toetsies oor die inhoud en laat leerders kontekstuele vrae uitwerk.
<b>QUESTION 9 Paljas Chris Barnard (Opstelvraag)</b>
a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Slegs sowat drie kandidate het die opstelvraag beantwoord en het heel gemiddeld daarin gedoen.
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>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet weet dat die koeëlpunte daar is om hulle te lei. Dit dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Indien die leerder die inhoud van die boek ken, kan hy/sy enige langvraag doen.
(d) <b>Describe any other specific observations relating to responses of learners</b>

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Dit help baie as leerders gereeld inhoudstoetse oor die voorgeskrewe boeke kan skryf. As leerders die inhoud ken, kan hulle gewoonlik die vraestel beantwoord.
<b>QUESTION 10 Paljas Chris Barnard ( Kontekstuele vraag )</b>
a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Daar was baie min skole wat hierdie werk behandel het. Die wat dit wel beantwoord het, het redelik goed daarin 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>
c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
10.8 Leerders moet geleer word om vrae korrek te lees. Leer hulle dat albei kante van die ironie aangespreek moet word. Leerders verloor albei punte as hulle dit nie doen nie. 10.13 Kandidate het gesukkel met hierdie vraag. Wys aan leerders die stapel-vrae ( 3 punte) uit.
(d) <b>Describe any other specific observations relating to responses of learners</b>
Kandidate is geneig om vrae vaag te beantwoord. Hulle moet meer spesifiek wees.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Werk 'n vraestel saam met die leerders deur en wys vir hulle die verskillende soorte vraagstelling. Toets leerders gereeld oor die inhoud van die drama. Indien die leerder die inhoud ken en die vrae reg kan lees, behoort daar nie probleme met 'n vraestel te wees nie.
<b>QUESTION 11</b>
a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
'n Geweldige groot groep kandidate het die langvraag beantwoord. Die punte het gewissel van baie sleg tot baie goed. Sommige kandidate het net die storie oorvertel en nooit by die kern van die verhaal uitgekom 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>
Daar is ongelukkig nog steeds kandidate wat nie met 'n inleiding begin nie en wat ook nie 'n slot het nie. Leerders moet weet dat die koeëlpunte daar is om hulle te lei. Indien 'n leerder die inhoud van die verhaal goed ken, kan hy/sy enige langvraag beantwoord.
c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Daar is ongelukkig nog steeds kandidate wat nie met 'n inleiding begin nie en wat ook nie 'n slot het nie. Leerders moet weet dat die koeëlpunte daar is om hulle te lei. Indien 'n leerder die inhoud van die verhaal goed ken, kan hy/sy enige langvraag beantwoord.
(d) <b>Describe any other specific observations relating to responses of learners</b>
Oor die algemeen het leerders die inhoud goed geken. Hulle moet egter daarteen waak om die storie netso oor te vertel.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Leerders moet geleer word om die vrae deeglik deur te lees. Wys vir hulle op wat verwag word by kontras, ironie, verskil tussen twee dinge ens. Wys aan leerders die stapelvrae ( 3 punte) uit. Laat leerders ou vraestelle uitwerk en bespreek die verskillende tipe vrae met hulle.

<b>QUESTION 11 Agter 'n baard - Hennie Aucamp ( Opstelvraag )</b>
<b>a) <i>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i></b>
So te sê die helfte van die kandidate wat Afdeling C ( die kortverhale) gedoen het, het die opstelvraag gedoen. Oor die algemeen is die vraag goed behandel. Baie kandidate het die vraag puntsgewys beantwoord, maar is gepeenaliseer by die Taal en Struktuur omdat hulle dit nie as 'n opstel aangebied het nie.
<b>b) <i>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions</i></b>
Vele kandidate het net die basiese storie geskryf i.p.v. om die vraag te beantwoord. Baie min kon by die simboliese betekenis van die baard uitkom.
<b>c) <i>Provide suggestions for improvement in relation to Teaching and Learning</i></b>
Daar is baie kandidate wat net die storie oorvertel. Hulle maak nie gebruik van die koeëlpunte op die vraestel nie.
<b>(d) <i>Describe any other specific observations relating to responses of learners</i></b>
Leerders moet geleer word dat die koeëlpunte daar is om hulle te lei. Die koeëlpunt dui baie duidelik aan wat in die spesifieke paragraaf verlang word. Leerders moet ook daarop gewys word dat hulle gepeenaliseer word as hulle Engelse woorde gebruik. Daar moet op gelet word dat die inhoud ( feite ) 25 punte en die Taal en Struktuur 10 punte tel.
<b>QUESTION 12 Die storie van Piet se oupa - Abraham H de Vries ( Kontekstuele Vraag )</b>
<b>a) <i>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i></b>
Die groot meerderheid kandidate het hierdie vraag beantwoord. Die kandidate se antwoorde het gestrek van swak tot goed. Die kandidate wat in hierdie vraag goed gevaar het, het duidelik bewys dat hulle vertrou is met die verhaal.
<b>b) <i>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions</i></b>
12.4 Heelwat kandidate het gesukkel met hierdie vraag. Kandidate het nie geweet wat bloos beteken nie. 12.5 Slegs enkele kandidate het by die antwoord op die memo uitgekom. 12.9.2 Heelwat kandidate het gesukkel met hierdie vraag. 12.10 Sowat 80% van die leerders het nie geweet wat die metafoor "karperde" beteken nie. 12.19 'n Groot aantal kandidate het met hierdie vraag gesukkel en "Ja" geantwoord. 12.20.1 Kandidate het oor die algemeen swak gevaar in hierdie vraag. 12.21 Die woord jongmense in die vraag het die kandidate mislei en hulle het glad nie goed gevaar in hierdie vraag nie.
<b>c) <i>Provide suggestions for improvement in relation to Teaching and Learning</i></b>
Leerders moet geleer word om vrae korrek te lees. Studiegids kan gebruik word vir verryking, maar moenie dit aan die leerders gee nie. Alles wat hulle nodig het, is in hulle boeke.
<b>(d) <i>Describe any other specific observations relating to responses of learners</i></b>
Kandidate is geneig om vrae baie vaag te beantwoord. Hulle moet spesifiek wees. Gaan van die veronderstelling uit dat die merker glad nie die boeke ken nie.
<b>QUESTION 13</b>
<b>a) <i>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i></b>
Dit was die gewildste gedig, en oor die algemeen is dit die beste beantwoord.

<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>
13.2 Was vir sommige kandidate moeilik, maar die oorgrote meerderheid kon die vraag beantwoord.
13.8 Die grootste deel van die kandidate het hierdie vraag verkeerd.
13.9 Kandidate het hier uit die gedig aangehaal en het nie die verandering aangeraak nie.
13.11 Baie min kandidate het hierdie vraag reggehad.
13.14 Kandidate het hierdie vraag heeltemal verkeerd beantwoord. Daar was wel sommige wat wel by die regte antwoord uitgekóm het.
<b>c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet geleer word om die vrae korrek te lees. Wys hulle wat verwag word van ironie, dui die kontras aan, verskil tussen twee dinge, vergelyking ens. Raadpleeg die CAPS dokument bl. 90 tot 91 om leerders bloot te stel aan verskillende tipes vrae bv. vrae oor evaluering en waardering.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Oor die algemeen het leerders die inhoud goed geken.
<b>QUESTION 14</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Dit was die tweede gewildste gedig en kandidate het redelik goed daarin 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>
14.4 Kandidate verloor punte omdat hulle nie die instruksies by die vrae nakom nie.
14.6 Baie kandidate kon nie hierdie vraag beantwoord nie.
14.9 Baie kandidate het nie geweet wat “verblind” beteken nie.
<b>c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Kandidate lees nie die vraestel en instruksies deeglik deur nie. Netsoos by vraag 13 beveel ek aan dat leerkragte die verskillende tipe vrae in die CAPS dokument met die leerders doen.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Oor die algemeen verstaan die leerders die gedig redelik goed.
<b>QUESTION 15</b>
<b>a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Dit was die ongewildste gedig.
<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>
15.4 Die vraag is beantwoord, maar die gehoorsintuig is nooit aangespreek nie
15.5 Kandidate het slegs die een kant van ironie gestel en sodoende al die punte verbeur. Hierdie tipe vraag kan jy net twee of nul kry.
15.7.1 Kandidate skryf bv. versreël 16 in plaas van om die reël aan te haal.
15.11.2 Die meerderheid kandidate het geantwoord alliterasie. Weereens ‘n bewys dat nie die vraag goed gelees het nie.
15.12 Die oorgrote meerderheid het hierdie vraag verkeerd gehad.
<b>c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet geleer word om die vrae korrek te lees. Wys hulle wat verwag word van ironie, dui die kontras aan, verskil tussen twee dinge, vergelyking ens. Raadpleeg die CAPS dokument bl. 90 tot 91 om leerders bloot te stel aan verskillende tipes vrae bv. vrae oor evaluering en waardering.
<b>(d) Describe any other specific observations relating to responses of learners</b>

## QUESTION 16

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

Die gedig was die derde gewildste om te antwoord. Die nasieners het saamgestem dat dit die moeilikste was en ook die moeilikste nagesien het.

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

16.2 Slegs enkele kandidate het dit korrek gehad. Die oorgroot meerderheid se antwoord was moeder.

16.6 Leerders het nie by die tweede koeëlpunt op die memo uitgekom nie.

16.7 Meer as die helfte van die kandidate het hierdie vraag verkeerd gehad.

16.12 Was baie swak beantwoord.

16.13 Niemand het hierdie vraag reg gehad nie.

16.14 Kandidate het ook met hierdie vraag baie swak gevaar.

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

Leerders moet geleer word om die vrae korrek te lees. Wys hulle wat verwag word van ironie, dui die kontras aan, verskil tussen twee dinge, vergelyking ens. Raadpleeg die CAPS dokument bl. 90 tot 91 om leerders bloot te stel aan verskillende tipes vrae bv. vrae oor evaluering en waardering.

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

Onderwysers moet daarop let dat antwoorde wat slegs een woord bevat wat verkeerd gespel, en dié word verander die betekenis van die sin, word die antwoord nie aanvaar nie.

Leerders moet bewus gemaak word dat 'n antwoord vir 'n eenpuntvraag, kan nie 'n hele paragraaf of twee lang sinne wees nie. As kandidate begin met irrelevante inligting en kom late by die antwoord uit, verdien die antwoord geen punte nie



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS FIRST ADDITIONAL LANGUAGE P3</b>
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### **SECTION 1:**

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

<b>AFDELING A: OPSTEL</b>
'n Verskeidenheid opstelle is beantwoord aangesien die onderwerpe leerdervriendelik was en leerders daarmee kon identifiseer. Die oorgrote meerderheid kandidate het die onderwerpe korrek geïnterpreteer. Vraag 1.2 en 1.3 was besonder gewild en die visuele tekste het tot baie meer kandidate gespreek as in die verlede. Alle rassegroepe, geslagte, kulture en godsdiensgroepe kon met gemak die vrae beantwoord. Vraag 1.6.1 het gesorg vir interessante interpretasies.
<b>AFDELING B: LANGER TRANSAKSIONELE TEKS</b>
Hierdie afdeling is die mees uitdagende van die drie afdelings, maar is oor die algemeen goed beantwoord. Vraag 2.1 was by verre die gewildste keuse en die onderwerp het direk tot die kandidaat se leefwêreld gespreek. Dit was opmerklik dat leerders elke jaar meer en meer vertrou raak met die formaat van die langer transaksionele tekste. Vraag 2.4 het egter min ruimte gelaat vir kreatiwiteit wat van die samestelling van 'n pamflet verwag word aangesien die kandidate op die oog af beperk is tot die voorgeskrewe riglyne in die vraestel.
<b>AFDELING C: KORTER TEKS</b>
Hierdie afdeling het oor die algemeen ook tot die leerders se leefwêreld gespreek. Vraag 3.1 het soms skokkend eerlike inhoude bevat.

### **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) <b>General comment on the performance of learners in specific questions: Was the question well answered or poorly answered?</b>
<b>AFDELING A</b>
Vraag 1.1 is oor die algemeen goed beantwoord. Enkele kandidate het egter nie die tweede





gedeelte van die vraag aangespreek nie.

Vraag 1.2 was die gewildste vraag onder die kandidate en is deurgaans goed beantwoord.

Vraag 1.3 was ook baie gewild. By hierdie vraag is egter die meeste vooraf voorbereide opstelle ingedwing die kandidate het nie noodwendig daarin geslaag om dit vernuftig en suksesvol te doen nie.

Vraag 1.4 het tot die leerders se leefwêreld gespreek en ook hier was die kandidate skokkend eerlik.

Vraag 1.5 het interessante redenasies opgelewer. Die vraag is oor die algemeen goed beantwoord.

Vraag 1.6.1 was die visuele teks wat die interessantste interpretasies opgelewer het en is goed beantwoord.

Vraag 1.6.2 was die visuele teks wat soms gemisinterpreteer is. Oor die algemeen het die kandidate die refleksie in die water figuurlik geïnterpreteer en dit het interessante bespiegelende opstelle opgelewer.

Vraag 1.6.3 is die minste van al die visuele tekste beantwoord, maar kandidate het dit oor die algemeen korrek geïnterpreteer.

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

#### **AFDELING A**

In vraag 1.1 het sommige kandidate net die wonderlike bure beskryf en nie vertel hoe hulle gehelp is nie.

Vraag 1.3 is deur sommige kandidate voorafvoorberei as: My lewe sonder 'n selfoon en kandidate het nie daarin geslaag om die onderwerp en die voorafvoorbereide opstel bymekaar uit te bring nie. Kandidate het ook soms 'n week of 'n maand sonder hulle selfone beskryf.

Vraag 1.5. Enkele kandidate het huistake met huiswerk verwar.

Vraag 1.6.2 het sommige kandidate gesukkel om die visuele teks effektief te interpreteer.

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

Kandidate moet onderrig word om die volgende te doen:

- 1 Die volledige vraag te lees en te analiseer
- 2 Vooraf te beplan
- 3 Vraagnummers korrek aan te dui – ook by die finale poging
- 4 Uitbreiding van woordeskat
- 5 Sinskonstruksie korrek toe te pas
- 6 Om nie krutaal te gebruik nie
- 7 Om formaatvereistes toe te pas
- 8 Gebruik van formele taal waar dit vereis word.

- 9 Puntuasie tot die maksimum te benut
- 10 Versigtig te wees vir lang lomp sinne
- 11 Gebruik van “sleg” uit te sluit.
- 12 Korrekte gebruik van voornaamwoorde

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

Sommige onderwysers /skole moedig kandidate aan om opstelle oor algemene onderwerpe vooraf voor te berei in plaas van om op woordeskat uitbreiding te konsentreer.

Leerders se kreatiwiteit moet ook gestimuleer word.

Langer en korter transaksionele skryfstukke se formaat is aansienlik beter toegepas as in die verlede. Onderwysers moet voortgaan om leerders sodanig te onderrig.

Kandidate is geneig om nie vraagnommer neer te skryf by die finale skryfstuk nie.

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

Eksmanenvoorbereiding:

- 1 Geen blaai mag uit die eksamenskrifte geskeur word nie selfs al word dit weer vasgekram
- 2 Geen tippex mag gebruik word nie.
- 3 Geen name mag langs eksamennommers geskryf word nie; veral waar konsessies aan kandidate toegestaan is.
- 4 Konsessies moet streng volgens die reëls toegepas word..
- 5 Kandidate moet aandui watter vrae hulle beantwoord het.
- 6 Onderwysers moet nie by die kandidate die gewoonte kweek om opstelle vooraf voor te berei nie, maar eerder op woordeskatontwikkeling en kreatiwiteit te fokus.

**QUESTION 2**

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

**AFDELING B**

Vraag 2.1 was by verre die gewildste keuse en daar het nie groot probleme opgeduik nie.

Vraag 2.2 het min leerders beantwoord. Die formaat en inhoud het egter teleurgestel.

Vraag 2.3 is verrassend goed beantwoord en kandidate het meestal by die vereiste formaat.

Vraag 2.4 was nie 'n gewilde keuse nie. Kandidate het hoofsaaklik by die voorgeskrewe formaat gehou maar inhoud het teleurgestel.

**(b) Why was the question poorly answered? Also provide specific examples, indicate**

**common errors committed by learners in this question, and any misconceptions.**

**AFDELING B**

Vraag 2.1. Sommige kandidate het eensydige raad gegee en nie Wiskunde en Wiskundige Geletterdheid teenoor mekaar opgeweeg nie.

Vraag 2.2. Die vraag is in sommige gevalle subjektief beantwoord en kandidate het oor die algemeen nie die format goed hanteer nie.

Vraag 2.3. Sommige kandidate het nie gehou by die voorgeskrewe formaat vir 'n huldeblyk nie. In hierdie geval is die inleidings- en slotparagrafe swak hanteer.

Vraag 2.4. Omdat kandidate by die voorgeskrewe formaat gehou het, het hulle nie gebruik gemaak van 'n verskeidenheid lettergroottes en lettertipes nie.

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

Kandidate moet onderrig word om die volgende te doen:

- 1 Die volledige vraag te lees en te analiseer
- 2 Vooraf te beplan
- 3 Vraagnummers korrek aan te dui – ook by die finale poging
- 4 Uitbreiding van woordeskat
- 5 Sinskonstruksie korrek toe te pas
- 6 Om nie krutaal te gebruik nie
- 7 Om formaatvereistes toe te pas
- 8 Gebruik van formele taal waar dit vereis word.
- 9 Punktuasie tot die maksimum te benut
- 10 Versigtig te wees vir lang lomp sinne
- 11 Gebruik van “sleng”
- 12 Korrekte gebruik van voornaamwoorde

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

Sommige onderwysers /skole moedig kandidate aan om opstelle oor algemene onderwerpe vooraf voor te berei in plaas van om op woordeskat uitbreiding te konsentreer.

Leerders se kreatiwiteit moet ook gestimuleer word.

Langer en korter transaksionele skryfstukke se formaat is aansienlik beter toegepas as in die verlede. Onderwysers moet voortgaan om leerders om leerders sodanig te onderrig.

Kandidate is geneig om nie vraagnommer neer te skryf by die finale skryfstuk nie.

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

Eksmanenvoorbereiding:

- 7 Geen blaaië mag uit die eksamenskrifte geskeur word nie selfs al word dit weer vasgekram
- 8 Geen tippex mag gebruik word nie.
- 9 Geen name mag langs eksamennommers geskryf word nie; veral waar konsessies aan kandidate toegestaan is.
- 10 Konsessies moet streng volgens die reëls toegepas word..
- 11 Kandidate moet aandui watter vrae hulle beantwoord het.
- 12 Onderwysers moet nie by die kandidate die gewoonte kweek om opstelle vooraf voor te berei nie, maar eerder op woordeskatontwikkeling en kreatiwiteit te fokus.

### QUESTION 3

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

#### AFDELING C

Vraag 3.1 was 'n gewilde keuse en is deurgaans goed hanteer.

Vraag 3.2 is deur min kandidate beantwoord en het dikwels nie aan die vereiste formaat voldoen nie.

Vraag 3.3 was ook 'n gewilde keuse en kandidate het voldoen aan die vereistes.

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

#### AFDELING C

Vraag 3.2. Kandidate het nie hulle teikenmark, tieners, met die opstel van die advertensie in gedagte gehou nie. Hier het kandidate ook nie maksimum gebruik gemaak van lettergroottes en lettertipes sowel as uitleg nie.

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

Kandidate moet onderrig word om die volgende te doen:

- 1 Die volledige vraag te lees en te analiseer
- 2 Vooraf te beplan
- 3 Vraagnummers korrek aan te dui – ook by die finale poging
- 4 Uitbreiding van woordeskat
- 5 Sinskonstruksie korrek toe te pas
- 6 Om nie krutaal te gebruik nie
- 7 Om formaatvereistes toe te pas
- 8 Gebruik van formele taal waar dit vereis word.
- 9 Punktuasie tot die maksimum te benut
- 10 Versigtig te wees vir lang lomp sinne

- 11 Gebruik van “sleng”
- 12 Korrekte gebruik van voornaamwoorde

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

Sommige onderwysers /skole moedig kandidate aan om opstelle oor algemene onderwerpe vooraf voor te berei in plaas van om op woordeskat uitbreiding te konsentreer.

Leerders se kreatiwiteit moet ook gestimuleer word.

Langer en korter transaksionele skryfstukke se formaat is aansienlik beter toegepas as in die verlede. Onderwysers moet voortgaan om leerders om leerders sodanig te onderrig.

Kandidate is geneig om nie vraagnommer neer te skryf by die finale skryfstuk nie.

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

Eksmanenvoorbereiding:

- 13 Geen blaaie mag uit die eksamenskrifte geskeur word nie selfs al word dit weer vasgekram
- 14 Geen tippex mag gebruik word nie.
- 15 Geen name mag langs eksamennommers geskryf word nie; veral waar konsessies aan kandidate toegestaan is.
- 16 Konsessies moet streng volgens die reëls toegepas word..
- 17 Kandidate moet aandui watter vrae hulle beantwoord het.
- 18 Onderwysers moet nie by die kandidate die gewoonte kweek om opstelle vooraf voor te berei nie, maar eerder op woordeskatontwikkeling en kreatiwiteit te fokus.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS HOME LANGUAGE P1</b>
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### **SECTION 1:**

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

Die meerderheid leerders het deurgaans bevredigend by vraag 1 (Leesbegrip) en baie goed by vraag 2 (Opsomming) gevaar, maar dit kan ongelukkig nie van vrae 3,4 en 5 gesê word nie. Laasgenoemde drie vrae het taal in konteks getoets en die meerderheid leerders het hul self lelik gekelder deur nie voldoende voorbereid te wees nie. Basiese kennis soos om 'n woord as 'n bywoord in 'n sin te gebruik, het ontbreek. Dit kan ook bloot toegeskryf word aan leerders wat net te blasé is om Taalkunde (soos enige ander leervak) te leer? Dit het dus veroorsaak dat hulle goeie punte by vraag 1 en 2 geen noemenswaardige verskil op hulle groottotale kon maak nie.

'n Steekproef uit 100 skrifte het die volgende gemiddelde gelewer:

- Vraag 1:  $17/30 = 56,7\%$
- Vraag 2:  $8/10 = 80\%$
- Vraag 3:  $3/10 = 30\%$
- Vraag 4:  $4/10 = 40\%$
- Vraag 5:  $3/10 = 30\%$

Opvoeders behoort op hul leerders se harte te druk dat 'n houding van wie-leer-nou-vir-taal nie net hulself kelder nie, maar ook alle harde werk van opvoeders ongedaan maak.

### **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?**

Die leesbegrip-vraag was 'n artikel oor die krag van Afrikaanse reklame en 'n ATKV-brosjure. Kuns-kenades wat by die langer teks aangesluit het. Die vraag het voldoen aan die korrekte kognitiewe verspreiding – 40 – 40 – 20 wat verseker het dat selfs 'n swak kandidaat die vraag kon slaag (12/30). Die hoe-orde vrae (1.14 en 1.17) se memorandum was leerdervriendelik en baie kandidate kon die vraag baasraak. Dit blyk 'n billike vraag te wees, omdat die leerders

maklik by 50% kon uitkom.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Die ondergemiddelde leerders het met die hoë-orde vrae (1.14 en 1.17) gesukkel. Hulle het gesukkel om afleidings te maak en verbande te lê. Baie het bloot net die woorde direk uit die teks oorgeskryf en nie die vraag verstaan of reg gelees nie.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Laat alle leerders oefen om inligting uit 'n gegewe paragraaf/paragrafe af te lei en in hul eie woorde te sê. Dis belangrik dat leerders ook geleer word om verbande tussen twee tekste te kan lê. Konstante oefening in hoe tekste by mekaar aansluit en mekaar ondersteun, moet gereeld gedoen word.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Ten spyte daarvan dat dit gereeld in vraestelle voorkom, het baie leerders steeds gesukkel om te onderskei tussen 'n feit en 'n mening.  Baie leerders verontagsaam nog steeds voorskrifte, soos "lewer in DRIE sinne kommentaar" en dan sal hulle slegs <b>een sin</b> skryf.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Let op die lengtevoorskrifte vir Begripstoetse. 'n Matriekleerder moet 800 woorde kan hanteer. Laat hulle oefen om dit baas te raak. Stel vraestelle vanaf graad 8 op na die voorbeeld van die matriekvraestel. So raak die leerders van jongs af gewoond aan die formaat. Die Mis-indeks (Die formule wat die geskiktheid, al dan nie, van 'n teks bepaal.) van 10 – 12 is aanvaarbaar vir graad 12.

<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>
Hier moes die leerders 'n opsomming van sewe wenke aan disleksielyers gee. Daar was agt wenke in die teks, So leerders wat die opdrag reg gelees het, het maklik by volpunte uitgekom. Die vraag is baie goed beantwoord.
<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>
Diegene wat swak gevaar het in die vraag, het ingestorm en die hele teks opgesom in plaas van slegs die tweede gedeelte soos die vraag vereis het. Ander het weer die skryf "in SEWE volsinne" voorskrif verontagsaam. Dan was daar ook diegene wat nie wenke (met bevelsinne) gegee het nie, maar stellings. Enkele leerders het die volsin-voorskrif verontagsaam.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leerders moet oefen om op te som en op te som volgens die reëls.
<b>(d) Describe any other specific observations relating to responses of learners</b>

<p>Waak teen onnodige langdraderigheid of te min woorde. Oppas om ook idees te herhaal. Baiekeer word dieselfde feit op 'n ander manier gestel om te sien of leerders met insig by die kern kan uitkom.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Oefen, oefen en nogmaals oefen. Dis al hoe 'n mens skerp raak.</p>
<p><b>QUESTION 3</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>Die vraag het op 'n advertensie gefokus en taalgebruik in konteks, advertensietegnieke en visuele geletterdheid is getoets. Die vraag is ondergemiddeld beantwoord.</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>Die vraag is só beantwoord omdat leerders hulle nie verwerdig om Taalkunde te leer nie. Min leerders kon 'n bevelsin in die ontkennde vorm skryf (3.1). Hulle kon ook nie die ontbrekende voegwoord voorsien nie (3.4). Bewyse dat hulle nie geleer het nie, kon 'n mens duidelik by (3.7) en (3.9) sien. Om nie 'n bywoord te kan gebruik nie, is 'n skande!</p>
<p>(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>Werk fisies met advertensies in die klas en vra die tipe vrae wat in die vraestel voorkom. Sodoende sal leerders gemaklik raak met die teks. Sodra hulle gemaklik is met die teks, kan 'n mens advertensietegnieke (3.8) en (3.10) behandel. Onthou, daar is net soveel wat 'n mens met 'n advertensie kan doen.</p>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p>
<p>Miskien behandel opvoeders wel die Taalleer, en dat dit net die leerders is wat vere voel om dit te leer. Drilwerk het nog nooit skade gedoen nie. Om nie eens van intensiewe vorme te praat nie!</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Gee elke week vir leerders 'n hoeveelheid Taalleer om te leer en laat hulle 10-punttoetsies skryf.</p>
<p><b>QUESTION 4</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>Die vraag se uitgangspunt was 'n strokie wat taal- en leesvaardighede getoets het. Die vraag is ook ondergemiddeld beantwoord.</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>Leerders het gesukkel om te motiveer waarom die stereotipering (4.2) nie gepas het nie. Hulle kon weer nie die nodige afleiding uit die teks moet nie. (4.6) het bewys dat leerders nie vrae reg lees nie. Hulle moes die woord "was" as 'n selfstandige werkwoord in 'n sin gebruik. Baie het by selfstandige opgehou lees en gedink naamwoord volg. (4.7) het baie in die hek laat duik omdat hulle steeds nie die verskil tussen 'n bysin en 'n bepaling (frase) ken nie.</p>



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
Daar moet tyd ingeruim word om Taalstrukture vas te lê. En taal oefeninge in die Caps-hand-boeke moet gedoen en bespreek word.	
<b>(d) Describe any other specific observations relating to responses of learners.</b>	
Let op hoe leestekengebruik gevra word. Bly weg van vae veralgemenings en dra dit aan die leerders oor. Leestekens word om spesifieke redes gebruik.	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
Versamel soveel as moontlik taal oefeninge en laat die leerders dit doen. Verskaf aan hulle 'n memorandum sodat tyd nie onnodig gemors word nie.	
<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>	
Die vrae was op 'n rubriekartikel, <b>Woorde wat wip</b> , gebaseer, maar vanweë die vreemdheid van die teks, wat oor die Duitse leenwoord ersatz handel het, het leerders nie juis die teks verstaan nie, hoewel begrip van die teks niks met die tipe taalvrae wat gevra is te doen het nie. Maar die gesukkel met die lees het leerders sommer laat tou opgooi voordat hulle werklik probeer het.	
<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>	
(5.1) Die hoofklem is uit die WAT (Woordeboek van die Afrikaanse Taal) gevra, en dis 'n woordeboek wat min opvoeders se klaskamers is vanweë die omvang van die woordeboek. Klemaanduiding is anders as wat die meeste leerders geleer is. Die ontbreking van lettergreepindeling het die vraag moeilik bemoeilik. (5.3) was 'n rare afkorting, wat doenbaar was as daar logies geles is, maar leerders lees nie behoorlik nie. (5.9) Die Latynse afkorting was vir baie leerders vreemd en hulle het gesukkel met die vraag.	
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
Stel die leerders aan 'n verskeidenheid tekste bloot. Bepraat dit, bewerk dit, ontleed dit en bevraagteken dit.	
<b>(d) Describe any other specific observations relating to responses of learners</b>	
Gee die leerders genoeg oefening in puntuasie en die bedrywende vorm.	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
Taalwerk is bloot vaslegging, inoefening en nogmaals oefening.	
<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>	

(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>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS HOME LANGUAGE P2</b>
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### **SECTION 1:**

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

Oor die algemeen het die Oos-Kaap kandidate nie goed in vraestel 2 gevaar nie. Dit is kommerwekkend om te sien dat slegs 50% van die kandidate hierdie vraestel geslaag het. Slegs 15,1% het bo 40/80.

Ten spyte van hierdie statistiek, was daar tog pragtige antwoorde en het die top kandidaat slegs 8 punte in dié vraestel verloor.

Kandidate het vroeë baie swak gelees en basiese letterkundige begrippe was klaarblyklik vreemd. Oor die algemeen het die beantwoording van die langvraag beter gelyk as vorige jare. Nog steeds is daar egter kandidate wat twee kontekstuele vrae doen of sommer al die gedigte. Hierdie kandidate word erg gepepasseer.

### **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?**

Min kandidate probeer om die langvraag van die gedigte te beantwoord. Dié wat dit wel doen, vaar gemiddeld.

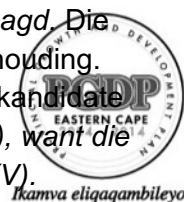
**(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Nog steeds val kandidate sommer weg met die eerste kapstok. Ook hier moet daar 'n inleiding en slot wees.

Verder hanteer kandidate 'n kapstok as 'n vraag, bv. *Ja, die beskrywing is geslaagd*. Die kapstok was: Die geslaagdheid, of nie, van die beskrywing van die gebroke verhouding.

Wanneer daar aangedui word dat die kapstok 'n gemotiveerde feit vereis, moet kandidate aandag gee aan die PIV-metode, bv. *Die woordkeuse Aprilmaand is geslaagd(P), want die geliefde is vir die gek gehou(I) en Aprilmaand word geassosieer met Gekkedag(V)*.

Leërs het gesukkel met die begrip *interteks*. Dit is onverstaanbaar aangesien dat met die



behandeling van die gedig daarop gefokus behoort te word.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Hierdie vraag moet net so gehanteer word as die letterkundige essay by die roman/drama. Daar moet dus 'n inleiding en slot wees. Kandidate moenie die kapstokke as vrae sien en dit beantwoord nie. Die kapstok is net 'n aanduiding van wat bespreek moet word en om struktuur aan die essay te gee. Indien die kandidaat die inhoud en die letterkundige begrippe goed ken, was hierdie 'n billike vraag om te doen.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Die kandidate se taalvermoeë is kommerwekkend. Ons is hier besig met graad 12 en huistaal. 'n Groot deel van die kandidate is nie huistaal magtig nie en moet aangemoedig word om Eerste Addisionele Taal te neem.

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Lê die letterkundige begrippe, beeldspraak, rympatrone en stylfigure deeglik vas, voordat daar met die inhoud van die gedigte begin word. En <b>oefen</b> 'n paar opstelvrae. Kyk ook noukeurig in die CAPS-dokument wat van die leerders verwag word en onderrig dit.

<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>
Hierdie vraag is deur die meeste leerders beantwoord. Ongelukkig ook die swakste daarin 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>
Elementêre begrippe soos <i>beeldspraak</i> (2.2) en <i>stemming</i> (2.4) het die kandidate gepootjie. Die leerders het ook slegs gedeeltes van die vrae beantwoord soos by vraag 2.2 Die leerders benoem nie die beeldspraak nie of doen slegs die benoeming. Die benoeming was noodsaaklik vir die tweede punt. Daarsonder het die kandidate geen punte verdien nie. Die kandidate gee nie 'n motivering by vrae soos 2.3.2. Ja of nee verdien nie enige punte nie.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer die kandidate om vraestelle sorgvuldiger te lees. By 'n vraag wat 2 punte tel, moet die kandidaat twee feite gee. (2.2) Wanneer 'n vergelyking gevra word beteken dit dat twee sake genoem moet word – jy vergelyk dit mos met mekaar. Onderwysers moet daarteen waak om hul eie interpretasies aan die leerders deur te gee as die enigste antwoord. (2.3.1) Daar is oudio opsommings oor al die gedigte. Laat leerders daarna luister nadat u die gedigte behandel het. Skakel gerus mnr. Hubert Krynauw, vakadviseur vir Afrikaans in die Graaff-Reinetdistrik. Hy het ook visuele samestellings oor die gedigte gemaak en Thutong geplaas. Kyk ook of dit nie op <a href="http://www.taalarsenaal.yolasite.com">www.taalarsenaal.yolasite.com</a> geplaas is nie.
<b>(d) Describe any other specific observations relating to responses of learners</b>
'n Groot aantal kandidate het die taalkundige funksie van die aandagstreep by 2.1 gegee.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Baie dankie aan vakadviseurs soos mnr. Krynauw wat sy onderwysers en skole lei. Daar is 'n groot behoefte aan ondersteuning vanaf die vakadviseurs. Onderwysers moet daarop let die aantal gedigte is na 12 verminder. Die omskrywe watter

uitgelaat kan word, behoort die skole vroeg in 2014 te bereik. Indien u dit nie ontvang nie, kan u op [www.taalarsenaal.yolasite.com](http://www.taalarsenaal.yolasite.com) gaan loer.  
Kyk ook noukeurig in die CAPS-dokument wat van die leerders verwag word en onderrig dit.

### QUESTION 3

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

Hierdie was ook 'n gewilde keuse en leerders het redelik hierin gevaar.

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

Wéér het die benoeming van beeldspraak (3.1.1) pyne veroorsaak. Nadat dit verlede jaar aangedui is dat leerders nie die funksie van beeldspraak ken nie, moet ek vanjaar weer sê leerders gee nog steeds beeldspraak se definisie wanneer die funksie gevra word. (3.1.2) Stylmiddel (3.4) was ook onbekend aan leerders. Leerders ignoreer eenvoudig opdragte soos by 3.6 : DRIE opeenvolgende woorde.

By 3.8 het leerders slegs raad gegee en dit nie gemotiveer. Die kandidaat verdien dan slegs 1 punt.

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

Leer leerders om vrae noukeurig te lees. Kry die vraestel en die memorandum vanaf Drik Greeff se webwerf en wys die vrae aan die leerders uit wat sorgvuldig beantwoord moet word. Leerders moet geleer word dat gemotiveerde antwoorde altyd 'n *want* of *omdat* by moet hê. Verder moet die basiese letterkundige begrippe reeds vanaf gr. 8 ingedril word. Daar is oudio opsommings oor al die gedigte. Laat leerders daarna luister nadat u die gedigte behandel het. Skakel gerus mnr. Hubert Krynauw, vakadviseur vir Afrikaans in die Graaff-Reinetdistrik. Hy het ook visuele samestellings oor die gedigte gemaak en Thutong geplaas. Kyk ook of dit nie op [www.taalarsenaal.yolasite.com](http://www.taalarsenaal.yolasite.com) geplaas is nie.

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

Leerders ignoreer eenvoudig opdragte soos *Haal 'n frase aan....of drie opeenvolgende woorde*.

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

Baie dankie aan vakadviseurs soos mnr. Krynauw wat sy onderwysers en skole lei. Daar is 'n groot behoefte aan ondersteuning vanaf die vakadviseurs. Onderwysers moet daarop let die aantal gedigte is na 12 verminder. Die omskrywe watter uitgelaat kan word, behoort die skole vroeg in 2014 te bereik. Indien u dit nie ontvang nie, kan u op [www.taalarsenaal.yolasite.com](http://www.taalarsenaal.yolasite.com) gaan loer. Indien 'n vraag 2 tel, moet die leerder 2 feite noem. Kyk na die aantal punte van die vraag om te bepaal hoeveel geskryf moet word. Kyk ook noukeurig in die CAPS-dokument wat van die leerders verwag word en onderrig dit.

### QUESTION 4

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

Die leerders wat hierdie vraag beantwoord het, het goed hierin 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>
Wéér het leerders vrae swak geles. Vraag 4.2 vra die verskil van die idioom. Dus moet hy beide verduidelik. So ook vraag 4.7 wat vra oor Saharas EN Savannas. Leerders het net een van die twee verduidelik. Leerders het ook nie geweet wat halfrym (4.4) is nie en die tweede gedeelte van 4.5 het hul net eenvoudig uitgelos.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Leer leerders om vrae noukeurig te lees. Kry die vraestel en die memorandum vanaf Drik Greeff se webwerf en wys die vrae aan die leerders uit wat sorgvuldig beantwoord moet word.
<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>
Kry gerus Emile Minnie se CD. Hy het Huistaal gedigte getoonset. Die kinders geniet nogal om daarna te luister. Baie dankie aan vakadviseurs soos mnr. Krynauw wat sy onderwysers en skole lei. Daar is 'n groot behoefte aan ondersteuning vanaf die vakadviseurs. Onderwysers moet daarop let die aantal gedigte is na 12 verminder. Die omskrywe watter uitgelaat kan word, behoort die skole vroeg in 2014 te bereik. Indien u dit nie ontvang nie, kan u op <a href="http://www.taalarsenaal.yolasite.com">www.taalarsenaal.yolasite.com</a> gaan loer. Kyk ook noukeurig in die CAPS-dokument wat van die leerders verwag word en onderrig dit.
<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>
Die leerders wat hul hand aan die opstelvraag gewaag het, het verbasend goed gedoen.
<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>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Onderwysers moet hierop let dat die opstelvraag by die ongesiene gedig wegval.
<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>
<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>
Die oorgrote meerderheid van die kandidate het in die vraag swak 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>
Vrae 6.1.;6.2 en 6.3 was veronderstel om weggee punte te wees, maar die leerders het nie dié

<p>basiese begrippe geweet nie.</p> <p>Wanneer die geslaagdheid beoordeel moet word, moet die leerders weet dat hul moet sê of dit geslaagd is al dan nie. Dit is wat die vraag vra.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>Deel soms in die klas 'n ongesiene gedig uit en vrae die basiese letterkundige begrippe.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <p>Lees ook soms net gedigte aan leerders voor sodat hul in aanraking met ander gedigte ook kom.</p>
<p><b>QUESTION 7</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>Dié essay vraag was redelik beantwoord. Die kandidate het duidelik verstaan waarom Iris 'n alleenloper was.</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>Die leerders het wel probleme met die derde kapstok ervaar. Weer was die motivering van die stelling 'n probleem. Die kapstok gee klaar die punt, nl. Pa het 'n invloed op Iris se alleenloperskap. Die illustrasie is dat Pa nie by die geboorte by was nie, maar die leerders gaan nie verder om te sê hoe dit haar alleenloperskap beïnvloed het nie. So moet die verdere twee gemotiveerde kapstokke ook beantwoord word.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>Kandidate wat die inhoud van hul boek geken het, het nie probleme gehad om hierdie vraag te beantwoord nie. En die kennis van die inhoud van die boek, is die sleutel tot sukses</p> <p>Daar is geen beter manier as om die boek woord vir woord in die klas te lees nie.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <p>Die taalvaardigheid van die leerders laat veel te wense oor. Kandidate moet ook let op hul handskrif. As daar nie gelees kan word wat daar staan nie, kan daarvoor ook nie punte toegeken word nie. Leerders moet op hul handskrif let.</p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <p>Herinner leerders weer daaraan dat die kapstokke nie vrae is wat beantwoord moet word nie, maar net rigtingwysers oor hoe die struktuur van die langvraag moet lyk. Daar moet buiten die kapstokke ook nog 'n inleiding en en slot wees.</p> <p>Onderwysers en vakadviseurs moet hul vergewis van wat die CAPS-dokument vereis vir die roman. Let ook op dat die langvraag met, of sonder , die kapstokke gevra kan word. Sonder die kapstokke moet die leerders oplet na die werkwoorde wat gebruik word, bv. <i>noem, bespreek, beoordeel</i> ens.</p>

<p><b>QUESTION 8</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>Van al die kontekstuele vrae was hierdie een die swakste beantwoord.</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>Dit wil voorkom of die leerders die inhoud van die boek baie swak geken het. Vraag 8.3 het weinig leerders reg gehad. Hulle het nie gehou by die opvoeding van Iris nie. By vrae wat meer as 2 punte getel het (8.5; 8.14), het die leerders nie by al die feite uitgekomen nie. Leerders ignoreer eenvoudig vrae soos, <i>Dink jy dis regverdig</i>... Ja en nee is nie aanvaarbaar nie. Leerders het ook met vrae gesukkel waar hul afleidings moes maak, bv. 8.6; 8.7.2; 8.10</p> <p>Leerders het nie geweet wat die woord <i>gemoedstemming</i> (8.11) beteken nie.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Onderwysers moet seker maak die inhoud van die boek goed geken. Skryf 'n toetsie na elke 10 of 20 bladsye. Werk al die vraestelle van November en Februarie/Maart deur die loop van die jaar uit. Hierdie vraestelle en memorandums is op Drik Greeff se webwerf of Tuthong beskikbaar.</p>
<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>
<p>Onderwysers moet daarvan kennis neem dat daar ook vanaf 2014 'n 4-punt vraag by die kontekstuele vrae gaan wees. Onderrig die leerders dat hul na die vraag se punte toekenning moet kyk. Elke punt verteenwoordig 'n feit. Op <a href="http://www.taalarsenaal.yolasite.com">www.taalarsenaal.yolasite.com</a> is daar 'n visuele aanbieding oor Kwart-voor-sewe-lilie.</p> <p>Ek wil die voorstel maak dat wanneer skole weer romans aan die einde van 2014 moet kies, die provinsie dieselfde boek sal kies. Dit sal die lewe vir die onderwyser net soveel makliker maak. Onderwysers kan oor en weer bymekaar vir hulp/vraestelle aanklop.</p>

<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>
Dié essay vraag was swak beantwoord.
<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 het nie rêrig op Baas as 'n eenkantmens gekonsentreer nie. Hulle het Baas se lewensverhaal vertel of op sy worsteling met godsdiens gekonsentreer. Die leerders het probleme met die derde kapstok ervaar. Weer was die motivering van die stelling 'n probleem. Die kapstok gee klaar die punt, nl. Grace het 'n invloed op Baas se eenkantwees. Die illustrasie is dat Baas met Grace oor sy droom praat, maar die leerders gaan nie verder om te sê hoe dit sy eenkantwees beïnvloed het nie.</p> <p>So moet die verdere twee gemotiveerde kapstokke ook beantwoord word</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Kandidate moet die inhoud van hul boek ken. Kennis van die inhoud van die boek, is die sleutel tot sukses.</p> <p>Daar is geen beter manier as om die boek woord vir woord in die klas te lees nie.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Die taalvaardigheid van die leerders laat veel te wense oor. Kandidate moet ook let op hul handskrif. As daar nie gelees kan word wat daar staan nie, kan daarvoor ook nie punte toegeken word nie. Leerders moet op hul handskrif let.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>

Herinner leerders weer daaraan dat die kapstokke nie vrae is wat beantwoord moet word nie, maar net rigtingwysers oor hoe die struktuur van die langvraag moet lyk. Daar moet buiten die kapstokke ook nog 'n inleiding en en slot wees.

Onderwysers en vakadviseurs moet hul vergewis van wat die CAPS-dokument vereis vir die roman. Let ook op dat die langvraag met, of sonder , die kapstokke gevra kan word. Sonder die kapstokke moet die leerders oplet na die werkwoorde wat gebruik word, bv. *noem, bespreek, beoordeel* ens.

#### QUESTION 10

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

Alhoewel hierdie kontekstuele vraag beter beantwoord is as vraag 8, is die gemiddeld nie eens 40% nie.

**(b) 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 of die leerders die inhoud van die boek baie swak geken het. By vrae wat meer as 2 punte getel het (10.7; 10.13), het die leerders nie by al die feite uitgekom nie. Leerders ignoreer eenvoudig vrae soos, *Dink Sable Ranch het 'n invloed op...*Ja en nee is nie aanvaarbaar nie. Leerders het ook met vrae gesukkel waar hul afleidings moes maak, bv. 10.3;10.4.1;10.9.

Leerders het nie geweet wat die woord *gemoedstemming* (10.11) beteken nie.

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

Onderwysers moet seker maak die inhoud van die boek word goed geken. Skryf 'n toetsie na elke 10 of 20 bladsye. Werk al die vraestelle van November en Februarie/Maart deur die loop van die jaar uit. Hierdie vraestelle en memorandums is op Drik Greeff se webwerf of Tuthong beskikbaar.

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

Die leerders het weinig kennis van die boek se inhoud.

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

Onderwysers moet daarvan kennis neem dat daar ook vanaf 2014 'n 4-punt vraag by die kontekstuele vrae gaan wees. Onderrig die leerders dat hul na die vraag se punte toekenning moet kyk. Elke punt verteenwoordig 'n feit.

Ek wil die voorstel maak dat wanneer skole weer romans aan die einde van 2014 moet kies, die provinsie dieselfde boek sal kies. Dit sal die lewe vir die onderwyser net soveel makliker maak. Onderwysers kan oor en weer bymekaar vir hulp/vraestelle aanklop.

#### QUESTION 11

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

Die leerders het hierdie jaar beter as in die verlede gevaar.

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

'n Groot aantal leerders het nie die begrip *buitestaanderskap* verstaan nie.

Die leerders het probleme met die derde kapstok ervaar. Weer was die motivering van die stelling 'n probleem. Die kapstok gee klaar die punt, nl. Oom Chai het 'n invloed op Vatmaar se buitestaanderskap. Die illustrasie is dat Oom Chai die behoefte aan 'n Afrikaanse kerk raakgesien het, maar die leerders gaan nie verder om te sê hoe dit 'n invloed op Vatmaar se buitestaanderskap gehad het nie.

So moet die verdere twee gemotiveerde kapstokke ook beantwoord word

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

Kandidate moet die inhoud van hul boek ken. Kennis van die inhoud van die boek, is die sleutel tot sukses. Te veel kandidate ken nie eens die karakters in die roman nie. Hulle ken nie die inhoud van die boek goed genoeg nie.  
Daar is geen beter manier as om die boek woord vir woord in die klas te lees nie.

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

Die taalvaardigheid van die leerders laat veel te wense oor. Kandidate moet ook let op hul handskrif. As daar nie gelees kan word wat daar staan nie, kan daarvoor ook nie punte toegeken word nie. Leerders moet op hul handskrif let.

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

Herinner leerders weer daaraan dat die kapstokke nie vroeë is wat beantwoord moet word nie, maar net rigtingwysers oor hoe die struktuur van die langvraag moet lyk. Daar moet buiten die kapstokke ook nog 'n inleiding en 'n slot wees.  
Onderwysers en vakadviseurs moet hul vergewis van wat die CAPS-dokument vereis vir die roman. Let ook op dat die langvraag met, of sonder, die kapstokke gevra kan word. Sonder die kapstokke moet die leerders oplet na die werkwoorde wat gebruik word, bv. *noem, bespreek, beoordeel* ens.

**QUESTION 12**

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

Leerders het nie goed gevaar in hierdie vraag nie.

**(b) 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 of die leerders die inhoud van die boek baie swak geken het. By vroeë wat meer as 2 punte getel het (12.1; 12.4.1; 12.9), het die leerders nie by al die feite uitgekomen nie. Leerders ignoreer eenvoudig vroeë soos, *Waarom is ..geloofwaardig/motiveer waarom...* Ja en nee is nie aanvaarbaar nie. Leerders het ook met vroeë gesukkel waar hul afleidings moes maak, bv. 12.3; 12.4.2; 12.5.  
Leerders het nie geweet wat die woord *geloofwaardig* (12.5) beteken nie.

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

Onderwysers moet seker maak die inhoud van die boek goed geken. Skryf 'n toetsie na elke 10 of 20 bladsye. Werk al die vraestelle van November en Februarie/Maart deur die loop van die jaar uit. Hierdie vraestelle en memorandums is op Drik Greeff se webwerf of Tuthong beskikbaar.

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

Leerders ken die inhoud van hul boek nie. Onderwysers sal hier 'n plan moet bedink om al die karakters vir die leerders geleer te kry.

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

Onderwysers moet daarvan kennis neem dat daar ook vanaf 2014 'n 4-punt vraag by die kontekstuele vroeë gaan wees. Onderrig die leerders dat hul na die vraag se punte toekenning moet kyk. Elke punt verteenwoordig 'n feit.  
Ek wil die voorstel maak dat wanneer skole weer romans aan die einde van 2014 moet kies, die provinsie dieselfde boek sal kies. Dit sal die lewende vir die onderwyser net soveel makliker maak. Onderwysers kan oor en weer bymekaar vir hulp/vraestelle aanklop.

**QUESTION 13**

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

Hierdie vraag is redelik beantwoord.

**(b) Why was the question poorly answered? Also provide specific examples,**

<b>indicate common errors committed by learners in this question, and any misconceptions.</b>
Ook hier het die leerders probleme met die derde kapstok ervaar. Weer was die motivering van die stelling 'n probleem. Die kapstok gee klaar die punt, nl. die konflik het 'n invloed op Cavernelis se gesin. Die illustrasie is dat Cavernelis twee werke het om vinniger uit die township te probeer uitkom, maar die leerders gaan nie verder om te sê hoe dit 'n invloed op sy huisgesin gehad het nie. So moet die verdere twee gemotiveerde kapstokke ook beantwoord word
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Kandidate moet die inhoud van hul boek ken. Kennis van die inhoud van die boek, is die sleutel tot sukses. Daar is geen beter manier as om die boek woord vir woord in die klas te lees nie.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Daar is sekere skole wat uitgewerkte langvrae aan die leerders gee. Wanneer hul dan 'n langvraag beantwoord, forseer leerders hierdie antwoord in die vraag in. Gebruik eerder hierdie tyd wat u daaraan spandeer om die inhoud vas te lê Die taalvaardigheid van die leerders laat veel te wense oor. Kandidate moet ook let op hul handskrif. As daar nie gelees kan word wat daar staan nie, kan daarvoor ook nie punte toegeken word nie. Leerders moet op hul handskrif let. Verder moet leerders onthou dat hulle hul moet weerhou van kras woorde en blatante politieke uitsprake. Sekere sentrums se leerders gebruik nog steeds die kapstokke as opskrifte en skryf puntsgewys.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Herinner leerders weer daaraan dat die kapstokke nie vrae is wat beantwoord moet word nie, maar net rigtingwysers oor hoe die struktuur van die langvraag moet lyk. Daar moet buiten die kapstokke ook nog 'n inleiding en en slot wees. Onderwysers en vakadviseurs moet hul vergewis van wat die CAPS-dokument vereis vir die roman. Let ook op dat die langvraag met, of sonder, die kapstokke gevra kan word. Sonder die kapstokke moet die leerders oplet na die werkwoorde wat gebruik word, bv. <i>noem, bespreek, beoordeel</i> ens. Op <a href="http://www.taalarsenaal.yolasite.com">www.taalarsenaal.yolasite.com</a> is daar 'n visuele aanbieding oor die agtergrond van Krismis van Map Jacobs. Daar is ook 'n voorlesing van hierdie drama.

<b>QUESTION 14</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 is nie so goed beantwoord soos in die verlede 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>
By vrae wat meer as 2 punte getel het (14.3;14.5;14.10), het die leerders nie by al die feite uitgekom nie. Leerders ignoreer eenvoudig vrae soos, <i>Stem jy saam ...Sou jy ...Is dit geslaagd ...</i> Ja en nee is nie aanvaarbaar nie. Leerders het ook met vrae gesukkel waar hul afleidings moes maak, bv. 14.3; 14.6; 14.9 Leerders het nie geweet wat die woord <i>moreel geregverdig</i> (14.12) beteken nie. En het ook nie die begrip <i>dramatiese ironie</i> (14.4) geken nie.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Onderwysers moet seker maak die inhoud van die boek word goed geken. Skryf 'n toetsie na elke 10 of 20 bladsye. Werk al die vraestelle van November en Februarie/Maart deur die loop van die jaar uit. Hierdie vraestelle en memorandums is op Drik Greeff se webwerf of Tuthong beskikbaar.

<b>(d) Describe any other specific observations relating to responses of learners</b>
Daar is nog steeds sentrums wie se leerders twee kontekstuele vrae doen. Hierdie instruksie staan baie duidelik by die instruksies van die vraestel.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Onderwysers moet daarvan kennis neem dat daar ook vanaf 2014 'n 4-punt vraag by die kontekstuele vrae gaan wees. Onderrig die leerders dat hul na die vraag se punte toekenning moet kyk. Elke punt verteenwoordig 'n feit.

<b>QUESTION 15</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 redelik in die langvraag 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>
Ook hier het die leerders probleme met die derde kapstok ervaar. Weer was die motivering van die stelling 'n probleem. Die kapstok gee klaar die punt, nl. die konflik het 'n invloed op Miem se gesin en die gemeenskap. Die illustrasie is dat Meisie se hunkering om die sirkus te beleef en Miem wat die sirkus as boos beskou, bring hul in konflik, maar die leerders gaan nie verder om te sê hoe dit 'n invloed op sy huisgesin gehad het nie. So moet die verdere twee gemotiveerde kapstokke ook beantwoord word
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Oefen die langvraag volgens hierdie PIV-metode.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Sekere sentrums se leerders gebruik nog steeds die kapstokke as opskrifte en skryf puntsgewys.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Herinner leerders weer daaraan dat die kapstokke nie vrae is wat beantwoord moet word nie, maar net rigtingwysers oor hoe die struktuur van die langvraag moet lyk. Daar moet buiten die kapstokke ook nog 'n inleiding en en slot wees. Onderwysers en vakadviseurs moet hul vergewis van wat die CAPS-dokument vereis vir die roman. Let ook op dat die langvraag met, of sonder , die kapstokke gevra kan word. Sonder die kapstokke moet die leerders oplet na die werkwoorde wat gebruik word, bv. <i>noem, bespreek, beoordeel</i> ens.

<b>QUESTION 16</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Leerders het in hierdie vraag goed 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>
By vrae wat meer as 2 punte getel het (16.2.2; 16.3.2;16.8), het al die leerders nie by al die feite uitgekom nie. Leerders ignoreer eenvoudig vrae soos, <i>hoekom is dit gepas</i> . Ja en nee is nie aanvaarbaar nie. Leerders het gesukkel met vraag 16.8. Veral met die woorde <i>beoordeel</i> en <i> motiveer</i> .

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<b>(d) Describe any other specific observations relating to responses of learners</b>	
Daar is nog steeds sentrums wie se leerders twee kontekstuele vrae doen. Hierdie instruksie staan baie duidelik by die instruksies van die vraestel.	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
Onderwysers moet daarvan kennis neem dat daar ook vanaf 2014 'n 4-punt vraag by die kontekstuele vrae gaan wees. Onderrig die leerders dat hul na die vraag se punte toekenning moet kyk. Elke punt verteenwoordig 'n feit.	

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



**SIYASEBENZISANA/ WORKING TOGETHER/ SAMEWERKING**  
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**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AFRIKAANS HOME LANGUAGE P3</b>
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### **SECTION 1:**

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

#### **AFDELING A**

Die kandidate het oor die algemeen swak tot gemiddeld gevaar. Daar was min leerders wat bo 75% behaal het, maar ook heelwat wat onder 40% behaal het. Kandidate brei nie genoegsaam uit nie en skryf herhalend. Dit getuig van min idees en ervaring. Dit blyk of die kandidate se sosio-ekonomiese omstandighede hul visie beperk en hulle kan nie buite hul onmiddellike omstandighede skryf nie. Die meeste kandidate het 1.1 en 1.2 gekies omdat die onderwerpe moontlik binne hul leefwêreld is. Baie van die kandidate het weereens die prosesbenadering (beplanning en redigering) gevolg en dit het bygedra tot beter opstelle. Min oulike, uitmuntende opstelle het voorgekom en humoristiese en kreatiewe opstelle was maar skaars.

#### **AFDELING B**

In die verlede het die kandidate altyd beter punte in hierdie afdeling behaal omdat hulle minder woorde oor die funksionele stukke moes skryf. Hierdie keer is die afdeling swak beantwoord en selfs die skrandere leerders sukkel om 'n A-simbool hier te kry. Die kandidate het gesukkel met die formate die bewoording van die onderwerpe – leerders ken nie woordeskat soos “ongeërgdheid, moratorium en volhoubare oplossing” nie. 'n Gemiddelde van 51% is in hierdie afdeling behaal.

#### **AFDELING C**

Kandidate vaar gewoonlik goed in die korter stelstukke. Die meeste kandidate het die vraag bevredigend beantwoord en het ook nie baie hoë punte behaal nie. Skrandere kandidate het hier ook gesukkel om uitsonderlike punte te behaal.

### **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?**

1.1 Hierdie vraag was gewild en ongeveer 51% van die kandidate het hierdie onderwerp gekies en dit het veral die swak tot gemiddelde kandidaat aangegryp. Swak tot gemiddelde opstelle het vorendag gekom. Veral die swakker kandidate het hierdie onderwerp gekies omdat hulle nie hoef te dink nie. Die sterker kandidate wat hierdie onderwerp aangepak het, moes uiters kreatief wees om 'n briljante opstel oor die onderwerp te kon skryf. Kandidate het gesukkel om te bly fokus op die onderwerp.

1.2 Naas 1.1 was hierdie onderwerp 'n gewilde keuse onder die kandidate. Die swakker kandidaat het aanklank by die onderwerp gevind, omdat dit by hul ervaringswêreld pas. Oor die algemeen was daar swak tot gemiddelde opstelle hieroor (gemiddeld van 45%). Die swak kandidate het lelik klei getrap omdat hulle 'n middelmatige inhoud met baie leemtes aanbied. Die onderwerp was nie van toepassing op die kandidate se sosio-kulturele omstandighede nie, omdat baie van hulle nie sakgeld kry nie.

1.3 Hierdie onderwerp is deur slegs 2% van die kandidate gekies. Dit was was werklik 'n uitdaging en bitter min kandidate het hiervoor kans gesien. Die skrande, kreatiewe kandidate het met uitstekende opstelle vorendag gekom en 'n gemiddelde van 50% is behaal. Kandidate wat baie lees en op hoogte is van aktuele sake kon hierdie opstel suksesvol aanpak. '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 uitgekóm het nie.

1.4 Uitsers swak tot redelik goeie opstelle is hier gelewer omdat die onderwerp vereis dat op drie aspekte gefokus moet word. Swak kandidate het die onderwerp as 'n verhalende opstel aangebied en mistasting oor die betekenis van die woorde bv. los kop en los tong het hulle gepootjie.

1.5 Hierdie onderwerp is veral deur die swakker kandidate gekies. Hulle het die onderwerp letterlik geïnterpreteer en lae punte behaal omdat hulle nie die inhoud aan die onderwerp kon koppel nie. Selfs die skrande kandidate het gesukkel om by die figuurlike betekenis van die onderwerp uit te kom.

1.6 Die visuele prikkels het kandidate weereens die kans gebied om baie kreatiewe opstelle te skryf. Die skrande kandidate het goeie kreatiewe opstelle oor die prikkels gelewer.

Hierdie kandidate het gemiddeld tot baie goed hierin gevaar omdat daar 'n legio interpretasies was. Die swakker kandidate het die visuele prikkels egter vermy omdat hulle glad nie weet hoe om met die prikkels te werk nie. Veral 1.6.3 het humoristiese opstelle gelewer.

**(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

Kandidate het swak gevaar weens die volgende:

- Die onderwerp leen hom nie toe tot 'n verhalende opstel nie en dis tog wat die swakker kandidaat skryf.
- Die memorandum was in teenstelling met die vorige jare baie voorskriftelik.
- Hulle kan nie hul gedagtes in woorde omskryf nie.
- Hulle fokus nie deurgaans op die eerste persoon "ek" nie.
- Hulle wyk af van die onderwerp, omdat hulle dit nie reg lees en interpreteer nie.

1.2

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

### 1.3

- 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.
- Self die skrandere kandidate het gesukkel om puik opstelle hier te lewer.
- Baie skrandere kandidate gebruik hoogdrawende, figuurlike taal, maar wyk dan van die onderwerp af.

### 1.4

- Kandidate het swak gevaar omdat hulle net op een deel van die onderwerp fokus, bv. los van kop.
- 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 omtrent die aantal woorde te voldoen.

### 1.5

- Die gemiddelde en swakker kandidate het hierdie onderwerp letterlik aangepak.
- Baie herhaling het by hierdie onderwerp voorgekom, omdat die kandidaat net op die letterlike betekenis gefokus het, bv. toetse in ‘n vak wat jy nie moet dop 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 voorafbereide opstelle is hier by die visuele prikkels ingeforseer.

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

- LEES, LEES, LEES!!! Dit is wat kandidate nodig het om beter in hierdie vraestel te vaar – hulle taalgebruik en spelvermoë sal verbeter.
- Leer kandidate om korter sinne te skryf.
- Figuurlike taal, woordeskat en korrekte gebruik van idioome 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 ontkennde vorm.
- Stelwerk behoort onderrig te word sodat kandidate baie meer skryf, bv. skryfjoernaal. Die stukke hoef nie nagesien te word nie, maar kandidate sal leer om hulself beter uit te druk.
- Moedige kandidate aan om ‘n leesbare en aanvaarbare grootte skrif te skryf. GEEN HOOFLETTERS NIE!
- Alle getalle onder 10 en afkortings moet voluit geskryf word.
- Meer lees- en begripsoefeninge kan ook help om leesvaardighede te verbeter.
- Oefen die struktuur van opstelle bv. sintipes, 1 reël paragraaf, verskeidenheid

<p>leestekens soos ellips, aandagstreep, ens.</p> <ul style="list-style-type: none"> <li>➤ Bring onder die kandidate se aandag dat hulle nie net ernstig hoef te skryf nie; humoristiese vertellings is aanvaarbaar.</li> <li>➤ Baie oefening in sinskonstruksie moet aandag geniet, want veral woordordefoute word begaan.</li> <li>➤ Doen gereeld “vryskrif”-oefeninge oor ‘n woord of ‘n voorwerp en laat kandidate hulle pogings hardop lees.</li> <li>➤ Kandidate se algemene kennis moet uitgebrei word – meer tydskrifte en koerante moet in die klaskamer as aanvulling gebruik word.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>➤ Swakker kandidate skryf kort opstelle en jok oor die lengte daarvan.</li> <li>➤ Baie lang, lomp sinne word deur die kandidate gebruik.</li> <li>➤ As kandidate dialoog in die opstel wil gebruik, moet hy/sy weetom die paragraafbou daarby aan te pas.</li> <li>➤ Kandidate moet eenvoudig, maar treffend skryf.</li> <li>➤ Eenvoudige, maar korrekte taalgebruik dra soms die inhoud treffend oor as die onnodige, hoogdrawende taal waarin sommige kandidate hulself vasskryf.</li> <li>➤ Leer hulle om te vra: Wat is die titel en handel elke paragraaf oor die onderwerp?</li> <li>➤ Leerders ken nie die basiese skryfbeginsels nie – ‘n sin begin met ‘n hoofletter en eindig met ‘n punt.</li> <li>➤ ‘n Verskeidenheid leestekens en afwisseling van sinne lei tot ‘n geslaagde opstel.</li> <li>➤ Leerders móét ‘n titel by elke skryfstuk hê.</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>➤ Moedig nie-moedertaal sprekers aan om Afrikaans as Eerste Addisionele taal te neem; dit strem hulle respons in die skryfvraestel.</li> <li>➤ Onderwysers moet ophou om net op letterkunde te fokus; stelwerk moet onderrig word, 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.</li> <li>➤ Paragraaf-en sinsbou vereis dringende aandag! Baie kandidate skryf ellemale paragrafe en die sinne is aaneenlopend sonder enige leestekens.</li> <li>➤ Gaan terug na die basiese beginsels; laat hulle nuus en Afrikaans programme of -films kyk sodat hulle op hoogte van sake kan bly.</li> <li>➤ By die visuele prikkels moet die titel verband hou met die inhoud.</li> <li>➤ Die anglisistiese weglating van lidwoord kom algemeen voor, bv. <b>Meeste tieners kan nie met geld werk nie.i.p.v. Die meeste tieners kan nie met geld werk nie.</b></li> <li>➤ Gebruik van Engelse woorde en aanhalings, bv. <b>Siena is ‘n “fake” vriendin.</b></li> <li>➤ Verkeerde afkapping van woorde, bv. <b>aanh-oud-end i.p.v. aan-hou-dend.</b></li> <li>➤ Weglating van voorsetsels kom ook baie voor, bv. <b>Ouers moet saam die tieners praat.i.p.v. Ouers moet saam met die tieners praat.</b></li> <li>➤ Die korrekte gebruik van die betreklike voornaamwoord is ‘n groot kopseer, bv. <b>Tieners hou nie van dit nie.i.p.v. Tieners hou die daarvan nie.</b></li> <li>➤ Weglating van <b>nie</b> aan die einde van die sin by die ontkennde vorm, bv. <b>Jy moet nooit jou taaltoetse dop.i.p.v. Jy moet nooit jou taaltoetse dop nie.</b></li> <li>➤ Moenie dat kandidate vooraf opstelle voorberei en leer nie; dit benadeel hulle.</li> </ul>

- 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”
  - “wasgegees” i.p.v. “is geges”
  - “te alle tye” i.p.v. “ten alle tye”
  - “laas week” i.p.v. “verlede week”
  - “twee dae terug” i.p.v. “twee dae gelede”

## QUESTION 2

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

### 2.1 FORMELE BRIEF AAN DIE PERS

Die kandidate moes 'n brief aan die koerant skryf waarin hulle reageer op 'n artikel wat in Volksblad verskyn het. Die onderwerp was baie gewild onder die kandidate en baie swak tot gemiddelde punte is hier behaal. Min kandidate het 70% en hoër punte behaal. Daar was selfs van die swakke kandidate wat 20% en minder behaal het. Hierdie kandidate was nie bekend met die formaat van die teks nie en selfs die gemiddelde en skrandere kandidate het nalatige formaatfoute begaan. Kandidate het baie punte verloor vanweë mistasting of hulle brei eenvoudig net nie genoeg uit nie.

### 2.2 GESKREWE ONDERHOUD

Die onderhoud was naas 2.1 ook gewild onder die kandidate. Die kandidaat as die uitgaande voorsitter van die Matriekkomitee moes 'n onderhoud met die nuwe voorsitter voer aangaande sy/haar planne vir sy/haar termyn. Kandidate het hier beter punte behaal, aangesien hulle een van drie formaatvorme kon skryf. Die swak en gemiddelde kandidate het gesukkel om by die planne vir die termyn uit te kom en dit uit te brei.

### 2.3 FORMELE VERSLAG

Die kandidate moes 'n formele verslag aan hul versekeringsmaatskappy skryf nadat iemand in hom/haar vasgery het. Sommige kandidate het gepoog om die formele verslag aan te pak, maar dit was uiters swak beantwoord. 'n Gemiddelde van 49% is behaal. Die verkeerde formaat van hierdie tipe verslag het die kandidate se punte geweldig beïnvloed.

### 2.4 REDAKSIONELE KOMMENTAAR

Hierdie vraag is veral deur die swakke en gemiddelde kandidate beantwoord. Die kandidaat as redakteur/redaktrise van die skoolkoerant moet redaksionele kommentaar aan tieners lewer oor hulle ongeërdheid rakende respek teenoor ander tieners, ouers en onderwysers. Heelwat kandidate het swak punte hier behaal omdat hulle nie die formaat ken nie en die woord “ongeërdheid” het verwarring veroorsaak.

(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 FORMELE BRIEF AAN DIE PERS

- Die onderwerp was moeilik en die kandidate het gesukkel met die bewoording van die onderwerp.

- Kandidate se algemene kennis is gebrekkig en hulle weet nie van “moratorium” op die wettige handel met renosterhorings nie.
- Leerders van die platteland se ervaringswêreld is kleiner en hulle weet glad nie wat die woorde beteken nie.
- Die gevolg is dat die kandidate glad nie oor die onderwerp skryf nie.
- Die gemiddelde en swak kandidate het dele van die vraestel woordeliks herskryf of die moeilike woorde saamgeflans om die inhoud oor te dra.
- Die meeste kandidate kon nie standpunt inneem nie en het gesukkel om die onderwerp uit te brei.
- Die styl, toon en register van die formele brief aan die pers was in die meeste gevalle foutief.
- Skrander kandidate het selfs alternatiewe aangebied hoe om renosters se horings te verwyder om uitsterwing te verhoed.

## 2.2 GESKREWE ONDERHOUD

- Die kandidate worstel om hulself uit te druk vanweë swak taalgebruik en onwilligheid om te lees.
- Min van die kandidate ken die formaat van die onderhoud en die oorgrote meerderheid het die dialoogformaat gebruik waarmee hulle vertrou is.
- Baie kandidate het nie gefokus op die onderwerp nie en kon nie die planne uitbrei nie.
- Dit was duidelik dat die kandidate nie kennis dra van die doel van ‘n Matriekkomitee nie.

## 2.3 FORMELE VERSLAG

- Die kandidate het geen benul van die formaat van die formele verslag nie; hulle het meestal ‘n formele brief aan die versekeringsmaatskappy geskryf.
- Kandidate is hewig gepenaliseer vir die verkeerde formaat.
- Hulle het min kennis van versekering en die onderwerp val buite hulle ervaringswêreld aangesien hulle loop of taxi ry en nie hul eie voertuie besit nie.
- Dus het hulle baie swak gevaar en in die meeste gevalle het die swakker en gemiddelde kandidate net die ongeluk baie beperkend beskryf en onnodige inligting gemeld.
- Toon, styl en register was ‘n groot kopseer.

## 2.4 REDAKSIONELE KOMMENTAAR

- Kandidate het hier ook met die formaat gesukkel; die formaat is nie bekend aan hulle nie.
- Die onderwerp is nie deel van hulle ervaringswêreld nie – dalk het hul skool nie eers ‘n skoolkoerant nie.
- Sommige kandidate het die opdrag verkeerd vertolk en nie by die tieners se ongeërdheid rakende respek uitgekóm nie.
- Engelse woorde en gesegdes het baie afbreuk aan hierdie skryfstuk gedoen.

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

## 2.1 FORMELE BRIEF AAN DIE PERS

- Dril die formaat van formele briewe by die leerders in en laat hulle ‘n toets daaroor skryf.
- Dril leerders om die persoon aan wie die brief gerig word, te noem bv. Geagte Redakteur.
- Gee genoeg klasoefeninge waarin die formaat, toon, register en styl beklemtoon word.

- Voorbeelde van briewe aan die pers (formeel en informeel) behoort aan die kandidate gegee te word en die verskille moet bespreek word.
- Fokus op aktuele sake/temas en stel kandidate bloot aan dit wat rondom hulle in die land/wêreld gebeur.

## 2.2 GESKREWE ONDERHOUD

- Oefen die verskillende formaatvorme waarin die onderhoud aangebied kan word, by die kandidate in.
- Voorbeelde van onderhoude, goed en swak, behoort aan die kandidate gegee te word, maar dit moet deeglik met hulle bespreek word.
- Skerp die vraag-antwoorde-formaat van die onderhoud by die kandidate in.

## 2.3 FORMELE VERSLAG

- Gee teksvoorbeelde van beide informele en formele verslae aan die kandidate.
- Leer hulle die funksie en formaat van die verskillende tipe verslae.
- Skerp dit in by die kandidate dat volsinne by alle funksionele skryfstukke vereis word asook paragrafering.

## 2.4 REDAKSIONELE KOMMENTAAR

- Leer kandidate wat redaksionele kommentaar behels en hoe dit geskryf word.
- Vestig die kandidate se aandag daarop dat die teikengroep bepaal of die toon formeel of informeel gaan wees.
- Gee teksvoorbeelde en bespreek dit met die kandidate.

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

- Veral by afdeling B moet die formaatvereistes vir stelstukke ingeoefen word.
- Verduidelik aan die kandidate wat met toon, styl en register bedoel word en bespreek dit aan die hand van voorbeelde.
- Goeie en swak voorbeelde van transaksionele tekste moet aan kandidate getoon word.
- Kandidate moet geleer word om die ontleding van die onderwerp korrek te doen.
- Die onderwyser moet nie net op spesifieke stelstukke fokus nie; stelkandidate bloot aan alle moontlikhede.

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

- Stelwerk moet ingeoefen word vanaf die primêre skool.
- Meer tyd moet aan stelwerk bestee word.
- Leer kandidate wat met kort en bondig bedoel word – telegramstyl is nie kort en bondig nie!
- Kandidate moet by die lengte van die stelstukke hou; hulle verbeur onnodige punte.
- Laat kandidate redigering doen van bv. formele verslae deur vir hulle voorbeelde met verskillende tipe foute te gee.
- Gebruik kontrolelyste waarin die formaat van verskeie tekste ingeoefen word.
- Elke Afrikaanse onderwyser moet 'n **SELFSTUDIEGIDS: SKRYF VAN KREATIEWE TEKSTE** hê.

### QUESTION 3

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

Afdeling C is bevredigend beantwoord met 'n gemiddelde van 57%. Hierdie afdeling het gehelp om die ewewig te herstel en die kandidate het nie te swak in hierdie afdeling gevaar nie. Kandidate het gesukkel om te bly fokus op die onderwerpe. Die dagboekinskrywing is die swakste beantwoord omdat baie kandidate nie die plakkaat in ag geneem het nie. Sommige kandidate wat die advertensie beantwoord het, het net die basiese inligting verskaf bv. tyd, plek en datum.

(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 ADVERTENSIE

- Baie kandidate het die vraag beantwoord en hulle het swak tot gemiddeld hierin gevaar.
- Die gemiddelde was 55%.
- Kandidate moes 'n advertensie ontwerp om die graad 12's se tradisionele potjiekoskompetisie tydens die skool se Afrikaansweek te adverteer.
- Veral die swak kandidate noem slegs die basiese inligting en brei nie daaroor uit nie.
- Die volgende foute is begaan:
  - Styl, toon en register is te informeel en pas nie by die advertensie nie.
  - Kandidate fokus op grafiese ontwerp en kom nie by die vereiste aantal woorde uit nie.
  - Die uitleg was meermale foutief; lettergroottes en lettertipes is belangrik.
  - Gebrek aan volsinne.

#### 3.2 DAGBOEKINSKRYWING

- 52% van die kandidate het hierdie vraag beantwoord en met baie swak tot gemiddelde tekste vorendag gekom.
- Kandidate moes drie dagboekinskrywings maak oor hoe hulle die tegnologievrye week by die skool en die huis ervaar het.
- Die volgende algemene foute is begaan:
  - Sommige kandidate het die vraag glad nie verstaan nie en die onderwerp verkeerd vertolk, bv. die vak Tegnologie
  - Veral by die swakker kandidate en die kandidate van die plattelandse gebiede het mistasting rondom tegnologie voorgekom – tegnologie is om TV te kyk, elektrisiteit, sakrekenaar te hê.
  - Kandidate het die plakkaat oor die tegnologie wat verban is, heeltemal geïgnoreer en hul eie dagboekinskrywing geskryf.
  - Sommige kandidate het nie die onderwerp korrek ontleed nie en het slegs met een inskrywing vorendag gekom.

#### 3.3 INSTRUKSIES

- Hierdie onderwerp was die gewildste en 57% van die kandidate het dit beantwoord.
- Kandidate moes 'n lys van instruksies saamstel oor die moets én moenies wanneer jy met jou mond baklei.
- Kandidate se punte wissel van swak tot goed.
- Die volgende algemene foute is begaan:
  - Kandidate skryf die instruksies in paragraafvorm en nie puntsgewys nie.
  - Hulle ontleed nie die onderwerp korrek nie en fokus net op een aspek van die onderwerp.
  - Kandidate begin nie instruksies met 'n hoofletter nie en geen leestekens word aan die einde van die instruksies geplaas nie.

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

#### 3.1 ADVERTENSIE

- Gee 'n klasoefening aan die kandidate oor die uitleg van die advertensie.
- Voorbeelde van advertensies, goed en swak, behoort aan die kandidate gegee te word en pas die ABBA-beginsel toe.
- Dril die gepaste woordkeuse van advertensies by leerders in bv. **inskrywingsfooi i.p.v. bedrag geld**
- Laat leerders hulle eie advertensies ontwerp en gebruik kontrolelyste om die formaat in te oefen.
- Beklemtoon aan die kandidate dat die basiese inligting soos tyd, plek en datum nie voldoende is om 'n advertensie te skryf nie – ekstra inligting en uitbreiding van besonderhede is nodig.

#### 3.2 DAGBOEKINSKRYWING

- Die situasie gaan slegs verbeter as kandidate genoegsame oefening in die skryf van tekste kry.
- Kandidate moet in die volgende gedril word:
  - Die onderwerp moet van die begin af aangespreek word.
  - Wat het gebeur, goed of sleg, wat die moeite werd is om oor te skryf.
  - Hoe voel ek nou daaroor.
  - Wat is my gedagtes nou daaroor en hoe gaan dit my toekomstige optrede beïnvloed.
  - Maak gebruik van emosies.

#### 3.3 INSTRUKSIES

- Volsinne word vereis; telegramstyl is onaanvaarbaar.
- Die teks moet puntsgewys aangebied word.
- 'n Goeie idee is om met 'n werkwoord te begin.

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

- Kandidate lees nie die onderwerpe korrek nie; daarom vaar hulle so swak, bv. die



	<p>plakkaat wat aandui dat tegnologie verban is.</p> <p>➤ Daar is nog steeds kandidate wat nie sinne met hoofletters begin nie of hulle skryf net in hoofletters.</p>
e)	<p><b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
	<p>➤ Transaksionele stukke moet alreeds vanaf graad 8 ingeoefen word.</p> <p>➤ Die SELFSTUDIEGIDS met al die verskillende skryfstukke is die Afrikaans onderwyser se Bybel.</p>



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>AGRICULTURAL SCIENCES P1</b>
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### **SECTION 1:**

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

The performance of learners this current academic year has improved as compared to previous years. A significance higher number of candidates obtained level 7 and fewer levels 1 in comparison to 2012. In section A scores ranged from 5 to 43 and Section B average performance 2 to 30 which indicates a significant improvement.

Learners performed relatively better in Question 3 and 4 than in Question 2 where most learners lost marks on calculations.

Calculations and drawing of graphs still pose a challenge to a substantial number of learners. In Question 2.2 and 2.5. most learners could not state the correct formulae for co-efficient of digestibility and nutritive ratio respectively, hence could not arrive at the correct answers. In Question 2.3.1 most learners calculated correctly but lost marks in the representation of units as a percentage instead of parts. Some did not write the ratio as required by the question

### **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**

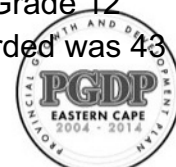
(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Question 1 composed of 1.1 to 1.4. were well structured to the level of a Grade 12 candidate and content covered in the question paper. Highest score recorded was 43 marks.

##### **1.1. Multiple choice question:**

The performance of learners in this sub-question ranged from

Sub-question 1.1.3. required the supplement to make the feed mixture more



*Ikamva eliqaqambileyo!*

cost-effective. D-Urea was the correct answer and many learners selected C – Fish meal

Sub-question 1.1.4 and 1.1.7 are multiple choice questions where learners were expected to select the correct combination and most candidates could not select the best combination.

### 1.2. Matching Columns:

The instruction to this question requires learners to either indicate A only, B only, A and B and None: Many learners did not follow the instruction, they wrote C instead of A and B and D instead of None which were not in the instruction as a result they lost many marks

### 1.3. One word question:

Learners responded very well in this sub-question with some scoring a total of 10 marks. Sub-question 1.3.5: **Quarantine** was an expected answer, some learners indicated **isolation** which was also part of the question as a result could not be awarded a mark.

### 1.4. Replacement question:

Although this sub-question was straight forward, in 1.4.4. learners were expected to provide an answer for an intensive farming enterprise for cattle which is a **feedlot** but most wrote **battery system** as the answer which refers mainly to poultry production.

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

1.1.3. Although all the alternative answers were possible learners were unable to distinguish the key words for example the more cost effective supplement.

1.1.4. and 1.1.7 : unlike other multiple choice questions where one alternative is the best answer, in 1.1.4 and 1.1.7 several alternatives were to be combined and learners did not manage to make correct combinations.

Over-reliance on previous question papers poses great challenge on how to answer questions for example matching questions in 1.2. learners are used to writing C instead of A and B and D instead of None as in the previous question papers.

1.3.5 Learners have a tendency to use the same concept as in the question for example **Isolation** was part of the question.

1.4.4 learners could not relate the intensive system to cattle. They relate an intensive system to poultry farming only.

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

- Development of a concept bank per chapter is recommended to exercise meaningful understanding of concepts.
- Learners should be given homework to skim read the unit to be taught, then identify concepts to be dealt with in the class for discussion and understanding of the language of the subject
- Learners should be taught to identify the main phrases/ key words in a question which inform their answers 1.1.3 a **more cost-effective supplement**
- Developmental tasks of learners should include a variety of instructions as an exercise towards improving attainment of marks in formal tasks.
- Learners must be taught that they cannot use as an answer a word/concept that is in the question as this is repetition of information.

<ul style="list-style-type: none"> <li>Teachers must emphasize on different intensive systems for different animals for example Battery system for Poultry and Feedlot for Pigs and Cattle</li> </ul>
(d) <b>Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners who tick more than one answer for a question in 1.1 resulting into loss of marks.</li> <li>Un-attempted questions or blank spaces in Question 1 especially multiple choice questions is not advisable.</li> </ul>
e) <b>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 question to the standard of those in the external examination.</li> <li>Cluster common examinations can assist to ensure that the required quality assessment standard is met by all schools</li> </ul>

<b>QUESTION 2 ANIMAL NUTRITION</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Learner fairly performed in this question, calculations were a problem to most learners</p> <p><b>2.1. Digestive system of a farm animal</b></p> <p>2.1.1. Learners could not relate the secretion of pancreatic juice to the closest label which is C (small intestine). Most learners wrote D in this case the abomasum</p> <p>2.1.2 Learners failed to describe the adaptation features of C (small intestine) to its function as per instruction, instead they listed the features as a result they lost of marks</p> <p>2.1.3 Candidates could not explain the absorption of fat molecules by small intestine</p> <p><b>2.2 Digestibility Co-efficient:</b></p> <p>2.2.1. Digestibility co-efficient: calculation of digestibility co-efficient is still a challenge to most learners. Learners were expected to firstly simplify the percentages of the dry matter feed intake (88%) and dry matter excreted manure (77%) to kg. Some learners managed to calculate co-efficient but lost a mark for the incorrect unit for the answer. Learners could not write the formula correctly with some writing it on different lines.</p> <p>2.2.2 The implication of the calculated value: this sub-question was not answered correctly even by the best performers</p> <p><b>2.3. Pearson Square method</b></p> <p>Most learners managed to answer this calculation correctly but lost marks in the units.</p> <p><b>2.4. Deficient nutrient elements:</b></p> <p>This sub-question was not answered well by most learners, they misinterpreted the question as a result wrote deficiency diseases instead of the nutrient elements.</p> <p><b>2.5. Calculation of Nutritive Ratio</b></p>

<p>The question was fairly answered with some learners scoring 10 marks for the whole sub-question</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>2.2.</p> <p>2.2.1. Where learners managed to simplify the percentages, they subtracted the simplified kg (8,8kg) of intake and (2.7kg) of manure from the 10kg feed intake and 3.5kg manure excreted respectively, which resulted into substitution of wrong values.</p> <p>2.2.2. Learners did not understand what the question required as their responses were relating to the nutritive ratio or some were writing: "it is highly digestible but not relating to its absorption by the animal. Some learners contradicted their statements writing: the digestibility co-efficient is high which means it is not digested.</p> <p>2.3.</p> <p>2.3.1. Many learners calculated Pearson square correctly but lost marks by indicating parts as percentage. Most learners wrongly wrote the ratio as 9:20 which meant 9 parts of maize to 20 parts of oilcake instead of 20:9</p> <p>2.3.2 Learners failed to show all the steps when calculating the percentage of maize meal for example the first step: addition of the parts (<math>20+9 = 29</math>). Some learners calculated the percentage for both feeds which indicated that they did not understand which feed is maize or oilcake.</p> <p>2.4. Learners gave symptoms/conditions of the diseases instead of the deficient nutrient elements required.</p> <p>2.5.</p> <p>2.5.1 Learners failed to include the ratio in the formula. Learners who used the formula for DNNE further subtracted the DP which is applicable when using the formula for TDN</p> <p>2.5.2 and 2.5.3 learners could not identify the feed suitable for fattening and growth respectively and reasons thereof</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>• Teachers must emphasize understanding of the correct formula and units when calculating digestibility co-efficient</li> <li>• Learners should be taught how to write the formulas. Meaningful understanding of the formulas is very important in order to correlation data provided in the question for correct substitution of values.</li> <li>• Assessment of all calculations in all terms will help expose learners to continuous revision for examination readiness.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<p>Learners do not strictly adhere to action verbs describing the requirements of the question. 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><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Assessment tasks at school level must be developed and weighed according to cognitive levels.</p> <p>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>

Teachers must assess learners in different forms of calculating :

- Digestibility co-efficient
- Pearson Square Method
- Nutritive Ratio emphasising on specific differences in data given in a questions.

### QUESTION 3 ANIMAL PRODUCTION

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

#### 3.1 Animal Behaviour

This sub-question was answered very well but:

3.1.3. Almost 90% of learners incorrectly wrote D instead of B or E.

#### 3.2. Temperature indicators for farm animals:

3.2.2 and 3.2.4 Learners could not deduce the answers from the data as asked in the questions.

3.2.3. Learners found it difficult to explain the definition *optimum temperature range for production output*, instead of writing **most suitable temperature** they wrote **maximum temperature for production**.

#### 3.3. Scenario - Mbuli Goats:

The majority of learners answered question 3.3.1 (a) very well and in question 3.3.1.(b) most of them associated **resistance to worms with good motherly instincts** and yet resistance to worms is due to adaptability to local conditions.

3.3.2 Learners wrote general management practices such as dehorning which was not applicable in the case of a goat because goats use horns to defend against intruders.

#### 3.4 Production output and feed intake of two animals:

3.4.1. Very few learners managed to calculate the quantity of feed used for production

3.4.2. Learners correctly identified the animal that has used its ration more effectively but could not motivate their selected answer.

#### 3.5 Broiler production unit:

3.5.1. This sub-question was very well answered, almost 95% of learners responded correctly.

3.5.2. Learners were general in answering this sub-question and yet it demanded characteristics of an intensive animal production unit **shown in the picture**

3.5.3. Learners responses were mostly referring to the risks based on overcrowding and yet the correct response to the question was limited to **the greatest health risk** which is **diseases**.

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

3.1.3. Learners experienced difficulty in analyzing the description of their answer in order to correlate it to the question: Animal **might** contract a disease. A suitable phrase of the statement to suite the question could be: **Animal might have contracted a disease**, therefore they misinterpreted the statement.

3.2.2. Learners failed to interpret the data provided in the table confusing the concepts **lower**

critical temperature, optimal temperature range and heat production
3.2.3 Learners did not understand the meaning of optimum
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Use of tables to provide learners with precise differentiation of the characteristics of intensive and extensive production systems.</p> <p>More emphasis should be put on differentiation of the types of intensive production units for example battery system, broiler system, feedlot system</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Language barrier to assist in analysis of questions became a problematic issue observed in this question for example use of phrases like <b>Highest lower critical temperature</b> when providing answers on comparisons</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Teachers should emphasise to learners the important aspects to note when interacting with a case study or scenario for example:</li> <li>• Learners must be trained on noting a question that requires an answer from the analysis of the picture within a case study/scenario as well as when to use insight to answer the question</li> <li>• 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.</li> <li>• Use of agricultural periodicals and magazines for learners to read in order to broaden their knowledge on the applicability of agricultural content.</li> <li>• 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.</li> </ul>
<b>QUESTION 4 ANIMAL REPRODUCTION, PROTECTION AND CONTROL</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Generally Question 4 was fairly answered with learners scores ranging from 5 to 31. Learners managed to score a lot of marks in 4.3.</p> <p><b>4.1. Pregnancy testing in a cow:</b></p> <p>4.1.1. Learners managed to score marks for the correct label B - uterus and C –cervix but a lot could not write the label for A – caruncles and incorrectly labelled it as amniotic fluid.</p> <p>4.1.2. Most learners fairly answered this sub-question, specifically noting aspects of not inseminating the pregnant cow, feeding and preventing diseases.</p> <p>4.1.3. Learners were quite aware that the mucus plug has a protecting role in a cow.</p> <p>4.1.4. Learners correctly named the conditions causing termination of pregnancy although some confused maceration with mummification</p> <p>4.1.5. The question was well answered with clear reasons indicated by most learners</p> <p><b>4.2. Diagram - Ovary</b></p> <p>The majority of learners did extremely well due to better understanding of the diagram with</p>

high achievers scoring 8 marks.

**4.3. Indigenous methods to control diseases and pests:**

4.3.1 to 4.3.3. Learners were able to score easy marks on these sub-questions due to the precise interpretation and understanding of the data provided in the table.

4.3.4. Plotting a bar graph: most learners scored total marks on this graph even though some were still unable to draw the correct scaling, they managed to score 5 marks out of 6.

4.3.5. The question was very clear although some learners could not identify the main phrase emphasising the requirement of the question: **conventional control measures**. They literally copied the indigenous methods from the table as their answers.

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

4.1.1. Learners failed to analyse the diagram correctly, label A is pointing on the wall hence uterine wall was also a correct alternative.

4.1.4. Learners were unable to differentiate the main aspects in maceration and Mummification

4.3.4. Learners have a tendency of transcribing values from the data without constructing a correct scale for the graph which therefore leads to incorrect plotting and loss of marks

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

- Teachers should utilise a variety of diagrams from different textbooks when setting informal assessment tasks to expose learners to different types of diagrams in the same topic and how they are labelled.
- 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 both variables
  - Labelling of axes
  - Drawing the correct scale
  - The type of 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.**

Learners could not correctly label the x-axis and y-axis when drawing a graph. Some learners wasted time plotting the data for frequency and percentage of indigenous control methods and yet only the frequency was needed.

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

- 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.
  - Reproductive systems of farm animals.
  - 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 animal protection and control using case studies and scenarios which address important aspects of Indigenous Knowledge Systems.
  - Collaboration with local extension officers from DARD is recommended for classroom demonstration or local community presentations on disease outbreaks, their control and prevention.

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_

## REPORT 2: EVALUATION OF THE QUESTION PAPER AND MARKING GUIDELINE

<b>1. STANDARD OF THE QUESTION PAPER:</b> Was the paper of an appropriate standard for Grade 12? Substantiate using the following headings:
<b>(a) Compliance to NCS, SAG and Examination guidelines:</b>
Paper was of an appropriate standard it reflected all the requirements prescribed by NCS, SAG and the Examination Guidelines.
<b>(b) Cognitive skills assessed:</b> Was there an appropriate distribution of questions in terms of low, middle and higher order cognitive skills?( If No Please attach a weighting grid to show the distribution of the cognitive skills assessed)  Were choice questions assessing similar cognitive skills?
Questions were distributed at a range of high, middle and low order cognitive levels. No choice questions were assessed
<b>(c) Difficulty level of question paper :</b> In general do you think the paper was difficult, fair or easy? Please provide examples with reasons. Were choice questions of equal level of difficulty?
In general the paper was fair. There were no choice questions. Learner attainment reflects a great improvement which is reflected in the number of level 7s and level 1s that have declined with a total mark of not less than 10/150 as compared to previous years.
<b>(d) Coverage of prescribed learning Outcomes and Assessment Standards.</b>

Does the paper cover the learning outcomes and assessment standards as prescribed in the NCS? If your answer is no, indicate which learning outcomes or assessment standards were not adequately covered?
All the various Learning Outcomes were adequately covered. Learners were assessed on knowledge and its application, interrelated issues, IKS, sustainable agricultural management

<b>2. FAIRNESS OF QUESTIONS:</b> Were there any questions that were unfair? List them and substantiate why each one was unfair.
All questions were fair and of appropriate standard to a Grade 12 learner.

<b>3. LANGUAGE.</b> Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.
Language used was appropriate to a Grade 12 learner

<b>4. LENGTH OF QUESTION PAPER.</b> Were candidates able to complete the examination within the allocated time?
The 2½ hours allocated for the paper was appropriate and fair. All learners managed to write the whole paper.

<b>5. USE OF APPROPRIATE TEXTS:</b> Were the texts/ contexts used appropriately? Substantiate.
Appropriate texts/contexts were used such as explain, define, identify, motivate, state, describe, give, name, associate, indicate, etc.

<b>6. MARKING GUIDELINE.</b> Is the mark allocation for all questions appropriate? If no provide examples. Does the marking guideline cater for all alternative responses? If No please list all correct responses which were not included in the memo.(indicate the question number and response)
Marking Guideline was exhaustive and catered for all alternative responses. Marks were allocated fairly

<b>1. RECOMMENDATION.</b>  <b>Raw scores should be accepted.</b>
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(a) Raw Marks Accepted	Yes
(b) Adjustment Upwards	No
(c) Adjustment Downwards	No



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**NSC 2013 CHIEF MARKERS REPORT**

<b>Subject</b>	<b>AGRICULTURE P2</b>
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**QUESTION 1**

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

Question 1 was generally answered well by most of the candidates, especially questions 1.1, 1.2 and 1.3.

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

Good performance in Question 1 can be attributed to a number of things, namely good content coverage by educators, good use of contact/tuition time, drilling of learners in basic concepts and the use of terminology manual for Agriculture developed through collaboration with the Education Leadership Institute (ELI) supplied to all districts in the province.

Reasons for poor performance in some questions could mainly be caused by a language barrier, and the inability of learners to understand some of the language of the subject, for example.

- ✓ The black and white picture used in Question 1.1.4 may have confused candidates because a number of them gave C or D as an answer instead of B.
- ✓ In question 1.1.7 some learners wrote D (skills training) instead of C (leave) because learners related both of these to employment conditions of farm labourers.
- ✓ Barter trade in 1.1.3 seems to be a challenge to some learners. Most learners related African tribes with vendor trade without looking at the key words "exchange of goods and commodities."
- ✓ Question 1.2.1 was answered poorly because of the use of 'solution' for strategy/method to reduce risks of marketing agricultural products.
- ✓ In Question 1.3.2 many learners were giving whole enterprise budget as an answer, meaning that they do not know that those are two different types (whole farm budget and enterprise budget) of farm budget.

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

- ✓ Continuous use of the manual developed by the institute (with terminology bank) for all districts.
- ✓ At the beginning of each topic, learners should be introduced to concepts in that topic.
- ✓ 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 by a form of practice for exams- these tasks



<p>should take the format of national/provincial papers.</p> <ul style="list-style-type: none"> <li>✓ Educators and Subject Advisors should include pictures, graphs, calculations, etc. in Question 1 so that learners are used to interpreting and analyzing those.</li> <li>✓ Drill concepts</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 learners were unable to spell hybrid, polygons, diminishing and atavism correctly.</li> <li>✓ Some learners wrote answers to Question 1.4 for Question 1.3 and vice versa, especially those who used the answer sheet on the first page of the answer book.</li> <li>✓ Some learners are crossing more than one letter for Question 1.1</li> <li>✓ There are learners who leave blank spaces in Question 1.1 (i.e. they do not cross any letter</li> </ul>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <ol style="list-style-type: none"> <li>1. It is evident from other centres that the syllabus might have not been 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.</li> <li>2. There needs to be more written daily tasks (work) given to learners</li> <li>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.</li> <li>4. Developing common assessment tasks that are up to the standard of the national papers for practice.</li> <li>5. Concepts should be taught in the way they are assessed.</li> </ol>

<p><b>QUESTION 2</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>Candidates performed fairly well in Question 2, with the exception of Question 2.1.1, 2.1.3, 2.1.3, 2.4.2, 2.5.1 and 2.5.2.</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>
<ul style="list-style-type: none"> <li>✓ Question 2.1.1. – majority of the learners got an average of 3 marks out of the possible marks, and the major problem is with accuracy in plotting the graph, putting y-axis label without units and inclusion 'of all products' instead of just 'plant products'.</li> <li>✓ Learners were unable to compare trends in crop and animal products price increases in Question 2.1.3.</li> <li>✓ For Question 2.3.1, candidates could not predict the expected reaction of farmers to the price of meat during the Orange Cup of Nations period i.e. they could not predict the effect of price change on supply.</li> <li>✓ Question 2.4.2 learners were giving advantages of free marketing instead of outlets where products are sold. They could not see that the question required channels through which the products could be sold. Language was the barrier in this case.</li> <li>✓ On average, learners obtained 2 out of 4 in Question 2.5.1 i.e. they were able to get the first and the last step in decision making. Learners were unable to state which</li> </ul>

<p>comes first between evaluation of alternatives and analysis of possible alternatives</p> <ul style="list-style-type: none"> <li>✓ Less than <b>10%</b> of the candidates got question 2.5.2 correct. They could not identify factors that influence the effectiveness of a decision making process.</li> </ul>
<p>© <b>Provide suggestions for improvement in relation to Teaching and Learning</b></p> <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 trends 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 all products were included in the graph instead of plants only).</li> <li>✓ Instruction verbs (e.g. evaluate, predict, re-arrange) 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 instruction should be made for learners between marketing types, marketing strategies and marketing channels.</li> <li>✓ The process of decision making and the factors affecting its effectiveness could not be answered by learners. It was evident that the majority of the 2013 class was clueless about it.</li> </ul>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>✓ Some were unable to draw the bar graph for comparing 2010 and 2011.</li> <li>✓ They drew the graphs using pens.</li> <li>✓ Using incorrect scales for the graph</li> <li>✓ When asked to compare trends for 2010 and 2011; candidates will simply write about one year without comparing to the other year</li> <li>✓ When learners were asked about the reaction of farmers to increases in the price of meat, their responses were referring to emotional feelings such as happiness, etc.</li> </ul>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <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>✓ 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 on 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>
<p><b>QUESTION 3</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p> <p>Performance in this question was fairly well answered, with the exception of Question 3.1, 3.2.2, 3.3.3, 3.3.4, 3.4.2 and 3.4.3.</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>

- ✓ Question 3.1 was a straightforward question and some responses were to be taken straight from a scenario, yet candidates performed poorly. Land reform programme was not taught well in schools.
- ✓ It was evident from learner responses in Question 3.3.3 that they do not see land as an asset, because they did not include it when calculating value of assets.
- ✓ Most learners could not define net value (Question 3.3.4) instead, they supplied formulae.
- ✓ It was evident from their responses that learners did not read the entire question or did not understand the question because the general causes of the loss of farm labourers, such as HIV/AIDS and in Question 3.4.3, ways of controlling HIV/AIDS.
- ✓ In Question 3.2.2 learners could not differentiate between management principles and management skills.

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

- ✓ 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 examination
- ✓ It is vital that learners know the formulae 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 3.3.4.

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

- ✓ Incorrect spelling of restitution and redistribution.
- ✓ Many learners were unable to categorize the forms of capital with an example of each for Question 3.3.1.
- ✓ Legislation issues related to land reform are a challenge amongst the learners in terms of knowing and applying pieces of legislation in different scenarios. Teachers should refer learners to their grade 10 work or other content where those legislation pieces were dealt with in depth

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

- ✓ Ensure that the learners master the definitions of concepts.
- ✓ 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.
- ✓ Provide more scenarios in classroom activities to ensure that learners are able to identify and pick responses from them.

**QUESTION 4**

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

Candidates performed fairly well in this question, except for Questions 4.1.1, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.3.3, 4.4.2, 4.5.1, 4.5.4 and 4.5.4, which were poorly done.

**(b) Why was the question poorly answered? Also provide specific examples, indicate**

<b>common errors committed by learners in this question, and any misconceptions.</b>	
<ul style="list-style-type: none"> <li>✓ Learners were confusing co-dominance with incomplete dominance in Question 4.1.1 and its description.</li> <li>✓ Calculations were generally a challenge for learners in this question, such as those that required percentages (Question 4.2.1) and EBV calculations where they were expected to convert percentages to kilograms with no success (Question 4.3.3) and in Question 4.5.1 – differences in yield for farmer A and farmer B</li> <li>✓ Candidates could not differentiate in Question 4.5.5 between conventional hybrid seed and GMO seed.</li> <li>✓ Candidates were giving advantages instead of the functions of mule.</li> </ul>	
<b>© Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>✓ More emphasis on the types of dominance.</li> <li>✓ Calculations – they need to learn to use the correct formulae and units.</li> </ul>	
<b>(d) Describe any other specific observations relating to responses of learners.</b>	
<ul style="list-style-type: none"> <li>✓ With questions involving calculations, it is evident that learners do not use the correct units in the answer.</li> <li>✓ Question 4.2.2., candidates were given letters representing alleles as D and d, they ignored the instructions and used their own letters.</li> <li>✓ In Question 4.2.3, learners would just put the ratio without indicating as to which one is black or white.</li> <li>✓ Many of the learners could not convert figures (Questions 4.2.1, 4.3.3 and 4.5.1)</li> <li>✓ Learners could not calculate the percentage in Question 4.2.1.</li> <li>✓ In Question 4.3.3, learners could not convert percentages to kilograms in the calculation of EBV.</li> <li>✓ Learners could not determine the difference in the yields between Farmer A and B, and those learners were correct did not give the answer using the correct units</li> <li>✓ The spelling of 'mule' was an issue for more than 60% of the learners – many wrote 'male', 'maille', 'mole', 'mayle', etc.</li> </ul>	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
<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 15 minute 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,</li> </ul>	



- ✓ biotechnology (GMO) and farming, global warming and its effect on agriculture, etc.
- ✓ Identification of areas of weakness and coming up with strategies for improvement.
- ✓ Ensuring learners are in possession of textbooks and that teachers have access to more than one textbook.



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**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>BUSINESS STUDIES</b>
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### **SECTION 1:**

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

The question paper was standardized, quality assured particularly with the arrangement of action verbs as per the Blooms' Taxonomy. The question paper was well responded to by all candidates.

The performance of learners ranges from 50% to 100% per Question in all centers except centers that performed below the expected average.

Learners are still indicating a challenge in expressing Business Studies Language when responding to questions resulting to allocating part marks affecting the overall performance of learners negatively.

## **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>
<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>Q.1.1.1 - Not well responded performance ranging from 10 – 30%.  Q.1.1.5 - The performance is ranging from 15 -30%.  All other questions of 1.1 were well performed ranging from 40 – 100% except the questions 1.1.1 and 1.1.5.</p> <p>Q.1.2.2, 1.2.4 and 1.2.5 - were well performed ranging from 40 – 100%.  Q.1.2.1 - Not well performed ranging from 10 – 30%.  Q.1.2.3 - Poorly performed at 10 – 30%.</p> <p>Q.1. 3.1, 1.3.2, 1.3.3, and 1.3.5 - well performed at 50 – 100%.  Q.1.3.4 - Poorly performed at the performance of 20 – 30%.</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>Q.1.1.1 - Reference check, was problematic with learners, because they considered interview not considering candidate's information.  Q.1.1.5 - Learners indicated lack of understanding of Green Peace for protecting the environment.  Q.1.2.1 - Learners are struggling to differentiate between insurance and assurance.  Q1.2.3 - An indication that learners still struggle with understanding or grouping challenges according to relevant macro or market environment.  Q.1.3.4 - Balanced Scorecard is more associated with BBBEE to the learners than regarded as a management tool.</p>
<p><b>c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Development of the question bank for lower order questions for each topic and content.</li> <li>• Lower order questions must be used as introductory or reflecting questions at the end of the presentation/ teaching period.</li> <li>• Continuous Assessment must be conducted to familiarize learner with lower order questions.</li> <li>• Previous question papers, Lower order questions at the end of Business Studies textbook, Study Guides and any other relevant material must be used to familiarize learners with lower order questions.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Lack the analysis of reading the questions properly before responding to questions.</li> <li>• Learners indicating a need for proper preparation in order to master lower order questions.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Lower order questions must be regarded as an integral part of assessment.</li> </ul>

<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>
<p>Q.2.1 - Porters' Five Forces was well answered - 75 - 100%. Some learners confused the PFF with elements of the market environment.</p> <p>Q.2.2 - Corporate Social Investment(CSI) was 90 - 100% performed.</p> <p>Q.2.3 - Excellently responded to ranging from 95 - 100%.</p> <p>Q.2.4 - Strategies to challenges was extremely poorly performed ranging from 10 - 30%.</p> <p>Q.2.5.1 - SWOT analysis: The performance ranges from 40%, learners shown a confused understanding of the model.</p> <p>Q.2.5.2 - Challenges of Skill Development Act: Performance is 30% poorly answered.</p> <p>Q.2.6 - Factors for career choice: Well but half answered question therefore the performance is 50%.</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>Q. 2.4 - The question indicated that strategies are taught without applications. The content is not associated with real scenarios.</p> <p>Q.2.5.1- Learners indicated that they are not familiar with case studies, where they are exposed to responding to business scenarios. Learners were expected to conduct a SWOT analysis of Thandi's boutique but learners couldn't group the challenges according to the right concept. Example learners confuses Strengths with Opportunities and Weaknesses with Threats.</p> <p>Q.2.6 - Career factors: Learners responses contain one(1) concept instead of mentioning and explaining.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Business Environment content to be taught by means of case studies.</li> <li>• With Models such as SWOT analysis learners must be trained to respond in a tabular form.</li> <li>• Learners when responding to case studies must quote the "direct words of the case study" where necessary, not trying to write their own sentences misinterpreting the meaning of the case study.</li> </ul>

<b>(d) Describe any other specific observations relating to responses of learners</b>				
<ul style="list-style-type: none"> <li>Trying to change sentences of the case study when responding.</li> <li>Re-writing the case study as it is from the question paper.</li> </ul> <p>2.5.2 - Requires that learners must explain challenges of skills development act in a given scenario. Learners responded by answering with disadvantages of the act.</p>				
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>				
A tabular form must be created by teachers and subject advisors e.g.				
Name of Act	Purpose	Benefits/Advantages	Challenges/Disadvantage	Role of Gov./Impact
<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>				
<p>Q. 3.1.1 - The question was fairly well answered ranging from 50 – 100%.</p> <p>Q. 3.1.2 - Fairly performed with 50 – 100%.</p> <p>Q.3.1.3 - Performance has shown that revision in this question was done. Performance ranging from 60 – 100%.</p> <p>Q.3.2 - Poorly answered from 10 – 30%. Bill of Rights not mastered by learners.</p> <p>Q.3.3.1. and 3.3.2 - Poorly answered ranging from 10 - 30%.</p> <p>Q.3.3.3 - Well answered. Ranging from 60 – 100%.</p> <p>Q.3.4 - Extremely poorly answered ethical, professional behavior.</p> <p>Q.3.5 - Personal attitude of leaders in the Business Environment was poorly responded, confusing General Personal attitude with its impact.</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>Q.3.2 - Confusion of Human Rights with Ethical Professional Behavior</p> <p>Q.3.3.1 &amp; 2 - Calculations are still a major problem with many learners. Learners do not know the formula and cannot calculate the interest.</p> <p>- Differentiation of compound and simple interest was a major challenge.</p> <p>Q.3.4 - Some learners mentioned the correct heading but could not provide an explanation, example, fair pricing only with no explanation. Learners obtained part marks. They responded with characteristics of KING'S CODE that are not related to the question.</p> <p>Q.3.5 - Personal attitude of leadership in the business. Clearly did not understand the question, responses were on personal attitude in general and the definition of a good leader.</p>				
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>				
<p>Q.3.2 &amp; 3.4 - Differentiation in teaching the Bill of Rights and the code of ethics and professionalism.</p> <p>Q.3.3.1 &amp; 3.3.2 - Teachers must provide opportunities to learners to do calculations and must emphasize the importance of mastering formulas. Learners must start with a formula and then do actual calculations. They must differentiate between</p>				

<p>simple and compound interest.</p> <p>Q.3.5 - Personal attitude: Teachers must give learners practical scenarios for determining the success of a leader.</p>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p> <p>Teachers must implement case studies scenarios from GRADE 10. Learners do not always fully understand scenario or case study when reading. Learners must be engaged in analyzing Case Studies scenarios as early as possible.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>Teachers are encouraged to use practical examples wherever possible. The daily newspapers, financial magazines, CDs, Journals, Radio Discussions about the topics are very good sources for improving the approaches of teaching and learning case studies.</li> <li>Subject Advisors can draft District scenarios/Case Studies for practical application and supply it to educators for administering during Informal Assessment and Formal Assessment.</li> <li>Inviting guest speakers for presenting certain topics example Human Rights, Ethics and Professional behavior.</li> </ul>
<p><b>QUESTION 4</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p> <p>Q.4.1.1 - Poorly answered 10 – 30%.  Q.4.1.2 - Well answered 60 – 100%.  Q.4.2.1 - Well answered 70 – 100%.  Q.4.2.2 - Well answered 70 – 100%.  Q.4.2.3 Poorly answered 10 – 30%.  Q.4.3.1 - Well answered 70 – 100%.  Q.4.3.2 - Very poorly answered 10 – 30%.  Q. 4.4 - Excellently answered 80 – 100%.</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>Q.4.1 - Protected and Unprotected Strike: Learners did not understand the question. They were responding to a PROTECTED strike as only protected by the police and an UNPROTECTED strike not protected by police. Some learners referred to protected strike as one that is permitted by two unions.</p> <p>Q.4.2.3 - Learners (teachers as well) never expected a question on fringe benefits only, since it is not clearly indicated in the Examination Guideline document. This was a higher order question for most learners.</p> <p>Q.4.3.2 - Learners did not understand the key verb, " Critically evaluate". They gave a general discussion on the Basic Conditions of Employment Act and therefore did not respond</p>

to the scenario at all.
Q.4.4 - Some learners associated sexual harassment with rape and they discussed rape.
<b>(c) Provide suggestions for improvement in relation only Teaching and Learning</b>
Q.4. 1.1 - Learners must know that strikes are to be in line with the Labour Relations Act. This will determine whether the strike is legal or not..
Q. 4.2.3 - Fringe benefits must be covered when teaching the Human Resource Function.
Q.4.3 - Teachers to focus more on Employment Contract. Learners know the contents of the Employment Contract , but are challenged when required to apply it. Teachers are to give more similar scenarios when dealing with Employment Contract.
<b>(d) Describe any other specific observations relating to responses of learners.</b>
<ul style="list-style-type: none"> <li>In Q.4.1.2 - Some learners discussed general disputes between employees, instead of a grievance procedure against the employer.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Encourage learners to make use of full sentences in their answers to gain full mark.</li> <li>Subject Advisors can invite a business labour officer and a labour union officer to come and address teachers on labour issues and procedures.</li> </ul>
<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>
Poorly performed with all pillars mentioned by learners performance ranging from – 10 to 48%. Mostly answered by 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>
<ul style="list-style-type: none"> <li>Learners low performance indicated the content gap in terms of analyzing and providing examples about the BBBEE</li> <li>Learners responses continuously indicated the phrase of "previously disadvantaged" groups even where it was not making sense.</li> <li>Discrimination against and the inclusion of women, disabled people was repeated excessively.</li> <li>The role of the government in promoting the BBBEE was the major challenge.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teachers to focus more on the actual impact of each BBBEE pillar. Learners must be able to explain how each pillar affect the business and what the business should do to implement each pillar of BBBEE.</li> </ul>

<ul style="list-style-type: none"> <li>Use practical examples of BBBEE businesses and let learners do investigation/summary/report</li> </ul> <p>On how that business complies with the BBBEE ACT. Many such examples appear in the business section of newspapers.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners do not analyse essay questions correctly. Therefore they do not know what exactly should be in their answer book</li> <li>Learners are not providing enough examples/recent information in their responses/answers.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Teachers are to explain to learners about the importance of correct sub-headings/sections, how to read the question to sub-section the essay the sub-headings must be underlined.</li> <li>Teachers must focus more on Section C type of questions during formal and informal assessment. At least one such question be administered per week.</li> <li>Subject Advisors can assist teachers by drafting a booklet with essay questions. The District Subject Committee must help in consolidating the Support Material.</li> <li>Inform learners of the importance of an introduction and conclusion.</li> </ul>
<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>
Fairly respondent with a range of 40 – 100% performance.
<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 that were underperforming indicated confused understanding of how to prepare for presentations and they focused on things to be done when presenting.</li> <li>Methods were mentioned and sometimes repeated e.g. Visual Method and Pie Charts separately.</li> <li>Recommendations on improving the quality of Johns' presentation. Learners repeated preparations mixing it with handling feedback procedures and sometimes referring to methods techniques applied during presentations such as the tone and gestures.</li> </ul>
<b>(c) Provide t for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teachers must provide learners with prepared topics and emphasize the need to follow. The processes to be followed when presenting business (All Business Studies topics/content can be presented) example tasks such as debates, public speaking, classroom conferencing, interviewing are empowering learners for presentations.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>



<ul style="list-style-type: none"> <li>Learners do not analyse essay questions correctly. Therefore they do not know what exactly should be in their answer book.</li> <li>Learners are not providing enough examples/recent information in their responses/answers.</li> </ul>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <ul style="list-style-type: none"> <li>Teachers are to explain to learners about the importance of correct sub-headings/sections, how to read the question to sub-section the essay, the sub-headings must be underlined.</li> <li>Teachers must focus more on Section C type of questions during formal and informal assessment. At least one such question be administered once per week.</li> <li>Subject Advisors can assist teachers by drafting a booklet with essay questions. The District Subject Committee must help in consolidating the support material.</li> <li>Inform learners of the importance of an introduction and conclusion.</li> <li>Give enough examples to learners.</li> </ul>
<p><b>QUESTION 7</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>Poorly performed ranging from 10 - 30%.</p> <p>Steps of the problem solving were answered well.</p> <p>Barriers were not identified.</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>
<ul style="list-style-type: none"> <li>Definition/Brief explanation of Delphi and Brainstorming Techniques was given by learners instead of evaluating</li> <li>Barriers were not identified because learners couldn't realize that problem solving techniques might pose challenges in some cases.</li> </ul>
<p>(c) <b>Provide t for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Teachers and learners must link the content of Grade 10 and 11 to the Grade 12 content.</li> </ul>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p>
<ul style="list-style-type: none"> <li>Learners do not analyse essay questions correctly. Therefore they do not know what exactly should be in their answer book</li> <li>Learners are not providing enough examples/recent information in their responses/answers.</li> </ul>

<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Teachers are to explain to learners about the importance of correct sub-headings/sections, how to read the question to sub-section the essay the sub-headings must be underlined.</li> <li>Teachers must focus more on Section C type of questions during formal and informal assessment. at least one such question be administered once per week.</li> <li>Subject Advisors can assist teachers by drafting a booklet with essay questions. The District Subject Committee must help in consolidating the Support Material.</li> <li>Inform learners of the importance of an introduction and conclusion.</li> <li>Give enough examples to learners.</li> </ul>
<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>
<p>Poorly performed ranging from 10 -30%.</p> <p>Learners do not understand the concept of TOTAL QUALITY MANAGEMENT (TQM)</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>
<ul style="list-style-type: none"> <li>Learners are not familiar with the concept of TQM implemented through Business Functions.</li> <li>Learners explained the tasks of general management instead of explaining its impact on the Total Quality Management.</li> </ul>
<b>(c) Provide t for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teachers and learners must link the content of Grade 10 and 11 to the Grade 12 content.</li> </ul> <p>Learners are to be taught practically how functions of the business affect the TQM (TOTAL QUALITY MANAGEMENT).</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners do not analyse essay questions correctly. Therefore they do not know what exactly should be in their answer book.</li> <li>Learners are not providing enough examples/recent information in their responses/answers.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>

- Teachers are to explain to learners about the importance of correct sub-headings/sections, how to read the question to sub-section the essay the Sub-Headings must be underlined.
- Teachers must focus more on Section C type of questions during Formal and Informal Assessment. At least one such question be administered once per week.
- Subject Advisors can assist teachers by drafting a booklet with essay questions. The District Subject Committee must help in consolidating the Support Material.
- Inform learners of the importance of an introduction and conclusion.
- Give enough examples to learners.



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**ASSESSMENT & EXAMINATIONS**

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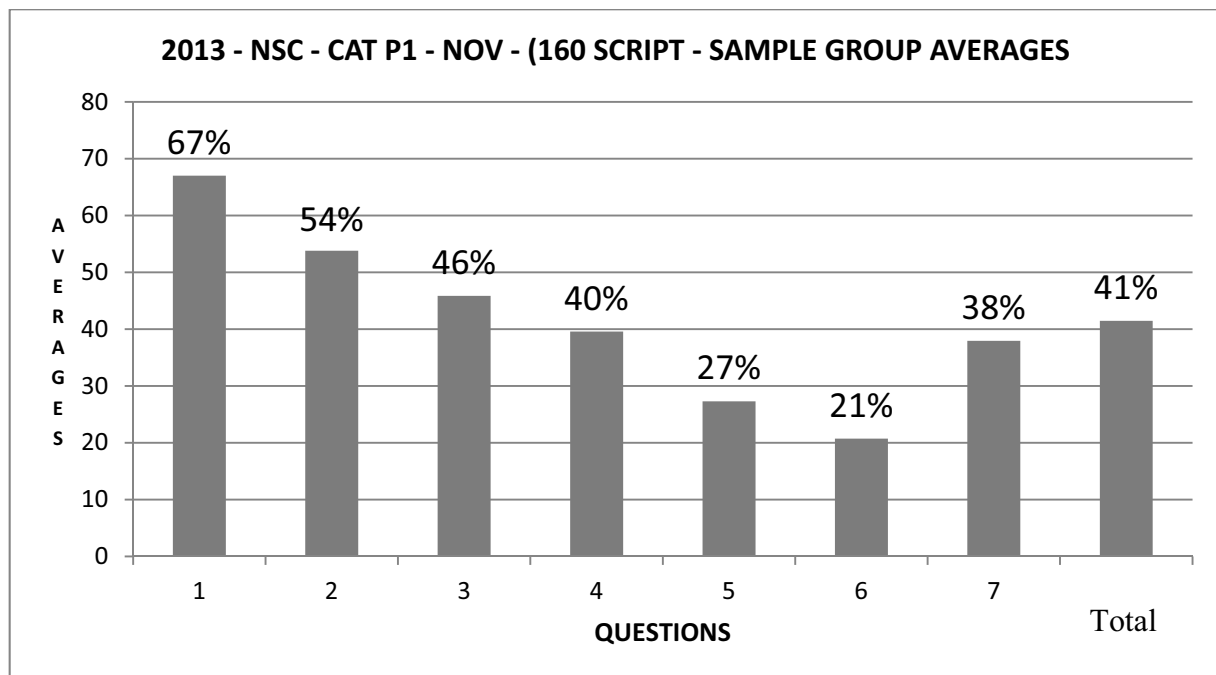
## **NSC 2013 CHIEF MARKER'S REPORT**

SUBJECT	CAT P1
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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 a sample of 160 scripts analysed.



**Figure 1: Analysis of questions**

- The statistics from the sample group is similar to past two years (2012 = 40% and 2011 = 41%) . The paper was however easier than past years in general and top candidates could achieve good marks.
- As in past papers candidates historically perform weaker in Access (Question 5). Similar results are evident above.
- Many of the candidates did not complete the paper and this is partially the reason for weaker results in Question 6 and 7.
- Higher order thinking (problem solving) questions were spread across the paper. These questions are often not attempted by candidates.
- Results of centres vary drastically and it is evident that the following factors have a tremendous effect on candidate results:

- the input from educators,

building blocks for growth the infrastructure as well as



*Ikamva eliqaqambileyo!*

- 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
  - 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.

#### ADDITIONAL GUIDELINES TO EDUCATORS/PRINCIPALS OF SCHOOLS THAT OFFER CAT AS A SUBJECT..

The following items have had an impact on the performance of some of the learners in this question paper:

#### 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 provided by the department OR the September trial exam data, 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 performed badly** there were folders missing or incorrectly labelled or incorrect data was copied to the disk. 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.
- 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. Many schools had folders with *only candidate names and no examination number* anywhere to be found. 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.
- 4) CDs with Candidate data must have the **Centre name written on the CD** as many schools only write the School name and when these CDs arrive separate from the mark sheet it is very difficult to figure out to which centre the CD belongs.
- 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 mark sheets. This causes a tremendous administrative burden as mark sheets are not always grouped together when submitted for marking at the marking centres.
- 6) Mark sheets **MUST indicate if the candidate is absent or present**. Many hours is spent following up on candidates where we are not sure if the candidate wrote the paper as there is no data on the CD for the candidate, but the candidate is not ticked present or 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) 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**

- 9) Subject Advisors must make sure that all CAT educators in the district are adequately equipped to teach CAT.
- 10) 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.
- 11) Schools offering CAT should work on the 2 latest versions of Microsoft Office. Schools should not use open source software as makers are trained in Microsoft. This in turn disadvantages candidates.
- 12) 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.
- 13) 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.
- 14) 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.
- 15) 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.
- 16) 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.
- 17) 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:

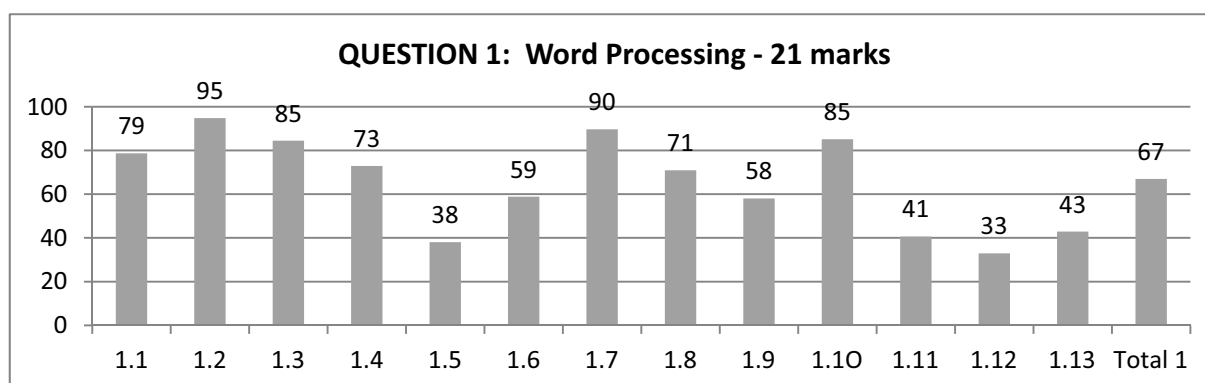
### Comment on candidates' performance in individual questions

(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?

General comment on the performance of learners in the specific question:



Was the question well answered or poorly answered?

- The average for this question for the sample group is 67%.
- In general the candidates have performed well in this Word Processing question and almost all of them attempted to complete it.

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

Reasons why the questions were poorly answered and specific examples of common errors and misconceptions by learners in this question:

- Question 1.5
  - The candidates had to group four circles to form one object.
    - The question reads: "Format the four circles so that they appear as one object."
    - Most candidates were not able to solve the problem as they could not interpret the

instruction and apply the word processing function that was applicable.

- The letters below the circles were normal text and this confused some candidates as they expected these to be grouped with the circles.

- Question 1.6

- Candidates do not know the difference between inserting a text box and a shape with text.
- Candidates do not follow the instructions or do not read questions carefully as most of them should know the difference between “Move” and “Cut”.

- Question 1.8

- Spelling and grammar – candidates expect the words to automatically be underlined in red when spelt incorrectly. They need to know how to change the language first and then how to use the spelling and grammar tool in order to find words that are spelt incorrectly.

- Question 1.11

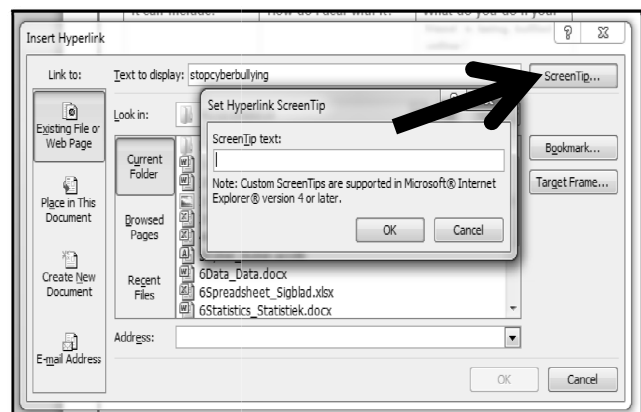
- The candidates were instructed to fit the table across the whole page of the document. The instruction was confusing for many as they were not sure if it should fit the table within the border area or if they should use the AutoFit to window function. AutoFit to window looked unprofessional as the table appeared below the page border and the position of the text box appeared across the table. Some candidates interpreted this to be wrong and wasted unnecessary time trying to figure out what they had possibly done wrong.

- Question 1.12

- The headings in the top row of the table had to be centred.
  - This is not a difficult question and all candidates should know this function in tables. A lack of basic word processing skills is evident here. If the instruction indicates the row must be centred they must centre the row and not only some of the cells.

- Question 1.13

- Many candidates could add a hyperlink but did not know how to add the screen tip. Screen tips have not been asked before and candidates do not know how to read/search the screen to find functions in word.



(c) 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.
- Educators need to ensure that candidates are exposed to sufficient problem solving questions in Grade 12



in order to prepare them for this approach. They must be able to interpret the question and apply the appropriate function in order to solve the problem, without directly telling them what word processing function must be used.

- Candidates must be taught to:
  - explore all possible functions available in the application programme
  - to read accurately and focus on key words
  - use the help functions of applications
  - note mark allocations of questions for time management.

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

- Most candidates attempt the word processing questions. As in all practical questions candidates must be taught not to brood over questions that they are not able to answer immediately as these higher order questions are often only worth one or two marks.

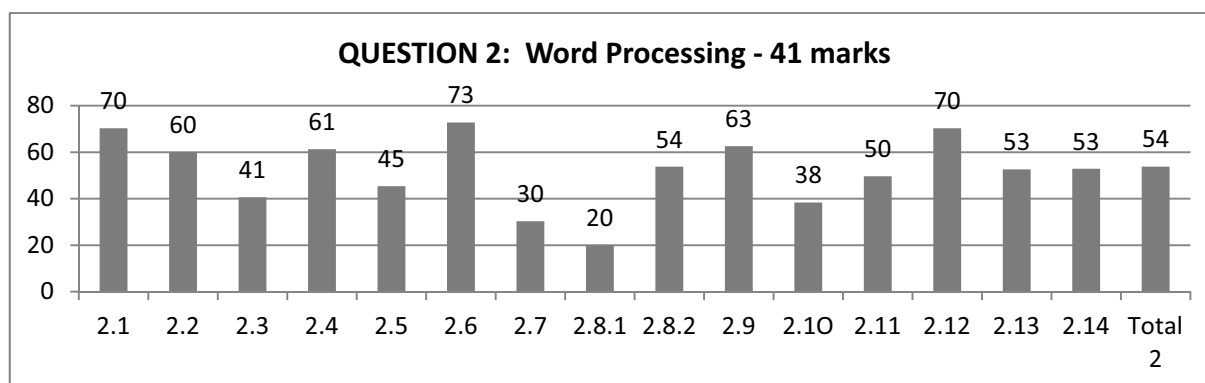
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Word courses for educators should include:
  - Advanced Design and Layout options in tables (properties of tables etc.)

## QUESTION 2

(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 in the specific question:**



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

- The sample group average for this question was: 54%
- There are more “higher order thinking” problems in this question than in question one and the candidates find these questions difficult to interpret.
- Candidates with language barriers also found some of these questions difficult as the words/terminology they are familiar with, were substituted with alternative words, and relied on their interpretation of the

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

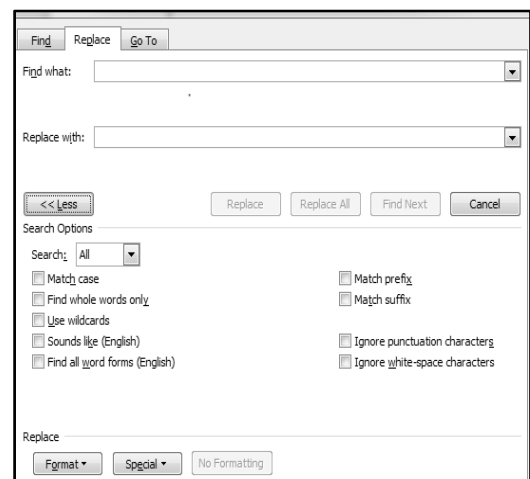
**Reasons why the questions were poorly answered and specific examples of common errors and misconceptions by learners in this question:**

- Question 2.2

- In Office 10 candidates were not able to add a textured fill to the WordArt **text**. The shape could however get a textured fill but not the text. Many candidates found this confusing and as a result they either left the question out or attempted a gradient fill. Marks were allocated to candidates who added the gradient fill to the shape background in Office 10.

- Question 2.3

- Candidates do not know how to use the find and replace function of the word processing application, especially when more advanced search options are required.
- This question is repeated year after year in various formats but is always problematic for candidates.
- Educators need to teach candidates how to use the search options and must give them enough varied examples to test their understanding.



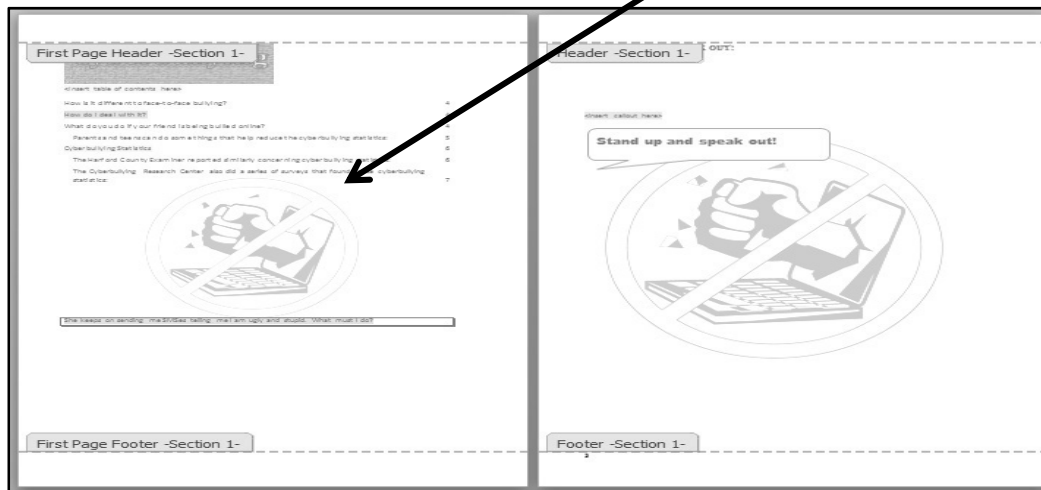
- Question 2.5

- Many candidates do not know the difference between paragraph and text borders.
- Many candidates were confused with the instructions given e.g. "Apply a 1 ½ pt shadowed border and green shading (highlight) to this paragraph". Varied responses were given. Many changed the border line to green as they were under the impression that the shadowed border must be green and not the paragraph.
- Many candidates were not able to set the width of the border lines.

- Question 2.7

- Few candidates were able to complete this question. It is not a difficult question, but if learners have not been shown how to remove the image watermark from the first page by an educator it could be problematic.
- Steps to follow in completing this question:
  - Insert the correct picture watermark (most could do this).
  - Go to the header of the first page and select different first page.

- When you are in the header settings you are able to select individual watermark words or images and manipulate them. Select the image on the first page and remove it or edit it as requested.



- Question 2.8.1
  - Most candidates would have been able to do this if they interpreted the question correct. The instruction read: "Align the selected text to both the left and the right margins." The solution was to justify the text.
- Question 2.10
  - Candidates do not know how to manipulate sections and numbering of pages. Educators are often uncertain themselves and do not prepare candidates sufficiently in this regard.

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

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

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

- 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. Some questions require the skill of linking outcomes to specific actions and many are not able to draw this correlation.
- Show candidates where (how to select text or on what side of the text) bookmarks and endnotes/footnotes must be inserted. Some candidates add the endnote below the word or in front of it instead of to the right

of it. Bookmarks should be added to the selected word and not to the space next to the word.

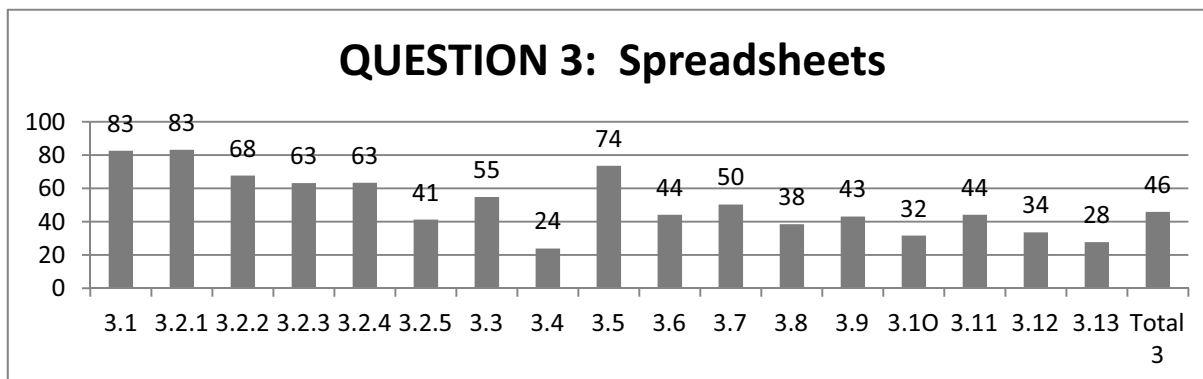
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Word courses for educators should include:
  - Advanced manipulation of sections (including numbering, page borders, margins etc.)
  - Advanced use of the header and footer functions (manipulation of watermarks, odd and even pages, fields that can be added etc.)
  - Advanced find and replace options need to be mastered (e.g. replacing a matching suffix, use of wildcards or matching case)

### QUESTION 3

- (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 in the specific question:**



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

- The sample group average for this group was: 46%
- Most candidates attempted this question. The first few sub questions were easy and could have served as encouragement for candidates to attempt the question. The questions with formulas were however poorly answered and often left out.
- Unfortunately there are centres where it is evident that candidates are not well prepared for Spreadsheet work.

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

**Reasons why the questions were poorly answered and specific examples of common errors and misconceptions by learners in this question:**

- Question 3.2.2
  - Many candidates were confused with the question. The candidates had to merge cells next to a range that was already merged. Some candidates were under the impression they had to merge from cell A1 to H2.
- Question 3.2.3
  - Candidates were instructed to change the colour and the alignment of the text in one instruction. Many candidates performed only one of the instructions. Inaccurate reading or careless reading is once again the problem here.
- Question 3.2.5
  - The candidates had to change column width. This is an easy question with disappointing results. It is possible that these candidates do not know what the difference between “pixels and characters” is and that this confused them.

- Question 3.4

- This question tested the IF-statement. Candidates were confused with the content of the data. The question did however clearly indicate that they should use column F. Cell and column referencing **hints** must be focused on. Educators also need to show candidates that the cell where the answer must be typed is usually shaded.

Name Naam	Province Provinsie	Policy Beleid	Initial Date Begindatum	Updated Opgedateer	Included Ingesluit	Question 3.3 Vraag 3.3	Question 3.4 Vraag 3.4
Bona Secondary	Eastern Cape	Yes	1999	2013	Yes	14	*
JJ Mpiyakhe	Limpopo	Yes	1998	2013	No	15	

- Question 3.6

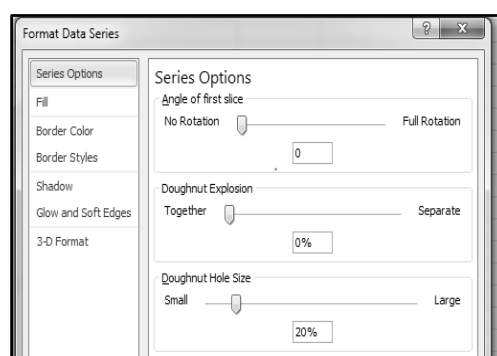
- Many candidates are not able to use multiple functions in one cell. Few knew how to use the Round functions. Candidates need to be taught the difference between the Round function and formatting the decimal places. =ROUND(AVERAGE(G4:G51),1)

- Question 3.8

- Some candidates used formulas instead of functions. Educators need to explain the difference to them.
- One of the main reasons for weak results in this question is the inability of candidates to **read the data and the question** and comprehend what is expected from them.
  - The headings did not clearly indicate the nature of the content of the columns.
  - The scenario was about Cyberbullying and the candidates automatically expected the spreadsheet to be a spreadsheet about Cyberbullying. The headings "Policy" and the heading "Included" did not give sufficient guidance to the candidates.
  - This was a higher order thinking question and the learners were expected to analyse the data and solve the problem.

- Question 3.9

- The doughnut chart has not been tested in previous NSC question papers and candidates do not have the basic skills to apply the knowledge they have about the graphs tools to different graphs/charts.
- Candidates lost marks unnecessary by not moving/re-sizing the graph to appear across the instructed range.
- Many could not change the doughnut hole to approximately 20%. If they used certain chart settings to move the labels onto the segments the hole reverted



A	B	C	D	E	F	G	H
Name Naam	Province Provinsie	Policy Beleid	Initial Date Begindatum	Updated Opgedateer	Included Ingesluit	Years Jare	Symbol Simbool
Bona Secondary	Eastern Cape	Yes	1999	2013	Yes		
JJ Mpiyakhe	Limpopo	Yes	1998	2013	No	15	

back to its original size and candidates had to resize the hole a second time. Some candidates did not notice this.

- Question 3.10
  - Candidates with language barriers found this question extremely difficult to interpret. This was a “higher order thinking” question that tested the candidate’s ability to analyse data and find a suitable solution to the given problem. The data that the candidates retrieved included a column labelled “**Updated**” and many candidates looked at this column to find the school with the newest policy instead of using Column F and G. Candidates need to read hints carefully when they are provided.
- Question 3.11, 3.12 and 3.13
  - These questions test the functions used with text e.g. LEFT, MID, UPPER and CONCATENATE. Candidates show a lack of experience with these functions and they were very badly answered. These questions were not difficult and if the candidates were sufficiently prepared for the exam, they would have been able to get these marks easily.

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

- Some of the candidates could not do the basic questions in Excel e.g. merging, tab colours and cell borders. This is grade 10 work.
- It seems as if some centres do not teach candidates how to use Excel if you look at their results.
- Educators need to be experts in Excel if they are to teach it to candidates.
- 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

- Some candidates do not put the equal sign before the formulas.
- Many candidates add =Sum to functions and formulas where it is not needed.
- Many candidates have more than one Excel file in their folder for a specific question. The possibility of opening the wrong file or of not seeing their work is increased by this. Candidates should not make unnecessary copies of files.

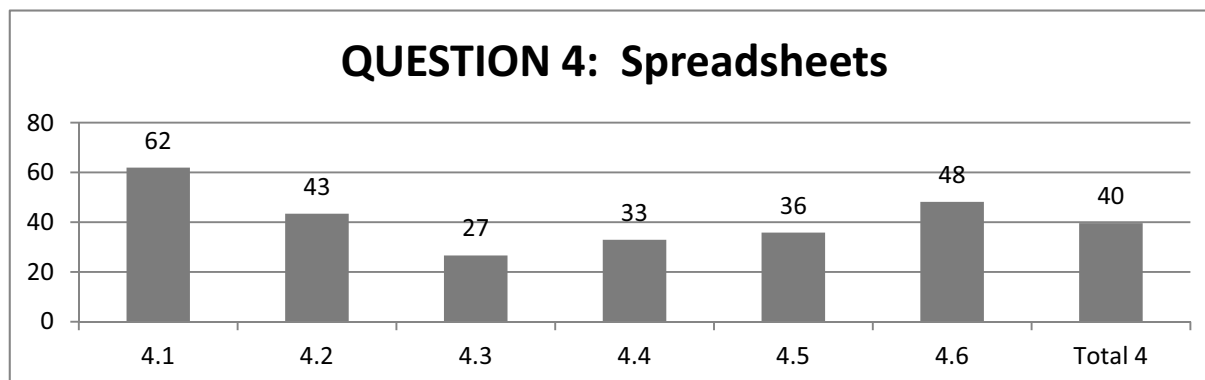
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Excel courses for educators with poor results should include:
  - Functions used with text
  - Use of the Round function
- If educators are not confident with the use of the above they will not be able to teach candidates the correct approach to these Excel functions.

## QUESTION 4

- (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 in the specific question:



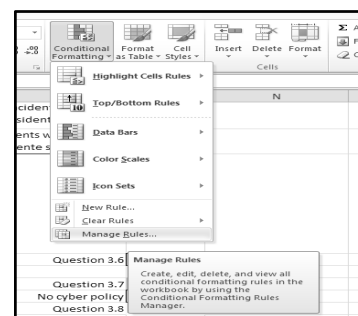
Was the question well answered or poorly answered?

- The sample group average for this group was: 40%
- This average is good in relation to previous years.
- Candidates did not perform well in questions with formulas and functions.

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

Reasons why the questions were poorly answered and specific examples of common errors and misconceptions by learners in this question:

- Question 4.2 – Conditional Formatting
  - Many candidates were not able to combine two formatting applications in one Conditional Formatting rule. Conditional formatting is tested every year and educators must make sure that they are able to explain to candidates how to use this spreadsheet function. Use the manage rules option as it is easy to add, edit and delete rules from here.



- Question 4.3 – Nested If

**4.3** The learners have been divided into three groups according to their age.

Insert a nested IF statement in cell E2 to determine the correct group for the learner whose surname appears in cell A2.

**NOTE:**

- Learners younger than 15 are in Group A.
- Learners older than 17 are in Group C.
- All other learners are in Group B.

	A	B	C	D	E
	Surname_Van	Name_Naam	DOB_GEB	Age_Oudedom	Group_Groep
1					
2	LION	Alex	1996/12/15	17	B
3	SMIT	Jason	1994/01/29	19	C
4	HAMERSMA	Daniel	1993/05/14	20	C
5	BIEMO	Cliff	1994/08/09	19	C

- Few candidates could do this question. The references to cell A2 (in bold) in the question confused many candidates as it was not required at all for this question. The content of the data file (that the candidates retrieved) as well as the way the question was structured confused the candidates. Many of the candidates used "Group A" instead of "A" in the Nested If.



- Question 4.4 - Vlookup
  - Vlookup is always a difficult concept for candidates. Once fully understood and with enough practice, vlookup becomes an easy question to score marks with. Educators need to make sure that candidates get enough exposure to vlookup examples as it is tested every year.
- Question 4.5 – Calculation
  - The following was required here:
    - calculating a percentage (many do not know how to do this mathematical calculation - educators need to show candidates how to calculate percentages)
    - formatting to one decimal place (most could get this right)
    - making use of a formula and not a function (many candidates are still confused with the difference between formulas and functions)
- Question 4.6 Graph (an example was given of how the graph should look)
  - It is clear that many candidates do not know how to format the Y-axis
    - Many candidates could not change the **scale of the Y-axis to 9 units**.
    - Many candidates were confused with the **alignment** of the Y-axis title

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

- Teachers must let candidates practice more by using old exam question papers.
- Extra classes are needed for candidates who are struggling.
- Encourage candidates to:
  - save the spreadsheet documents in Normal view (will benefit the flow of the marking).
  - NOT to do additional formatting that wastes time.
  - be careful when selecting cell ranges (they often include extra rows).
  - make sure that they write the function or formula in the correct cell as required.

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

- Misinterpretation of questions is often the problems
- It is distressing to note that in some centres pupils do not even attempt Excel – Candidates can score marks by just attempting the basics.
- Candidates must not delete files that they have not attempted. There is a sheet that accompanies the scripts where they can indicate what is done. When files are deleted markers waste time looking elsewhere for these missing files as they are not always sure if the files were moved or deleted.

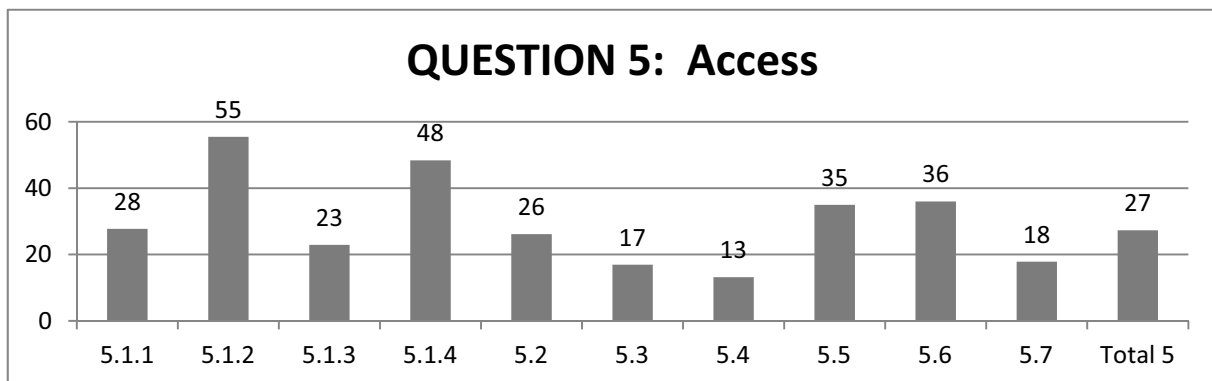
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Excel courses for educators with poor results are essential – educators need to be experts with Conditional formatting and Excel functions e.g. the Nested If and Vlookup.

## QUESTION 5

- (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 in the specific question:



Was the question well answered or poorly answered?

- The sample group average for this group was: 27%
- This Access question was poorly answered as in the past.

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

Reasons why the questions were poorly answered:

The main problem with this question is content knowledge. Candidates are struggling with Access concepts. It is evident that many Educators do not teach candidates how to use Access. Educators teaching the subject often lack the knowledge and skills needed to teach this application program.

The database used and the nature of its content was also confusing to the candidates as the **field left open** indicated that **the learners reported bullying**. The field **Never\_Nooit** however indicated that these learners **did not report** bullying. This caused many candidates to interpret questions incorrectly and it changed the level of thinking to a higher order. Note the extract below:

Reported_Aangemeld	
Never_Nooit	
Parents_Ouers	
Parents_Ouers	
Teachers_Onderwysers	
Parents_Ouers	
Never_Nooit	
Never_Nooit	
Never_Nooit	

- Question 5.1.1
  - This is a basic access question. Weak results show a lack of quality teaching.
- Question 5.1.3
  - Candidates do not know how to use validation rules. Educators need to show candidates how use the help function when working on validation rules. (click in the validation rule space and press F1 for help – a list of examples will be available)

General	Lookup
Field Size	255
Format	
Input Mask	
Caption	
Default Value	
Validation Rule	
Validation Text	
Required	Yes
Allow Zero Length	Yes
Indexed	Yes (No Duplicates)
Unicode Compression	Yes
IME Mode	No Control
IME Sentence Mode	None
Smart Tags	

- Question 5.2

- Candidates do not know how to use Queries. They are not able to use the basic criteria e.g. Is Null. The data retrieved contributed to the confusion in this question. The nature of the data made this a “higher order thinking” question.

- Question 5.3

- This question difficult for most candidates as they are not able to add criteria to multiple fields in a query. Candidates need to understand how the different levels of criteria function if they use more than one level to add criteria e.g.

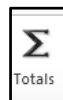
Field:	Name_Naam	Surname_Van	Grade_Graad	Gender_Geslag	Rumours_Gerugte
Table:	52Type_Type	52Type_Type	52Type_Type	52Type_Type	52Type_Type
Sort:					
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			11	"F"	Yes
or:			12	"F"	Yes

OR

Field:	Name_Naam	Surname_Van	Grade_Graad	Gender_Geslag	Rumours_Gerugte
Table:	52Type_Type	52Type_Type	52Type_Type	52Type_Type	52Type_Type
Sort:					
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Criteria:			11 Or 12	"F"	Yes
or:					

- Question 5.4

- Many did not understand the text “caption/alias”. This indicates the “Field Name”.
- Most candidates do not know how to create a new field in a query: e.g. Calc54:



- Most candidates do not know how to use the Totals function in queries.

Field:	Grade_Graad	Rumours_Gerugte	Calc54: Sum([Rumours_Gerugte]*-1)
Table:	52Type_Type	52Type_Type	
Total:	Group By	Group By	Expression
Sort:	Descending		
Show:	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Criteria:		Yes	

Grade_Graad	Rumours_Gerugte	Calc54
12	<input checked="" type="checkbox"/>	8
11	<input checked="" type="checkbox"/>	16
10	<input checked="" type="checkbox"/>	8
9	<input checked="" type="checkbox"/>	4
8	<input checked="" type="checkbox"/>	6

- Question 5.5

- The instruction “Change the **edit box** ... to a drop down list” confused the candidates.
- Many added a list box instead of a combo box.
- Many did not delete the original field to replace it with a combo box.
- Many could not add “M” and “F” as options to the combo box.

- Question 5.6

- The candidates had to create a report based on a query. Most of the candidates who attempted access could do this. The reason for low results in this question is often because of time constraint.

- Question 5.7
  - The calculations in this report that they had to retrieve were confusing to most candidates.
  - Many do not know that the Details section represent the fields and that this is where the StatsID field had to be deleted.
  - Many could not resize the field names and the field as requested.
  - Candidates are not familiar with the sections of a report in design view. They are therefore not always sure of where to place the required formulas and labels.

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

- 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.
- Educators should be experts in Access if they teach Access. They must find ways of bringing databases across to learners in an easy and practical way. The database question comprises up to 22.5 % of the total mark of the practical paper and many candidates lose a substantial amount of marks if they do not attempt this question.

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

- Candidates find field properties and calculations difficult.
- Candidates have no idea of how to manipulate and create queries, report and forms.
- Many candidates start with question 1 and end up with no time to do Access.
- Candidates spend too much time trying to do extra work that is not required for example changing a negative number to a positive number if it is not required.
- Candidates do not know the terminology used in the Database.
- Candidates do not know when to use a label vs. a text box.
- Candidates do not know the calculations that can be used in a report.
- The naming of queries, reports and forms are often a problem as candidates make up their own name for the documents and the markers then have to search for a document that could possibly represent the question asked.

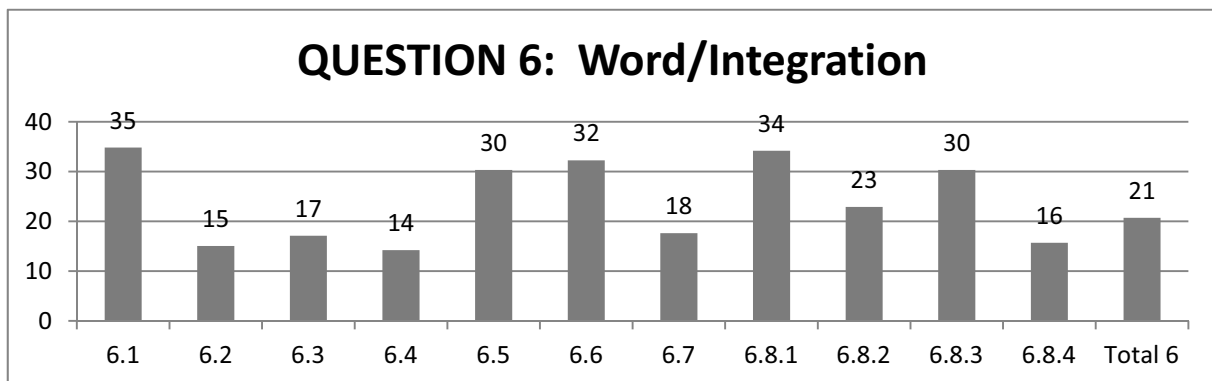
(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Training for teachers with weak results is essential.
- Educators are not familiar with Access. Principals must ensure that qualified people teach candidates or weak results will not be improved.

## QUESTION 6

- (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 in the specific question:



Was the question well answered or poorly answered?

- The sample group average for this group was: 21%
- This question was poorly answered by most candidates. Many did not attempt it at all.
- The reason for this is often because of bad time management skills 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.

Reasons why the questions were poorly answered:

- Question 6.1 - Numbered list
  - Many candidates did not know how to add an automatic numbered list and how to remove one numbered item from the list. e.g.

**Question: Why did you not report the cyberbullying?**

1. Did not know who to report it to: ☐

2. Scared of more bullying: ☐

**Biographical data**

3. Age\_Ouderdom:

4. Gender\_Geslag:

Select one\_Kies een

- Question 6.2 - Age field
  - The phrasing of the question confused the candidates. The minimum requirement was not allocated a mark on the memo as candidates could not add it to the form field.

- Question 6.3 - Drop down field

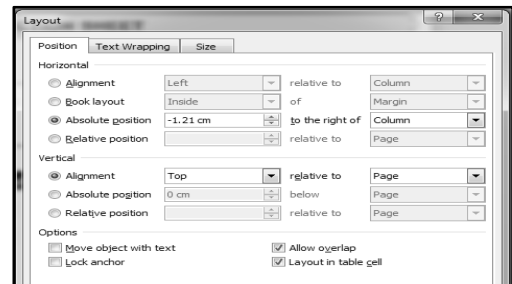
- candidates do not know the meaning of the word “default”. The candidates had to add the option to the drop down list and move it to the top of the list so that it would automatically appear. This was a “higher order thinking question”.

- Question 6.4 - Tab setting

- Many candidates do not know the difference between a default tab and a normal left tab setting.
- Many candidates did not understand the question and did not know how to select the rows and add tab settings to them in order to move the fields afterwards.

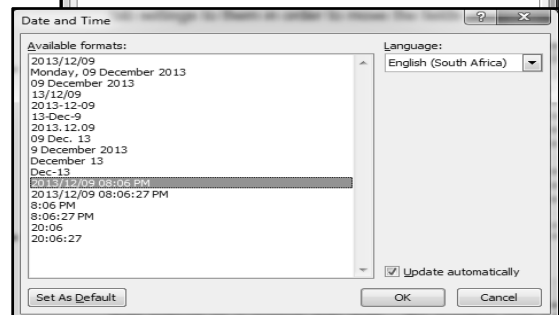
Question 6.5 - Alignment of shape

- Candidates were awarded the mark for moving the image to the top of the page. Educators need to make sure that candidates are able to edit the layout settings to place the image at an exact position on the page. (Select: Format – Position – More Layout Options)



- Question 6.6 - Date and Time field

- The Developer tab was used for adding Legacy Form fields and many candidates were confused and added the date and time as a form field instead as a normal date field – the question was not specific enough to guide them. (Select: Insert – Date and Time – select update automatically)



- Question 6.7 - Merge

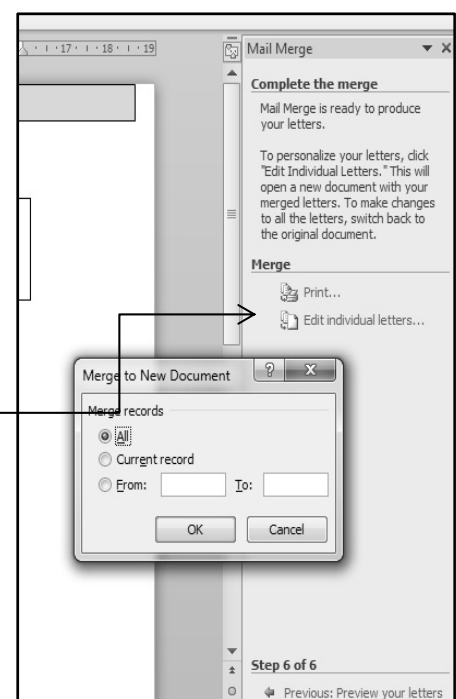
- many candidates did not know how to filter the data for a mail merge in step 3.

Mail Merge Recipients

This is the list of recipients that will be used in your merge. Use the options below to add to or change your list. Use the checkboxes to add or remove recipients from the merge. When your list is ready, click OK.

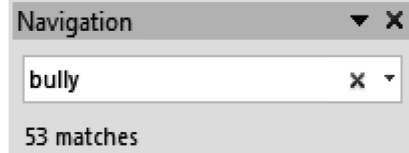
Data Source	Stable	Name	Surname	Var	Gender	DOB_GCEB	Grade_Grade	Message_B	Removal_Ser	Photo_Colour	Photo_Foto	Reported_Rang
SCyber_Kuber.ac...	<input checked="" type="checkbox"/>	FBAR	Masemola	Barthuzen	M	4/11/1997	10	True	True	False	False	Parents_Oues
SCyber_Kuber.ac...	<input checked="" type="checkbox"/>	INFOX	Chris	Fox	M	5/29/1997	10	False	False	True	False	Parents_Oues
SCyber_Kuber.ac...	<input checked="" type="checkbox"/>	MS452	Babalwa	Safiyah	M	6/27/1997	10	False	False	False	True	Parents_Oues

- many candidates could not complete the final step of the mail merge – educators need to show them how to use the wizard and **emphasize the completion of step 6** in order to finalize the mail merge process.
- Many candidates were confused on where to place the name as the data indicated the words Name and Surname in the Left column as given below. Most candidates replaced these words with the appropriate fields and then aligned them on the right. Many candidates were confused about the position where the name and surname fields had to be placed.



- Question 7.4.2 – Find

- Educators need to show candidates how to use the navigation tool to find words. (Select Find in the Home ribbon – type the word in the Navigation tool and the number of matches will appear below the word)



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

- 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.

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

- As this is the last question many do this at the last minute and this contributes to many errors in this question.

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

- 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 files in this folder.



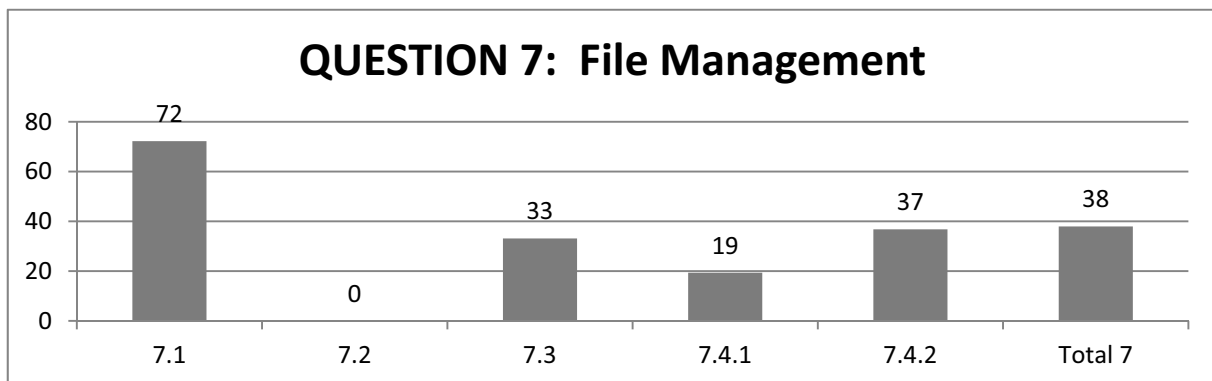
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## QUESTION 7

- (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 in the specific question:



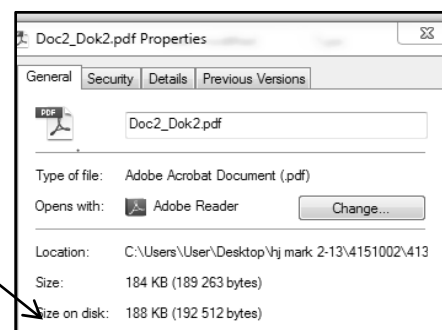
Was the question well answered or poorly answered?

- The sample group average for this group was: 38%
  - This question is out of 6 marks. Many candidates attempted it. As it is the last question of the paper candidates spent very little time answering this question and this could have influenced the outcome of this question.

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

**Reasons why the questions were poorly answered and specific examples of common errors and misconceptions by learners in this question:**

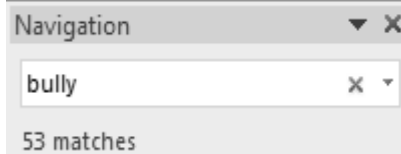
- Question 7.2 - File Management - properties of files
  - 0 marks were allocated to this question as many school systems did not allow for the renaming of the author properties of TIFF image file. The additional mark was shifted to question 7.3.
- Question 7.3 - File Management - properties of files
  - Many candidates could recognize the Doc2\_Dok2 file as the PDF file but lost marks with the second part of the question where they had to provide the size on disk of the file.
- Question 7.4.1 - Find and replace
  - Candidates do not know the difference between highlight and font colour, or they read careless. The word bully in all forms had to be highlighted in any colour. Many replaced the word in another font colour.





- Question 7.4.2 – Find

- Educators need to show candidates how to use the navigation tool to find words. (Select Find in the Home ribbon – type the word in the Navigation tool and the number of matches will appear below the word)



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

- 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.

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

- As this is the last question many do this at the last minute and this contributes to many errors in this question.

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

- 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 files in this folder.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>Computer Applications Technology</b>
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<b>PAPER</b>	<b>2</b>
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<b>DATE OF EXAMINATION:</b>	6/11/2013	<b>DURATION:</b>	<b>3 hours</b>
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This report 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 2014.

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))

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion 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

## **SECTION 1:**

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

## **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).**



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>CONSUMER STUDIES</b>
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### **SECTION 1:**

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

Learners answered most of the questions well and there were no problems regarding misinterpretations of questions. The general feeling is that the learners answered the questions better than previous years. Some questions learners answered by not following the instructions of the question e.g. They did not refer to the case study when answering and use general information that was not relevant.

Some learners did not read the questions properly and analyze before they answer e.g. They have to give FIVE stipulations that will **protect** a person in a lease agreement – they give FIVE general stipulations that must be in a lease agreement.

No other problems were observed.

### **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?**

This question consists of short questions. Learners did not know where to write the answers as the answer sheet in the examination book do not correlate with the questions in the question paper. Markers had to pay special attention when marking this question as learners wrote the answers on different places. Despite this all this learners perform well in this question and obtained the highest marks in this question.

Most of the questions in the paper were based on case studies or extracts and students find it difficult due to language problems. Learners refer not to the case studies as requested by the paper and give general information on the topics.

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

The question was not poorly answered. No common errors were picked up and there were no misconceptions.

<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers have to include multiple choice questions in papers and teach them to get to the correct answer by means of elimination rather than to look for the correct answer.
<b>(d) Describe any other specific observations relating to responses of learners</b>
No other specific observations.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
It is very important that learners know the nutrients and food groups from the GR 10 and GR 11 syllabus as they need that knowledge to answer some of the questions in GR 12.

<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>
<p>This question focused on FOOD AND NUTRITION. This topic takes up the most teaching time in the syllabus. The question is 40 marks, 20% of the paper.</p> <p>2.1 This question was answered well. Focused on the cognitive level.</p> <p>2.2 Answered this question very well and the memorandum had many options for the answer.</p> <p>2.3 Not very well answered and learners gave the same answers as the previous question because they did not read the instructions of the question. There was nothing wrong with the way the question was set.</p> <p>2.4.1 They did not answer this question very well, because they do not READ the question properly answering. Most of them described CHOLESTEROL and not HIGH CHOLESTEROL.</p> <p>2.4.2 No problems answered well.</p> <p>2.4.2 Answered relatively well. Can still improve by being more specific in their answers.eg include fruit - eat at least 2-4portions per day and include fruit with anti-oxidants.</p> <p>2.5 .1 No problem.</p> <p>2.5.2 Most learners obtained full marks.</p> <p>2.5.3. Answered well.</p> <p>2.5.4 Answered poorly, because they did not evaluate the given meal plan. They discussed anemia in general.</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>This question can be improved by encouraging learners to read and analyze the question before they write e.g. They had to explain the condition of high cholesterol and not cholesterol in general.</p> <p>Learners must answer according to the instructions in the question e.g. they were asked to evaluate the given meal plan and not to describe what the condition is or what should be eaten to correct the condition.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The only way learners will be able to answer the higher order questions is to give them exercises for homework to improve higher order skills. Sketch a scenario and then ask them to evaluate and explain.
<b>(d) Describe any other specific observations relating to responses of learners</b>
2.3 Learners do not understand the difference between symptoms of an allergy and the response of the body to an allergy. They treated it as the same and gave similar answers for

question 2.2 and 2.3.

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

When teaching food and nutrition for GR12, it is important to revise the nutrients, their functions and sources taught in GR 11 and 10.

Include words like "evaluate" in test papers and then explain that evaluate means to include positive and negative aspects.

### QUESTION 3

(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 and from previous years experience this question is answered the poorest of all the topics. The question is 40marks: 20% of the paper.

Learners answered the questions better this year than previous years. Higher order questions were not too difficult to answer.

3.1 Well answered. Cognitive level.

3.2.1 Most learners obtained good marks.

3.3.2 No problem.

3.2.3 Answered very well.

3.3.1 Answered fairly. Some learners describe the introduction phase of the fashion cycle and not the term "Haute Couture".

3.3.2 Again, learners did not refer to the case study to answer this question. Question was answered poor.

3.4.1 Answered average as they find it difficult to explain FIVE reasons. Most of them could only explain two or three.

3.4.2 Answered very poor as learners did not know what the term "conformity" means and they did not refer to the cartoon as required by the question.

3.5 Answered average. Higher order question but was not difficult to answer.

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

3.3.2 Question stated clearly that they must refer to the extract. They discussed the TWO stages of the fashion cycle in general and obtained only half or no marks.

3.4.1 The question asked for an explanation. Learners have to give a proper explanation for a mark and not examples of mass media without any explanation.

3.4.2 Read the instructions and refer to the cartoon to answer the question. Learners did not know the term "conformity". (it is in the text books)

3.5 Evaluate means you must look at the negative and the positive aspects. Some learners did not evaluate the given outfit and only gave suggestions to correct the outfit for an interview.

They must practice these questions as homework and in tests.

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

Give learners homework with pictures to analyze and evaluate. This topic can not be taught without pictures and applications. Use previous exam papers and articles about fashion to practice. Can we PLEASE ask for this question to be printed in color on our national papers?

This will assist our students in answering this question.

Teachers have to pay attention to case studies and teach learners to select only the facts.

based on a certain scenario in a case study.
<b>(d) Describe any other specific observations relating to responses of learners</b>
No specific observations.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<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>
<p>This question focused on <b>HOUSING</b>. 40 marks – 20% of the paper</p> <p>4.1.1 Answered well</p> <p>4.1.2 – 4.1.5 Answered average as learners did not refer to the case study. The question stated clearly they must refer to “Lloyd and Grace”.</p> <p>4.1.3 Answered poorly as they did not refer to the <b>maintenance</b> of the house, but to the general responsibilities.</p> <p>4.2.1 Well answered</p> <p>4.2.2 Well answered. Calculations very good. Do the same work in maths lit.</p> <p>4.3 Answered well</p> <p>4.4 Not answered well. Higher order question and many learners did not know what recession is.</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>4.1 Answered poorly as they did not refer to the case study and do not analyze the question before answering it -e.g. 4.1.3 they have to refer to the changes in <b>maintenance</b> for Lloyd and Grace and not to maintenance in general.</p> <p>4.1.4 They have to refer to options that will suit <b>Keith’s situation and not discuss the advantages of renting in general</b>.</p> <p>4.1.5 Learners have to read the question and then analyze it to see what they have to answer. They have to state five stipulations that will <b>protect</b> him in a lease agreement and not five general stipulation that must be included in an lease agreement.</p> <p>4.4 Learners do not know what recession means. Learners from urban areas could answer this question much better than learners from rural areas.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
All the questions in this section were based on case studies or extracts. Teachers have to make use of magazine articles and case studies to give homework as well as include it in tests. Learners can only answer these questions if they practice to analyze the questions.
<b>(d) Describe any other specific observations relating to responses of learners.</b>
Calculations were done very well.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Is it really necessary to use case studies and extract for each question in a national paper? Some learners have a language testriction and do not understand all the questions based on case studies.

<b>QUESTION 5</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>This topic focuses on <b>PRODUCTION AND ENTREPRENEURSHIP</b>. 40 Marks – 20% of the paper.</p> <p>5.1 Answered well – definitions were asked.</p> <p>5.2.1 Poorly answered – did not differentiate between safe and comfortable environment.</p> <p>5.3.1 Answered well</p> <p>5.3.2 Poorly answered because learners refer to Pete and not his product.</p> <p>5.3.3 Answered poorly because learners do not read and analyze the question.</p> <p>5.4.1 Calculations were answered very poorly. It was not a difficult calculation and they do the same calculations in Gr. 10 and Gr. 11.</p> <p>5.4.3 Poorly answered. Easy term to understand if it is explained correctly. Memo had 5 different options to explain this term.</p> <p>5.5 Was fairly answered for those who read the case study carefully and then could think further using logical thought process.</p> <p>5.6 Learners from urban areas could answer this question much better than learners from rural areas.</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>5.2.1 Learners did not differentiate between a safe and a comfortable environment. They also focused on safety of equipment and not on the structure of the building as the question required. Analyze the question and then decide what to write.</p> <p>5.3.2 Learners discuss why Pete is a successful entrepreneur and not why his product is successful – careful reading of the question.</p> <p>5.4.1 This was not a difficult calculation as learners have to work out the production cost in GR 10 and the selling price in GR 11. Learners also do these calculations in Business studies and Maths lit. In some schools none of the learners tried to do the calculations ????</p>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Calculations have to be included in GR 10 and 11 papers and tests. Use interesting articles on successful entrepreneurs to teach this subject. Every year the magazine “Ideas” have an entrepreneurial edition with very good articles and ideas. This can be used in classroom teaching.
(d) <b>Describe any other specific observations relating to responses of learners</b>
In some schools none of the learners tried to do the calculations.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
More teachers training needed on calculations. Get a successful entrepreneur to come and talk to learners.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ECONOMICS</b>		
<b>PAPER</b>	<b>1</b>		
<b>DATE OF EXAMINATION:</b>	<b>07.11.2013</b>	<b>DURATION:</b>	<b>3 HOURS</b>

This report 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 2014.

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

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- (b) Why the question was poorly answered?
- (c) Provide suggestion 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

## **SECTION 1:**

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

- The educators who were involved teaching Grade 12 Economics and the people involved in marking of the scripts were of the opinion that 2013 Economics question paper was an easier one when compared to the past economics question papers.

During the marking process we realised that there are a couple of serious problems faced by the learners when writing the examination.

### **SECTION A**

- These are lower order questions and candidates were able to identify the correct answer from a list of answers given except for Qn. 1.2 which was poorly answered due to the lack of understanding of the basic economic concepts and poor reading skills.
- It is evident from the marks scored by candidates that there is an improvement in the performance of the learners in this section when comparing to 2012.

### **SECTION B**

- The performance of candidates in this section was very poor. There is a serious lack of basic knowledge and understanding of economic concepts / terminology on the part of some learners and a large number of learners are not able to interpret the data response questions.
- Candidates are not able to understand data response questions especially cartoons and images.
- Learners are required to understand the economic meaning of the data given.

### **SECTION C**

- On the positive side there is an improvement in Section C (Long questions) where more and more learners are attempting these questions according to the required structure of the questions.
- It is encouraging to see that the percentage of candidates attempting long questions is increasing.
- There are still a large number of learners who are writing essays in the old fashioned way and not writing in bullet or point form.
- The worrying factor is that even though many candidates are attempting long questions, they are writing them as a brief discussion or simply list the facts without any proper explanation.

## **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<ul style="list-style-type: none"><li>• Question 1(Section A) was well answered by the majority of the learners especially questions 1.1 and 1.3.</li><li>• Question 1.2 was challenging for the majority of the learners as it was difficult for them to give the correct economic term for the descriptions given in the question paper.</li><li>• Those who had the basic knowledge and understanding of economics scored very high marks in this section.</li><li>• More work is needed to train our learners to learn the skill of eliminating the incorrect answer.</li></ul>
<b>(b) Why was this 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>• It was only Qn. 1.2 that was poorly answered in this section because of the lack of basic knowledge and understanding of the basic concepts in economics.</li><li>• Candidates were not able to relate the descriptions given in the question paper to the required term or concept.</li></ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"><li>• Educators must emphasise the importance of definitions of basic economic concepts.</li><li>• It is extremely important for teachers to focus on the basic concepts of the subject.</li><li>• The majority of the questions in this Section require such knowledge.</li><li>• Teachers should make use of short tests, consisting of definitions and concepts only, to ensure that their learners are familiar with these basic concepts.</li></ul>

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

- Learners are still confused about the answer sheet provided on the inside of the front cover of the answer book.
- Learners must be encouraged to write answers where they answer section B and C.
- A number of candidates tend to omit the question number of a specific question to which they do not know the answer. If the marker does not pick this up, the candidate will be disadvantaged.

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

- Teachers should rather persuade their learners not to make use of the answer sheet provided inside the front cover of the answer book as it leads to confusion.
- The question should rather be answered inside the lined section of the answer book.
- Teachers must explain the structure of Section A to their learners to enable them to organise their answers properly.
- Adhering to instructions will make assessment easier.
- Leaving lines open between sub-sections, using the correct numbering system, not omitting question numbers are examples of issues that make assessment more effective.
- Teachers should encourage learners to refer to the 'glossary' of the text books as they will find a whole list of all the most important definitions/concepts there.

## QUESTION 2

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

Qn 2.1

- This question was answered well. The possible answers were provided and candidates only had to choose the most correct one.

Qn 2.2

- This question was not answered well. Some candidates could not distinguish between supply of foreign exchange and demand for foreign exchange.

Qn 2.3

- Data response questions are a challenge for the majority of the learners. Learners obtained marks for knowing who the Minister of Finance is. There are a lot of candidates who think that Mr Trevor Manuel is still the Minister of Finance.

Qn 2.4

- This question was answered poorly. Candidates did not perform well in this question as calculations are a challenge to a lot of candidates.
- Open ended questions, such as 'in your opinion' are also not answered well. Candidates are required to give their economic opinion from their knowledge of economics.

Qn 2.5

- This question was answered very poorly. Very few candidates were able to get full marks for this question.

Qn 2.6

- This question was answered poorly. Instead of explaining 'accountability' and 'privatisation' as a problem of public sector provisioning, they were trying to define accountability and privatisation.

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

Qn 2.2

- It seems as if candidates are not always clear as to the difference between foreign exchange being supplied or being demanded.

Qn 2.3

- Most of the learners are not able to interpret the 'economic meaning' of the cartoon, they only see the cartoon as an ordinary picture, instead of looking for the economic meaning of the cartoon.

Qn 2.4

- The majority of the learners did not write the definition, rather gave a vague explanation of the concept.
- Learners are 'scared' of questions that require calculations. Candidates do not read properly.
- The question asked about the change in the 'trade balance', and they tend to write about the change in the 'imports' and 'balance on current account'.
- The 'in your opinion' questions, being open ended, were not received well by candidates. They did not give an 'economic' opinion and address the matter in general.

Qn 2.5

- They did not focus on the main aspect (smoothing the business cycle) and rather wrote on the individual concepts of 'monetary, fiscal, demand, supply and business cycles'.

Qn 2.6

- Most candidates were able to explain 'privatisation' in one way or the other, but few understood the correct explanation of 'accountability'.

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

- Focus must be placed on basic concepts, such as 'balance of payments, privatization, accountability, etc.
- Teachers must play an important role in persuading their learners not only to attempt the shorter type of questions in examination papers, but also to study for the longer type of questions.

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

- The majority of candidates attempted this question.
- Learners lack the ability to interpret cartoons effectively and responses are limited to a literal interpretation of it.
- Learners battle with calculations in general.
- Candidates still hope that they will pass their examination by only answering the shorter type of questions. Many of them tend to avoid the 8-mark questions

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

- Familiarise candidates with 'in your opinion' or 'what do you think' questions as these questions will be found more and more in future examination papers. Teachers must emphasize the fact that the 8-mark questions are mostly made up of two separate topics/concepts/parts counting 4 marks each. That means that in most cases only 2 full facts for each of the two topics/concepts/parts should be given.

**QUESTION 3**

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

Qn 3.1

- Candidates fared well. The possible answers were provided and candidates only had to choose the most correct one – having a 50% chance of having it either correct or incorrect.

Qn 3.2

- This was an easier question for most of the learners and they fared well.

Qn 3.3

- This was answered poorly. Marks obtained in this question were for defining the concept 'market failure'.

Qn 3.4

- This question was answered poorly. Not many marks were attained as there were follow on questions. If the answer to the first question was incorrect, so would the subsequent answers be.

Qn 3.5

- This question was answered extremely poorly. Not many candidates attempted this question and those who did, mentioned the institutions but failed to explain their roles.

Qn 3.6

- This question was answered extremely poorly. Candidates that did attempt this question were confused between natural and artificial monopolies.

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

- Candidates who were not able to identify the 'market structure' in Q3.4.1, were not able to answer the rest of this questions as subsequent questions followed from the first question.
- (Qn 3.5 & 3.6) Both these questions were answered very, very poorly.
- In Q3.5 very few candidates were able to give the names of the key institutions, but they were not able to elaborate on their roles.
- In Q3.6 very few candidates even attempted this question and those who did just wrote about monopolies in general and nothing on natural and artificial monopolies specifically.

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



- Teachers must teach their learners the difference between 'define' and 'explain'. A definition is an exact and concise (to the point) explanation whereas an explanation can be in words.
- Teachers must 'force' their learners to study longer type questions by testing them regularly. Performing well in short tests (e.g. 16 marks test consisting out of two 8- mark questions – 10 minutes) will prove to learners that they are capable of success in answering this type of question. This will motivate learners.

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

- Candidates who list 'one word' as a characteristic will not get full marks.
- Some candidates do not read questions completely and carefully. They would name a certain 'market structure' as the answer for Q3.4.1 and then continue giving answers on another 'market structure' in the subsequent questions in Q3.4.

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

- Teach learners to answer questions in full sentences rather than in a single or few words as this leads to the loss of a lot of marks unnecessarily.

**QUESTION 4**

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

**Qn 4.1**

- Candidates fared well. The possible answers were provided and candidates only had to choose the most correct one – having a 50% chance of having it either correct or incorrect.

**Qn 4.2**

- Candidates obtained good marks in this question as the Marking Guideline made provision for a variety of correct answers.

**Qn 4.3**

- This question was answered poorly. Marks attained were mostly attained in Qn 4.3.5 where candidates had to write what they think about 'poverty'.

**Qn 4.4**

- This question was answered poorly. Marks attained were as a direct result of candidates quoting answers directly from the extract.

<p>Qn 4.5</p> <ul style="list-style-type: none"> <li>This was a very simple question (BEE). It was however, extremely poorly answered.</li> </ul> <p>Qn 4.6</p> <ul style="list-style-type: none"> <li>The majority of the learners scored half the allocated marks because they failed to write all the required points.</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>Qn 4.3 This question was poorly answered as it did not directly deal with well-known concepts.</li> <li>Qn 4.4 This question was poorly answered as candidates clearly showed no prior knowledge of the NDP.</li> <li>Qn 4.5 It was disappointing to see that this question on BEE was poorly answered as one would expect most learners to at least be able to give the definition of BEE.</li> <li>Qn 4.6 This question was one of the easier questions and candidates were expected to get marks for it. Many candidates who did attempt this question just listed some characteristics but did not indicate whether it was applicable for the North or the South in terms of development</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Teachers must stress to their learners the importance of studying longer type questions by testing them regularly. Performing well in short tests (e.g. 16 marks – 10 minutes) will prove to learners that they are capable of success in answering these types of questions. This will motivate learners.</li> <li>Practice data response in order to teach learners to assess and understand tables, cartoons, graphs and other forms of data and to extract information from these sources</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners.</b></p>
<ul style="list-style-type: none"> <li>Qn 4.4. Candidates relied heavily on the information in extracts to answer the Questions by merely quoting from the extract. They could not answer any of the other questions based on own knowledge.</li> <li>Q4.6 – Candidates did not group the specific characteristics of each of the two 'Divides' under suitable headings</li> </ul>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher</b></p>

<b>development etc.</b>
<ul style="list-style-type: none"> <li>Teachers can never place enough emphasis on the basic concepts and definitions.</li> <li>Subject Advisors should try to monitor the completion of the syllabus</li> </ul>
<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>
<p>Qn 5.1</p> <ul style="list-style-type: none"> <li>Candidates fared well. The possible answers were provided and candidates only had to choose the most correct one – having a 50% chance of having it being correct.</li> </ul> <p>Qn 5.2</p> <ul style="list-style-type: none"> <li>This question was answered very well and many candidates attained full marks.</li> </ul> <p>Qn 5.3</p> <ul style="list-style-type: none"> <li>Although this question had an average of 40%, it was answered poorly. Marks were attained for copying facts from the extract.</li> </ul> <p>Qn 5.4</p> <ul style="list-style-type: none"> <li>This question was answered very poorly.</li> </ul> <p>Qn 5.5</p> <ul style="list-style-type: none"> <li>This question was answered in a satisfactory manner.</li> </ul> <p>Qn 5.6</p> <ul style="list-style-type: none"> <li>This question was answered extremely poorly as candidates either focused on the individual concepts of ‘property rights’ or ‘environmental sustainability’ and did not discuss it in the context of 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>
<p>Qn 5.3.1</p> <ul style="list-style-type: none"> <li>It was once again a ‘definition’ that was asked and candidates gave all kinds of ‘explanations and examples’ of pollution</li> </ul> <p>Qn 5.3.2</p> <ul style="list-style-type: none"> <li>Although candidates could get some info (‘biggest and deepest gold mine’) from the extract, most learners in the Eastern Cape do not know of and have never visited Gold Reef City before.</li> </ul> <p>Qn 5.4</p> <ul style="list-style-type: none"> <li>Once again it was a matter of candidates not being able to interpret a cartoon.</li> </ul>

Qn 5.6

- Candidates did not read the question properly and therefore wrote on the Individual concepts they identified in the question. This led them to write on 'property rights' and 'environmental sustainability' in general.

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

- Teachers much teach their learners how to read and interpret questions correctly. Make use of previous question papers and show them examples of where and how it is possible to mis-interpret a question. Also give them examples of question (like Q5.6) where they need to read properly in order to know and understand which section of a topic needs to be dealt with.
- Teachers must plan the year ahead in order to ensure that they have enough time to cover LO4.
- One gets the feeling that this section of the work is not covered effectively as the answers are of a very general nature, e.g. tourism

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

- Candidates are still not able to interpret the message portrayed by cartoons. They write on 'what they physically see' in the cartoon and not on what the message is. E.g. 'People are sitting round a table and gambling while cops are stopping others that also want to gamble'.

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

- Teachers must pay more attention to the understanding and interpretation of cartoons. Make a point of including cartoons in tests and examinations throughout the year. Grant learners the opportunity throughout the year to voice their opinions on certain economic matters and assist them to form valid, economic opinions based on logical economic reasoning.
- Teachers should teach their learners to be led by the marks awarded to a question in order to determine how many facts they need to write in answering it. They would then have known, that in Q5.3.2, they were supposed to give 2 'opinions'. The same applies for Q5.3.3.

**QUESTION 6**

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

- This was a popular question and Qns 6.1 – 6.4 were answered well.
- Qns 6.5 and 6.6 were answered extremely poorly.

<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>Qn 6.5</p> <ul style="list-style-type: none"> <li>Candidates did not address the two reasons separately, but just wrote general comments on 'labour and technology'. No reference was made to them being reasons for international trade.</li> </ul> <p>Qn 6.6</p> <ul style="list-style-type: none"> <li>Candidates did attempt this question but were not sure about the difference between the two and then they rather focused on 'collusion' in general.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Teach learners to be able to clearly distinguish between an 'open and a closed economy'.</li> <li>Calculations still need specific attention as candidates were not even able to do simple calculations. Teachers must familiarise their learners with calculations by working through specific examples found in previous papers or text books.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<ul style="list-style-type: none"> <li>Candidates were not at ease with the calculations.</li> <li>Candidates still do not know basic economic concepts e.g. CBA, cartels, economic cycle, etc.</li> <li>Candidates were not able to identify a 'CLOSED' economy represented by the diagram</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>Internally set papers must contain a variety of data response items and question papers must be structured correctly. Teachers should develop a data bank of extracts, cartoons, graphs, etc. during the year that can be utilised when examinations and tests are set. These can be taken from newspapers, financial magazines and, where possible, the internet.</li> </ul>

<b>SECTION C LONG QUESTIONS (ESSAY QUESTIONS)</b>	
<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>	
	<ul style="list-style-type: none"> <li>This Question was answered poorly. Learners tried to define the Laffer curve and the instruments of fiscal policy.</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 were not able to reflect on the 'effects of fiscal policy' in detail. The candidates who did attain marks did so by listing the effects and drawing the Laffer curve.</li> <li>Only a few candidates even attempted the additional part of this question and they failed to attain any marks.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
	<ul style="list-style-type: none"> <li>Ensure that learners do not learn graphs and the shape of curves by rote without understanding them.</li> <li>Explain to learners how the shapes of curves are formed by means of schedules or tables containing the content or numbers of whatever will be represented on the graph.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	<ul style="list-style-type: none"> <li>Many candidates had an idea of the shape of the Laffer curve but were not able to label the axes correctly or did not indicate the apex</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
	<ul style="list-style-type: none"> <li>Follow Examination Guidelines so as to identify all possible essay questions. Then ensure that the content is dealt with in a proper manner and not only by concentrating on main headings.</li> </ul>

<b>QUESTION 8</b>	
<b>(a)</b>	<b>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 was the question with the highest average and many candidates attempted it.</li> <li>• It was one of the more popular question in Section C.</li> <li>• This question was answered surprisingly well, considering that it is a Section C question.</li> <li>• In the past candidates preferred not to even attempt any questions requiring graphs.</li> </ul>
<b>(b)</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>• This question was not poorly answered.</li> <li>• The reason for an even better performance in this question was because some candidates got confused when they labelled the different curves. They sometimes had the shapes and positions of the curves correct, but labeled them incorrectly. Then there were also those who did not indicate the correct positions of the specific curves.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
	<ul style="list-style-type: none"> <li>• Teachers are once again advised to make a concerted effort to teach their learners to be able to draw and understand graphs.</li> <li>• Learners must be shown the building block of graphs by drawing them from tables in order to understand the reasons for their shape and their position in the graph plane.</li> <li>• Teachers must seek the help of someone that can assist them in explaining graphs – may be from their District Offices? Knock on the door of the subject specialists and advisors and they can approach a ‘specialist’ on behalf of the teachers’.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	<ul style="list-style-type: none"> <li>• Some candidates do know the shape of the graphs but do not have any idea as to where on the graph plane the specific curve must be positioned. Added to this is the fact that they do not now ‘why’ the curve should be in that specific place or understand its relationship with the other curves.</li> </ul>

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Subject advisors should assist teachers with the problem of micro economics – graphs!</li> <li>• Strategies must be implemented to overcome the barrier experienced when it comes to graphs. This problem might be exacerbated with ‘Caps’ and the separate focus on micro-economics.</li> <li>• Teachers must emphasise the importance of headings for all diagrams.</li> </ul>
<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>
<ul style="list-style-type: none"> <li>• This question was not that popular with candidates. Candidates who attempted this question answered it very poorly.</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>• This question is one of those questions that were not really expected by candidates, although it is a valid 50 mark question.</li> <li>• Not expecting this question, candidates who attempted it were mostly only able to write down the definitions and give examples of SDIs and IDZs.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teachers must always refer to the Examination Guidelines as to what sections of the work must be dealt with in more detail. These are indicated in the Guidelines and it is possible that Section C questions will be set on it.</li> </ul>
<b>(c) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Candidates did not expect this to be a Section C question, but they were able to furnish the respective definitions and examples.</li> </ul>



<p><b>(d) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<ul style="list-style-type: none"> <li>• Teachers must teach the learners how to approach the 'introduction' and 'conclusion' of a Section C question.</li> <li>• Encourage learners to structure responses in such a way that it is clear to see 'Introduction', 'Body, and 'Conclusion' as well as the additional part of the question that carries 10 marks.</li> <li>• Teachers should use previous memoranda as examples of how to answer questions and not as a way of teaching. This is because the memorandum on the same question may differ from year to year.</li> <li>• Never forget to refer to the Examination Guidelines and all other official material such as the LPG and even the SAG</li> </ul>
<p><b>QUESTION 10</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>• Despite the fact that this was one of the more popular questions in Section C, candidates fared poorly in it.</li> <li>• Candidates chose this question because 'inflation' is a familiar topic, but they were not able to answer the actual question which was on 'measures to combat inflation'.</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>• Candidates wrote on 'inflation' in general and also discussed the different types of inflation, rather than addressing what was really asked in the question – 'measures to combat inflation'.</li> <li>• For the additional part, they reflected on other 'consequences of inflation' and did not write on the two specific consequences ('income and wealth') that were actually asked.</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 must be discouraged from attempting questions where they feel that general knowledge will see them through.</li> <li>• Teachers should make a point finishing the whole syllabus and refrain from not teaching LO4.</li> </ul>

<b>(c) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Many candidates do not read through the questions properly and attentively. They read until they spot a familiar concept and just start writing whatever they know about it.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Learners must assess the paper carefully before making a choice of which questions to tackle. Examinations are about maximising marks and the perception is that learners are not choosing options with this in mind.</li> </ul>

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



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**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGINEERING GRAPHICS &amp; DESIGN P1</b>
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### **SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

Although the question paper was of a fair standard and was definitely within the capability of a Grade 12 candidate who worked consistently throughout the year, 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. 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. Just looking at passed papers is not enough. Questions must actually be drawn if good results are expected. All the questions incorporated lower and medium level knowledge and skills which gave prepared 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 NCS 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).



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

**ANALITICAL:** This question tested the ability of the candidate to read and identify certain civil features. Overall this question was answered fairly well and candidates who knew their basic work obtained good marks.

The questions posed were to the point and reasonably easy. However, it can clearly be seen that candidates don't read the questions properly. The answers to most of the questions are clearly stated on the information sheet, in many cases right next to what is being asked.

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.

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

Although this question as a whole had been answered fairly well many questions were left blank or poorly answered. The following needs to be taken note of:

- (a) Question 7. The arrow clearly pointed to the structure on the adjacent stand.
- (b) Question 8. Feature 2. The broken line represents that the outer building must be demolished. This is clearly stated above the broken line.
- (c) Questions 4, 6 and 17 asked for the answer to be in metres. Many gave the answers in mm.
- (d) Question 9 – the bullet points to the drive way and not the entrance.
- (e) Question 12 was poorly answered. If a scale of 1:50 was used to draw the drawing the dimension will still be the same.
- (f) Question 18. Many candidates could not determine the orientation of the building on the site plan.
- (g) Question 19. Drawing a freehand sketch of the graphical representation (conventions) of the front view and the top view of a kitchen sink was poorly answered.
- (h) Question 20. Determining the perimeter of the simple figure 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.

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

There are many good analytical type questions in past exam papers, these 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 out this analytical question. 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

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.

Cluster meetings can 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?

### INTERPENETRATION AND DEVELOPMENT:

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 problem is that teachers concentrate on this type of question in Gr. 11 and spend more time on developing transition pieces in grade 12. Most candidates obtained their marks for this question with the principle of marking with their mistakes. The problem started where the candidates did not start correctly with the top view and the auxiliary views. If the equilateral triangle and the auxiliary view in the top in the top view were not drawn correctly the front view with interpenetration curve will be incorrect. It is also evident that learners were not familiar with examples of interpenetrations where one of the prisms is rotated. This condition generates a curve of interpenetration in the front view with hidden detail. A similar question of two interpenetrating prisms where the main pipe was rotated was asked last year. The development of the branch pipe was mostly omitted or extremely poorly done. Only a small number of candidates could determine the lengths of the sides because their front view was correct. Two of the sides of the branch pipe had a cut-out "V" shape which rapped around the triangular prism. Few candidates recognised this.

Even though the candidates started incorrectly which caused their views to be incorrect marks were still awarded if the candidate showed knowledge concerning development and interpenetration.

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

The maxim, "practice makes perfect" definitely applies in this case. Learners must be exposed to the various types of interpenetration and development examples. 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.

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

Learners must be accurate when drawing the top view as this determines whether the rest of the question will be accurate or correct. For example if the auxiliary view was drawn incorrectly the front view would be adversely affected.

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

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 one of the easier perspective questions asked in the Gr. 12 papers as three of the points of the building and wall touched the picture plane. The performance of the candidates ranged from poor to good. This question was fair and reasonable for a grade 12 level question. Candidates who performed well in this question could identify the three lines from which true heights could be taken. It was clear that candidates who performed poorly did not do enough of 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.

Many candidates performed well in this question and obtained good marks. However some didn't do well at all. There was surprisingly a great improvement by candidates to determine the vanishing points as compared to the past. 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: i.e.

- (1) the vanishing points were incorrectly determined and not labelled. The question clearly states "determine and name the vanishing points"
- (2) the height of the roof was incorrectly determined. Even though the extension of the roof fell on a line from which the true height can be determined.
- (3) the three corners on the picture plane do not always touch the ground line (GL). This then causes the drawing to be inaccurate.
- (4) the biggest problem experienced was determining the semi-circle. The construction required to determine the semi-circle was omitted resulting in the incorrect position and shape of the semi-circle.
- (5) many candidates did not draw the opening on the left side of the building because they could not interpret the meaning of the broken lines.

In some cases the vertical projection lines to determine the position of all the points of the recreational area were projected from the horizon line instead of from the picture plane.

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

Learners are required to draw Two point perspective drawing 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.

(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.

#### 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-east 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 neglected.
- (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
- (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 werenot shown.
- (4) Hatching - hatching was not always compliant with the SANS 10143 document. Often done at the wrong angle and mechanical representation was used  
The pillar at the right bottom was often on hatched
- (5) Fittings - the graphical symbols must be used as specified in the question paper. No marks were awarded if the pictorial view from the exam paper was used. The fixtures were often not to scale, out of proportion and placed in the incorrect position.

#### NORTH-EAST ELEVATION

- (1) Very often this view had been placed in the wrong position thereby losing 2 marks.
- (2) The incorrect view was often drawn because candidates could not recognise the North-East Elevation.
- (3) The window was often incorrectly placed with no window sill and inaccurate.
- (4) The FFL line often omitted or not shown as a chain line.



- (5) The required labels were placed anywhere near the view. Labels must be placed in the appropriate positions.

## SECTIONAL ELEVATION

Even though the centre ridge of the roof was incorrectly placed on the question paper no candidate was penalised if his/her roof was correct according to the given drawing.

- (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  $20^\circ$  which was not always the case from the candidates answers
  - (b) the purlins are spaced at 1800 c/c
  - (c) the wall plates are not drawn in
  - (d) only six branderings are required and evenly spaced.
  - (e) the fascias and gutters were often omitted
  - (f) the three upright beams attached to the tie beam must be evenly spaced.
  - (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 foundation of the centre wall was often left out or drawn too low. 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. Candidates don't always know the different types of hatching for the substructure. This entire substructure should be done from grade 10 already according to the syllabus.
- (3) the window section was often the incorrect view.
- (4) 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.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors 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 answers. 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

in the direction of the arrows and placed in the position the arrow from the cutting plane are pointing to. 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.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGINEERING GRAPHICS &amp; DESIGN P2</b>
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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 province in districts. 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. The majority of candidates performed poorly. 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**

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

#### **QUESTION 1 (Analytical - 30 marks)**

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

- Question 1.1 - 1.6, 1.10 & 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. Question 1:10 (9 marks).
- Question 1.7: This question tested the candidates knowledge of the placement of drawings in third angle orthographic projection. This work has been done since grade 10 and is fundamental 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. (1 marks).
- Question 1.8: Candidates had to identify what a machining symbol look like and then count how many of the surfaces had to be machined. Less than 10% of the candidates could count the 15 machining symbols. (1 mark)
- Question 1.9: Candidates had to count how many threaded holes there was on the drawing. Many candidates obtained the correct answer. (1 mark)



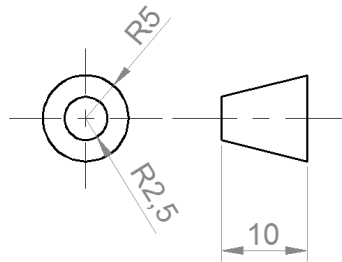
- Question 1.11 - 1.13: These questions were asked in previous papers and yet very few candidates could answer these questions. (3 marks)
- Question 1.14: This question was testing the candidate's ability to find dimensions and use addition or subtraction to determine the missing dimension (1 marks).
- Question 1.15 & 1.16: These two questions were new questions and very few candidates could obtain the correct answers. (2 marks)
- Question 1.19A-D: This question was testing the candidate's ability to find four dimensions on the given views. The majority of the candidates obtained an average mark of 45% for this question. Some candidates could not find any of the answers (4 marks)
- Question 1.17: The candidate had to add to angles together to obtain the answer. This question was extremely poorly answered (2 marks)
- 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.

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

- 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 question 1.8, 1.10, 1.11, 1.12, 1.15, 1.16 & 1.18.
- The inability to read/understand a drawing was evident in the wrong answers/dimensions that was given in question 1.8, 1.9, 1.15, 1.16 & 1.19.
- Question 1.1 – 1.7, 1.11, 1.13, 1.19A-D and 1.20 were asked in previous examinations and they were still very poorly answered, that shows that teachers 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, 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 as per decision at the memo discussion where all provinces were present. 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.

#### QUESTION 2.1 (Mechanism – 14 marks)

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

- The majority of pupils did not even attempt this question.
- There were no marks for copying the given views as they were predrawn for the candidates.
- Most candidates that did attempt this question only obtained the 1 mark for dividing the

circle into 12 parts.

- There were a very few candidates that obtained full marks (14 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 question was poorly answered and some candidates made the following common errors:

- The candidates did not understand what the words “oscillates back and forth” meant, they made the rocker CD swivel around its own centre point D, which was impossible, because of the length of the connecting rod BC and the fixed distance between points A and D.
- Instruments not used for curve.
- The language barrier that some of our candidates have, in the fact that they are reading the instructions in the 2<sup>nd</sup> or 3<sup>rd</sup> language, will always make this a very tricky question to answer.
- Many candidates did not attempt the question at all.

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

- Teachers must explain the terminology of the subject to the candidates in class. Candidates need to know what a rocker, connecting rod, crank, fixed points, slider, oscillates, swing, etc. is or mean. They also need to know the function of these parts.

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

- From the amount of candidates, in certain centres, that did not attempt to answer this question I deduce that they did not spend much time in class on this part of the curriculum.
- Many candidates are ill prepared to write EGD. Many of the loci was drawn freehand. At memo discussion the ruling was that it will be excepted for now, but that candidates will in future be forfeiting marks for freehand.

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

- Teachers need to explain to their learners the difference between swivel points, slides, fixed points, etc.
- This drawing must be done with instruments. Drawing the loci with freehand is not allowed. Candidates forfeit marks if they draw the loci in freehand.
- EGD teachers must collaborate with their fellow colleagues in Technology to get a description of the meaning of the terminology that they need to explain to the candidates.

### QUESTION 2.2 (Helix – 20 marks)

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

- This question was answered with some degree of success. Candidates could obtain 8 marks (40%) for this question by simply copying and drawing the constructions. Helix's all have the same method and construction, so even if the candidates did not understand what the helix (Chute) looked like they should have obtained at least 40% of the mark.
- Many of the candidates did not draw a chute, but instead turned the drawing into a screw thread or a spring. They were still given the marks for the parts of the thread that was the same as for the chute.

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

- Candidates did not even copy the given detail correctly. (3½ marks)
- Most candidates did not insert the centre line for the chute. (1 mark)
- Some marks were forfeited when candidates used the wrong starting point.
- Candidates also forfeited 1 mark for the wrong direction of the chute (right hand instead of left hand).
- The candidates could not determine the pitch of the chute. (88-16=72 mm for one and a half turns)

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

- Teachers must make use of old examination papers to guide the candidates in how to answer this question.
- This type of question needs plenty of practice.

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

- From the amount of candidates, in certain centres, that did not attempt to answer this question I deduce that they did not spend much time in class on this part of the curriculum.

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

- Teachers need to do more exercises in helixes. Pupils need to understand the method of determining the helix. If a pupil can do one helix he should be able to do any helix at school level. Divide circle in 12 parts, determine pitch and divide into 12 parts, project horizontal and vertical lines and look at profile of helix and determine the loci.
- This drawing must be done with instruments. Drawing the loci/helix with freehand is not allowed. Candidates forfeit marks if they draw the loci/helix in freehand.

### QUESTION 3 (Isometric – 41 marks)

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

- This question was the worst answered question.
- The base of the drawing was well answered by the majority of the candidates that



attempted the question. (8 marks)

- Although many candidates attempted this question with poor results, there were some major problem areas.

(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 determine/construct the correct height of the back piece of the object.
- The candidate first had to construct the hexagon and then determine the height. Many candidates could not determine the across the flats size of the hexagon. This is work that should have been covered in grade 10.
- Candidates could not read the drawing, change from orthographic view(2D) to isometric view(3D).
- The question stated clearly that all constructions should be shown; some candidates rubbed out their constructions. They forfeited marks if they did that.
- Construction of the isometric circle is still a problem for many candidates. This is work that should have been covered in grade 11. (4 marks)
- Very few candidates inserted the centre lines in the circles. (1 mark)

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

- 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.
- 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 a skills based subject. Candidates must practise to read the 2D drawing and convert it to an isometric view.

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

- A few candidates did not place point S as the lowest point of the drawing as required.

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

- Pupils must practice isometric drawings in all grades.
- 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.
- Practice the constructing of circles and semi-circles.

#### QUESTION 4 (Assembly – 95 marks)

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

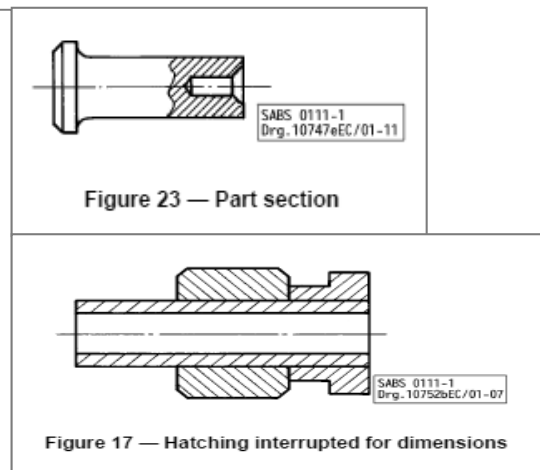
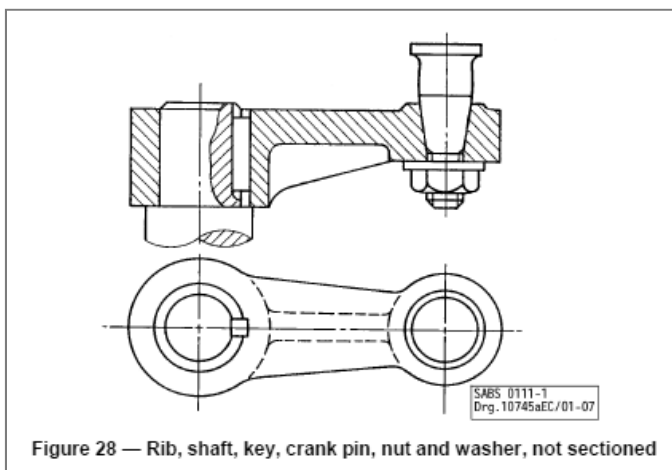
- Most candidates attempted this question and the marks for this question were below 50%.
- Some centres still did very poorly in this question.

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

- Positioning of the pulley onto the bush was a problem as the wrong dimension was given on the pulley. Candidates that knew their work did not find this a problem and drew the pulley in the right position. All other scenarios was catered for and discussed at the memo discussion in Pretoria.
- 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) Non-sectioning of the web/rib and spokes, (b) not changing the direction of sectioning for adjacent parts, (c) part- sectioning of changes to the shaft, (d) sectioning of the washer and (e) using civil hatching in mechanical drawing. (10 marks)
- Construction of the nut was also problematic. As discussed in Pretoria, the pupils had to draw the nut correctly to gain any marks. If no constructions were shown, candidates forfeited the marks for the nut. (6½ marks)
- Many candidates did not draw the right view as requested. (21½ marks)
- Some candidates also drew the views in first angle orthographic projection instead of third angle.
- Very few candidates inserted the label, centre lines and cutting plane. (10½ marks)
- The majority of candidates could not measure the 72° for the spokes of the pulley.

(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.



- 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

- 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 candidates 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 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH FIRST ADDITIONAL LANGUAGE P1</b>
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### **SECTION 1:**

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

The initial impression of the question paper was that bright candidates would fare extremely well and even the mediocre candidate would not struggle because the spread of questions favoured the scope of all candidates. Weaker candidates quoted verbatim and even then were unable to extract the part that related to the answer. The higher order questions were poorly answered in question one and the only way some candidates could answer these questions was to regurgitate the question. A very glaring shortcoming with the second language candidate is that they are unable to use their own words. Any attempt at own words by a candidate of limited language proficiency results in the meaning of the sentence totally jumbled. Learners must be taught to be guided by the mark allocation when answering a question.

Many candidates only mentioned a single fact for question 1.1 despite the question having a two mark allocation. This weakness was evident in question 1.3 and 1.4 where the candidates' responses warranted only the awarding of one mark. Candidates are unable to identify the focal point of the question and will quote wholesale because they spot a word in the paragraph that is in the question. Learners must be taught to read a passage, scan the questions and then re-read the passage and underline key words in the question and in the relevant paragraph.

It is evident that there is a lack of adequate vocabulary as was demonstrated by the difficulty of putting in to words how the pictures supported the message of the text. The learners were unable to simply express themselves even though they could see that the book was upside down in question 1.15. This lack of vocabulary is clearly the reason for the poor performance in questions where inferences have to be made.

The summary was well done and is usually the question where candidates score because they are not penalised for quoting. If the meaning of a sentence is not impaired by grammatical errors then learners



*Ikamya eligagambileyo!*

score easily.

The opinion-based questions in Analysing an Advertisement, 3.8 and 4.4 were answered reasonably well and candidates managed to score marks here. An area of grave concern is the indiscriminate use of capital letters in a sentence. Learners seem to be unaware of the fact that a sentence begins with a capital letter and capital letters are used exclusively for proper nouns or perhaps for emphasis. A very strong message must be relayed to teachers of English that correct use of punctuation must be reinforced and must be given special attention. Many candidates lost marks for punctuation errors even though they corrected the error in the sentence.

In question 5 many candidates lost marks because of not following instructions. 5.1.2 required the correction of a single error yet the whole sentence was written out and inadvertently the error was corrected but a new error had crept into the sentence because copying was done carelessly. Some candidates also lost marks because they failed to do question 5.2 which started on a new page.

## **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?**

This question was poorly answered despite the initial impression that the questions based on texts A and B did not raise any serious challenges. The instruction clearly states that that you must use your own words as far as possible yet candidates quoted verbatim and in some cases the quote was irrelevant and also copied incorrectly. Marks were lost because of ignoring the mark allocation. Candidates were at a loss when the figurative meaning in 1.2 and 1.12 had to be explained. It is clear that the difference between the literal and figurative meaning is not understood. The questions where candidates scored as they accidentally stumbled on answers through quoting is where the weaker candidates managed to score. The following questions are where the weaker candidates managed to score: 1.1; 1.3; 1.4; 1.7; 1.10 and 1.14. The higher order questions presented numerous challenges for weaker candidates as the answers were not just there for lifting. Most candidates lost marks in questions 1.6; 1.7.2 and 1.16 because answers were inferred or opinion based. 1.4 is a question that required two parts whereby candidates only named Harrison's world yet the contrast had to be showed. The lack of vocabulary also became evident as weaker candidates interpreted "world" to be their respective countries and could not express clearly how the picture of the boy supported the message of the text in 1.15. In 1.5 the key word **Explain** was overlooked and the weaker candidates lost marks because they quoted blindly. 1.7.1 was misinterpreted because many learners were under the impression that these two organisations sold the wheelchairs to Harrison at a discount and failed to understand that they merely facilitated the discount. Weaker candidates fail to adhere to instructions and tend to write the answer out in full as opposed to the correct letter **-A** for question 1.8. Despite **SINGLE** being in upper case in question 1.9

candidates sometimes mentioned two words. For 1.14 most learners earned the mark because a quotation was allowed as the question allowed for this, **Find a reason in the text...**

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

Some of the reasons for learners performing poorly are:

- Failure to be guided by key words in a question i.e. **EXPLAIN/QUOTE A SINGLE WORD/IN WHICH TWO WAYS.**
- Failure to be guided by the mark allocation of a question i.e. 2 marks would require TWO facts.
- Inability to identify a question that requires a two-fold answer or requires substantiation.
- Figurative meaning beyond the grasp of the weaker candidate.
- Inability to interpret pictorial stimuli that conveys a message.
- Inability to produce a well-substantiated answer for the higher order questions. A single reason without qualification meant that candidates qualified for one mark only.
- Limited vocabulary that filters into practically all the questions.
- Failure to number correctly according to the numbering system used in the question paper.

For 1.1 many learners only qualified for one mark – He read Beverly Naidoo's 80-page book/A South African novel inspired a 13 year old American to raise R656 000 to buy 560 wheelchairs. There was no reference to the second aspect related to poverty, hardships and obstacles.

For 1.4 there was only reference to Harrison-Harrison attends the elite Brentwood school in Los Angeles and **live** in Brentwood. (Note how learner copies incorrectly from passage.)

There were a wide variety of answers for 1.2 and here weaker learners struggled to express themselves clearly.

- He means that the book shook his emotions
- The book opened his eyes.(Lifting from the passage without understanding)
- Harrison meant that the book motivated/couraged him to raise the money for South Africans

The figurative meaning of the title for 1.12 was stumbled on when candidates alluded to the improvement in quality of life:

- A United States teen changed disabled people's life in South Africa. (not properly substantiated)
- Harrison brought joy and happiness to many South Africans and brightened their lives by donating

wheelchairs to them. (well substantiated).

The well substantiated answers were few and far between for all higher order questions.

1.7.1 produced many varieties of the wrong answer:

- The Rotary Wheelchair Foundation and the American Wheelchair Mission sold the wheelchairs at a discount and organize freight containers.
- They help him by buying wheelchairs at discount prices...

The lack of vocabulary in 1.15 for “**upside down**” was clearly demonstrated:

- The book is facing downwards...
- The boy is twisting the book and he seems as if do not understand what he is reading.
- The boy is rotating the book...
- The way he is handling down, it is facing down...

Here candidates can clearly see that the book is upside down but cannot find the correct words to convey this.

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

A comprehension passage must be done at least once a week. Corrections must be done where special attention is paid to instructions/key words/mark allocation. Some textbooks have passages with questions and mark allocation is not there so the teacher must guide the learners. As the corrections are done learners must add up what they have achieved and this should be monitored so that the teacher is aware of an improvement or lack thereof. Dictionaries should be available as learners are working through any exercise in the classroom. Learners must also be exposed to a variety of texts so that they can have practice with interpreting the message conveyed by the text.

Learners must be encouraged to keep a journal/diary from grade 8 through to grade 12. This is one way learners will break through those barriers where they are unable to express themselves.

A reading period must be set aside for learners from grades 8-11. Newspapers and magazines must be made available for this reading period. It is apparent from learner performance that learners are not reading so a compulsory reading period is what will expose the FAL candidate to vocabulary, sentence structure and figurative expressions.

At the beginning of the week learners must be provided with a list of twenty words and their meanings. On Friday a spelling test must be given to learners as part of vocabulary extension. If this is followed on a weekly basis learners will start looking forward to the spelling test if some incentive scheme is devised by the teacher.

Another technique could be of providing learners with a current newspaper article and asking them to formulate

questions for the passage. Teachers must always remind learners to cancel rough work.
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>When learners quoted they cannot even copy a sentence correctly from the passage.</p> <ul style="list-style-type: none"> <li>To find their mother after their baby sister, Dineo <b>become</b> ill.</li> <li>To find their mother after their baby sister Dineo.</li> </ul> <p>1.4 He knocked on the doors of his wealthy neighbours. Many candidates did not even refer to <b>money</b>. 1.13 and 1.16 were poorly answered and not well substantiated so in most cases candidates only qualified for one mark. 1.7.2 He is very creative/intelligent.</p> <p>Learners were unable to refer to the paragraph and pick up the skills that were displayed by Harrison in this paragraph.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Teachers should facilitate regular debates in the classroom as this will improve the learners' capacity to answer open-ended questions. Vocabulary lists must be circulated so that learners are exposed to basic vocabulary. Schools must be encouraged to implement a quarterly Spelling Bee competition so that learners are improving their vocabulary in a fun way. Subject advisors must make a concerted effort to provide teachers with workbooks/source material on a quarterly basis. A simple compilation of newspaper/magazine articles on a quarterly basis will be a start. Ensure that each language teacher has a set of dictionaries so that learners have access to them when they are working in the classroom. Teachers of English must be provided with in-service training in the form of workshops for enrichment. Experienced teachers must be called upon to compile source material and to train teachers. Teachers only gather for CASS moderation and not for an exchange/sharing of ideas. A concerted effort must be made to present a workshop that covers the different cognitive levels of questioning so that teachers are aware of the even spread of the different cognitive levels. Many teachers are probably unaware of the 20/40/40 spread of higher/middle/lower order questions.</p>

<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>
<p>Learners generally fare well in this question despite a limited vocabulary and poor comprehension skills because they are not penalised for spelling and grammatical errors and are allowed to quote. The requirements for the summary were clear and the seven points had to be listed as hints. Most candidates indicated the number of words at the end of the summary. The high scoring in the summary has been a trend over the past few years.</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>



- Some learners introduced points that were not in the text.
- When learners quoted they left out the most crucial part of the sentence. These ranged from
  - Your brain needs time to allow information...
  - Divide your work into smaller...
  - Not enough sleep can result in poor memory

Learners also repeated points:

- Allow yourself enough time to study
- Make sure that you plan well so that you will have enough time to take breaks and revise.

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

- All rough work must be cancelled.
- Candidates must follow instructions and when a hint is required then it must be in the imperative form.
- Practice exercises must be done so that these skills can be improved.
- Learners must be taught to highlight/bracket salient points.
- Regular practice exercises must be given to learners.

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

Many of the brighter candidates would have scored 10/10 here but did not qualify distractions by adding **music** for point no 5. Some candidates indicated the number of words as 70 but an actual count showed that the word limit was exceeded.

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

Learners must be encouraged to use full sentences and to start a sentence with a capital letter.

Learners must be reminded of the relevance of summaries and where we find them

- in reports, both formal and informal
- in film and book reviews
- in telegrams and postcards
- in newspapers(headlines, reporting the news)
- in instructions

Learners must be reminded to use their own words, use the third person even if the passage is written in the third person. Repetition, examples and unnecessary detail must be eliminated.

Subject advisors must compile a database of teachers with marking experience and invite these

teachers to train teachers who have not marked externally.
<b>QUESTION 3</b>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p> <p>This question was poorly answered and many learners could not even identify the <b>slogan</b> and even when they did it was copied carelessly. Many learners also struggled to understand how the picture supported the message of the advertisement in 3.6. Some learners picked up that cakes were sweet but failed to link the product to sweetness/happiness. Surprisingly candidates managed to score marks for the higher order question 3.8.</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>For 3.1 the slogan was identified as “Life’s sweeter with <b>Hulett’s</b>...it doesn’t get better than this “</p> <p>When the correct answer was given candidates were very careless and lost marks:</p> <p><b>Pure sugar –pure sweetness.</b></p> <p>.Most candidates scored a mark with the multiple choice question.</p> <p>Many candidates could not explain the inclusion of the words, ‘it doesn’t get better than this’.</p> <p>Some candidates managed to score a mark in the following manner:</p> <ul style="list-style-type: none"> <li>• No-one is better than Hulett’s</li> <li>• There is no sugar as sweet as Hulett’s</li> <li>• Because Hulett’s is pure sugar and pure sweetness</li> </ul> <p>Learners are unable to see the how the picture of the cake and the smiling children support the message of the advertisement. Here also learners lacked the necessary vocabulary and referred to the cake as “<b>delicious</b>” as opposed to “<b>sweet</b>”.</p> <p>Learners struggled to explain ‘<b>a little goes a long way</b>’ and many candidates referred to ‘the small, fine sugar crystals so its enough for question 3.7</p> <p>Most learners did not have problems answering this open-ended question because they could identify with this question. Many candidates referred to eating too much sugar that can have a negative effect on ones health.</p>
<p>(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b></p>

Learners must be exposed to various advertising techniques because these crop up every year.

- target market
- logo
- slogan
- font size/style
- inclusion of website address

The **AIDA** principle must be drilled:

- **A-Attention**
- **I-Interest**
- **D-Desire**
- **A-Action**

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

Learners were unable to express why the advertiser included the words, 'it doesn't get better than this for 3.3

- " Because Huletts is pure sugar and pure sweetness
- The advertiser is trying to attract people in Huletts

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

- Learners must be encouraged to cut out their favourite advertisement and identify the various techniques used by the advertiser.
- **Role play** is also a handy way to improve confidence and remove the boredom of teaching grammar
- Groups must enact their favourite advertisement and this can be linked to ORAL assessment.
- Learners can create own advertisement and design a logo/slogan/jingle etc.

The **degrees of comparison** must be drilled with learners

- positive degree **flat**
- comparative **flatter**
- superlative...**flattest**

Draw attention to the **exceptions** i.e. **good**→ **better**→ **the best****few**→ **less**→ **the least**

**QUESTION 4**

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

<b>question well answered or poorly answered?</b>
There was an improvement in learners' responses where they were able to pick up on how the cartoonist shows the mother's anger in 4.1.1. The open-ended question was answered well as learners could identify with keeping secrets from their parents and the cartoon is one they can relate to.
<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>The candidates who lost marks for 4.1.1 are those who generalized in their answers:</p> <ul style="list-style-type: none"> <li>• The mother's facial expression showed anger.</li> <li>• Her body language and voice</li> </ul> <p>It is encouraging to note that many learners could pick up on <b>the finger pointing/the open mouth</b></p> <p>In 4.2 many candidates answered with <b>They are both shocked</b> and learners only qualified for one mark. The oversight was the failure to be guided by the <b>two mark allocation</b>.</p> <p>4.3.1 also required an understanding of Jeremy's body language but many learners responded with</p> <ul style="list-style-type: none"> <li>• He feels sorry because he shows that what he had said is wrong and he is regretting</li> </ul> <p>Many candidates struggled with 4.3.2 and could not come up with the reason for Jeremy's stupidity.</p> <ul style="list-style-type: none"> <li>• He is stupid</li> <li>• Because he did not tell his mother</li> </ul> <p>4.4 is where candidates scored marks because they could relate to the dilemma faced by Jeremy</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Analysing a cartoon is a standard part of the question paper and must be taught as this is where marks can be scored.</p> <p>Learners must be taught to identify the link between emotions and body language</p> <ul style="list-style-type: none"> <li>• anger→pointing finger</li> <li>• happiness→smile</li> <li>• sadness→downturned mouth/head bent</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners.</b>
<p>4.1.1 Jeremy's mother is shouting. Learners must be alerted to the fact that you must show how the anger is conveyed. i.e. exclamation mark/an angry expression</p> <p>4.1.2 Many learners answered with "<b>wiled open eyes</b>"</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Analysing a cartoon is a standard part of the question paper and must be taught as this is where marks can be scored.</p> <p>Use newspapers and magazines to compile a resource pack for visual literacy so learners that practise this in the classroom.</p> <p>An easy method of compilation would be to use past year papers.</p> <p>There are even textbooks available with a compilation of cartoons.</p>

## QUESTION 5

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

Learners performed poorly in this section because they were careless when copying sentences and did not follow instructions. 5.1.2 required the correction of a SINGLE error in the sentence but learners took it upon themselves to write the whole sentence and in so doing made more errors even though the error was corrected.

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

In 5.1.1 many learners effected the change to the past tense correctly but made errors elsewhere in the sentence.

The idea of a **universel** bond of sharing connected all humanity.

Learners would have earned the marks had they followed instructions

5.1.2 were → where

From the responses to 5.1.3 it is clear that learners are not familiar with idiomatic expressions.

- Survival of the nicely
- Survival of the nicest

5.1.5 indicates that learners are still struggling with **reported speech**.

The inverted commas were still there after the sentence had been changed to reported change.

5.1.6 presented major problems as learners do not know how to combine two sentences using a conjunction

A candidate who performed exceptionally well lost a single mark here only because **not only** was not coupled with **but also**

The candidates who scored a single mark here did not repeat kindness and there were no other errors in the sentence. Kindness is a matter of choice, not only an attitude.

5.1.7 Kindness does not **makes** a difference in your life./Kindness doesn't make a in your life.

5.2.1 The **tag question** has still not been mastered by learners.

- We can find partnerships in unlikely places, isn't it
- We can find partnerships in unlikely places can't we?
- can't we?

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

Learners must be taught punctuation rules as this is a glaring weakness in many candidates.

- indiscriminate use of capital letters.
- omission of a full stop at the end of a sentence.
- Always writing an **S** with a capital letter irrespective of where it falls in the sentence.
- Omission of comma when copying from the question paper.

Regular practice exercises covering the following must be done

- Active and Passive Voice
- Direct and Indirect Speech
- The tag question (Learners must be taught if the sentence is positive then the tag question will be negative. A comma precedes the tag and it ends with the question mark).
- Parts of Speech
- Negative form
- Editing
- Idiomatic Expressions
- Plural/Singular form
- Antonyms/Synonyms
- Conjunctions
- Homophones

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

The correct use of punctuation was totally disregarded.

- The idea of a **Universal** bond of sharing connected all humanity.
- Kindness has another **Similarity** with happiness.
- A **Study** has found that a helpful person is less likely to fall ill.
- **kindness** is a matter of choice, not only an attitude.
- **wecan** decrease this recovery rate.

OR

Sentences were rewritten with **spelling errors**

- Our country can be kept **beautifull** by us.

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

Regular practice in language structures must be done. Grammar rules must be reinforced from grades 8-12  
Subject advisors must monitor primary schools to ascertain whether the basics of grammar are being taught.  
Subject advisors must facilitate workshops that cover the following areas:

- Visual Literacy
- Punctuation
- Chief marker's report

Resource packs containing the following must be provided at the beginning of the year:

- past year papers/exemplars
- cartoon strips and advertisements from newspapers and magazines



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## **NSC 2013 CHIEF MARKERS REPORT**

<b>SUBJECT</b>	<b>ENGLISH FIRST ADDITIONAL LANGUAGE P2</b>
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### **SECTION 1:**

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

Generally, learner performance has improved as compared to last year. The number of learners who scored levels 6 and 7 has increased. This could be attributed to the inclusion of column matching, cloze questions, discussion and open ended questions in the various sections, uniformly. Learners are now familiar with the pattern of questions to be expected on this paper.

The paper also reflects a fair spread of cognitive levels in all questions.

There were centres with excellent performance though majority fared in the average range. However there were also a few centres where the candidate performance was poor.

### **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?**

The question was well answered, however a few learners went beyond the stipulated length, merely repeating the points. Mayella's role was clearly explained. Learners also referred to specific incidents in the novel in support of points made.

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

Language errors and faulty structure with incorrect or no paragraphing caused a drop in the



language marks. Points were not logically arranged. On the content aspect, the claims made by Mayella and her father against Tom were overlooked.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Faulty structure and language errors point to an inadequacy in the teaching and learning of essay writing (paper 3) and basic language skills such as language structures, punctuation, spelling and parts of speech (paper1). These should be attended to.
<b>(D) Describe any other specific observations relating to responses of learners</b>
Most candidates showed an insight into the requirements of this question.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
This novel has been taught for many years, therefore teachers are expected to share their expertise in the teaching of characterization and the roles of each character in the novel. This will improve the learners' understanding of the relationship among the various characters in the novel.

<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>
Most learners performed well on 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>
2.1.9: On this question, learners were required to understand Boo Radley's character and the prejudice he suffered. This was a higher order question but learners failed to cite examples to substantiate their respective viewpoints. They could score only one mark as their responses were not fully substantiated.
2.2.2 a) and b): Learners failed to qualify their responses. They wrote: "She was worried that Bob Ewell may take revenge" and stopped there.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning.</b>
Teachers should guide learners to understand the issues presented in this novel, especially prejudice in its various forms. For formal and informal tasks, learners should be exposed to higher order questions in which they are expected to make judgments on the behaviour of a character.

<b>(D) Describe any other specific observation relating to responses of the learners</b>
2.1.7 a) and b) The response, "She cooks for them" could fit in both (a) and (b)
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject Committees could prepare a set of open ended questions to be made available to teachers. Teachers should hold discussions in the classroom on various extracts from this novel so that learners are trained to express their views and make judgements.
<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>
Very few centres responded to this question. The few that responded fared well, scoring between level 3 and 4.
<b>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
There are no specific examples of poor response in the content aspect of this question. The only problem that could be identified was that learners could not organize their points well. There was also a problem with paragraphing. An improvement could be made with regard to structure.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
The rubric for marking literal essay requires that learners are able to structure their essays well. This means the focus of teaching needs to be on the coherent organization of ideas in well-structured paragraphs. It is such a pity that as from 2014 our learners will not be assessed on a literal essay as it is no longer required in the CAPS.
<b>(D) Describe any other specific observations relating to responses of learners</b>
Learners have grasped the story line of this novel.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Essay writing is a life skill our learners must be taught. Teachers should attend to this in the teaching of Paper 3 as it is no longer required in CAPS Paper 2 as from 2014.

<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>
Generally, learners scored moderately to adequately on 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>
In q 4.2.4 some learners wrote that 'Ralph went on blowing the conch' though it does not explain his reckless nature. In q 4.2.2 Roger's personality was described as 'rude'. In q 4.2.9 the response 'He failed to keep them together' does not explain the reason for Ralph's failure as a leader.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be taught to read the novel critically so that they are able to interpret the feelings of the characters and make informed comments and opinions about their behavior. There should be detailed discussions on the various incidents that take place in this novel.
<b>(D) Describe any other specific observations relating to responses of learners</b>
The learner response on the questions in the given extracts shows that learners have grasped the plot as well as the theme of this novel.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers could encourage learners to do role plays on specific events in the novel. Teach learners to differentiate between responses that refer to the extract in question and those that refer to the novel as a whole.

<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>
Learner input on this question was almost nil. Learners who attempted this question scored level one on both content and language. Obviously this novel was not the one selected in those centres but learners chose to answer it! This could be due to learners' inability to follow instructions in this paper.
<b>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any</b>

<b>misconceptions.</b>
Some of the characters referred to in 6.1 are not generally considered as main characters. This resulted in wild guessing by candidates. The novel is complicated enough.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers seem to steer away from teaching this novel. It could be that they have a wide choice of prescribed works.
<b>(D) Describe any other specific observations relating to responses of learners</b>
The few scripts marked on this question suggest that those who really studied the novel, found the questions manageable.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
If teachers ever choose to teach this novel, they would need to introduce the political and social setting of this novel first.
<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>
The few centres that responded to this question performed poorly. They seemed to have no clue about the novel.
<b>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
It is possible that learners did not do this novel, but they chose it for reasons that only they are aware of.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Contextual questions are extract based, therefore learners are expected to have an in-depth understanding of the text.
<b>(D) Describe any other specific observations relating to responses of learners</b>
Some responses tend to overlap e.g. 6.1.4 and 6.1.6 b. Learners find it challenging to discern the subtle differences in these questions.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
A thorough sketching of the political, social and economic backdrop to the text is imperative.

<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>
Performance on this question ranged from average to excellent on the whole. The topic was simple and direct.
<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>
A few candidates could not address all the given bullets. In some cases they narrated the story.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Literature essays are not recommended in CAPS. Any improvement in essay writing will be dealt with in Paper 1 and 3.
<b>(D) Describe any other specific observations relating to responses of learners</b>
Points were scattered. Irrelevant points were given.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners to be taught to be specific when responding to questions from the text.
<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>
A considerable number of learners attempted this question and some centres performed 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>
In q 8.2.4 some learners wrote 'smile'/ 'happy'. Learner response in 8.1.9 as Paris not suitable because Juliet doesn't love him is incorrect. The response should be about Paris, not Juliet. It is not a low order question but carries only one mark. In 8.2.1, learners were not given words to choose from, while in other sections there was a list of words given. In 8.1.5 candidates who wrote one point lost a mark.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>

Training should be given to teachers in the teaching of stage directions regarding feelings expressed by a character, tone of voice and body posture. Learners should be taught to focus on key words such as Explain/Identify/Discuss in the questions so as not to lose marks.
<b>(D) Describe any other specific observations relating to responses of learners</b>
This is not a difficult text. It has been the prescribed text for quite a number of years. Teachers could organise an array of question papers on it to prepare the learners for the examination.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Teachers should prepare learners on how to approach higher order questions. For instance 8.1.10, 8.2.5 and 8.2.6. CAPS requires learners to give their opinions with substantiation. DVDs of the play should be made available at schools for improvement on the understanding of the text/play.
<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>
Candidates from many centres scored level six and seven on 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>
Despite the improvement on this question, there were a few candidates who came up with their own essays in this question. They were merely copying the extracts from the question paper or making up their own stories. Candidates did not address all the bullets given. Obviously they did not read the drama.
<b>(B) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers should instruct learners to place this drama in its political and social context, which is the Post-Apartheid era. This will help them to come to grips with the issues of truth and reconciliation on the personal level i.e. from Sipho's perspective.
<b>(C) Describe any other specific observations relating to responses of learners</b>
Candidates who scored well should be commended for their in-depth interpretation of the topic.

<b>(D) Any other comments useful to teachers, subject advisors, teacher development etc</b>
DVDs of the play should be made available by the schools' LTSM. As this is a short play, learners could easily comprehend the events. The setting and plot is relevant to the learners as this is a South African play.
<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>
This was one of the mostly answered questions. Candidate response ranged from level 7 to 2 and in a few cases, level 1 as 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>
Incorrect response in q 10.1.3b and c. e.g. Sipho discovered Themba's ashes instead of the body. In 10.1.3c the frequent response was Themba had taken things from Sipho instead of mentioning the wife and linking the incident to the wire bus. In 10.1.4, only one point was given. The open-ended questions failed to elicit a complete/correct response. For instance, in 10.1.5c candidate response was incorrectly focused on Sipho's and Themba's behaviour. Candidates struggled with the extract-based questions and constantly referred to Sipho being kind or angry.
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
Learners should be taught to use correct adjectives to describe a character's feelings in a specific extract. Learners should be able to interpret the body language and facial expressions of characters in this drama.
<b>(D) Any other specific observations relating to responses of learners</b>
In 10.2.7 learners wrote "Sipho did not get the job". They were not specific in stating the job of chief librarian.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Learners should be taught to use specific and relevant adjectives to describe characters' behaviour and feelings or traits. They should also be taught how to handle open-ended/ extract based/line based questions as this is one of the CAPS requirements.
<b>QUESTION 11</b>

(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidate response on this question was generally poor.
(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions?
There was no correlation between the fantasy roles of Walter Mitty and the how he was brought back to reality. The second bullet in most cases was ignored. Candidates also failed to give a detailed/correct description of each role and often gave their own version. They also gave irrelevant essays, confusing Walter Mitty with the man in the wheelchair in "The soft voice of the serpent".
(C) Provide suggestions for improvement in relation to Teaching and Learning
Learners should have a thorough understanding of each fantasy role attributed to Walter Mitty and how he is brought back to reality each time.
(D) Any other specific observations relating to responses of learners
There was very little justification from the text and not all aspects of the topic were fully explored.
(E) Any other comments useful to teachers, subject advisors, teacher development etc
Learners should be able to grasp the difference between fantasy and reality which this character experiences. This story must be taught like any other prescribed short story.
<b>QUESTION 12</b>
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Majority of learners attempted this question and scored between levels 1 – 7.
(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions?
12.1.2 and 12.1.3 drew similar answers but the response on the concept of saving the farm was wrong in 12.1.2 and correct in 12.1.3. Learners did not follow instructions to consult the extract in q 12.1.7. e.g. Marta is kind/ she is good. In 12.1.9 they focused on the consequences of Martha's decision to marry Jan instead of highlighting her self-sacrifice. In 12.2.6 candidates could not effectively indicate the change in De Jager's character as they failed to respond to the first aspect in the memo.



<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
The story line/plot of this story is simple and direct. So, if learners could not perform well in this question, it means that teachers must make more effort to assist learners to understand the feelings and character traits of each character in the story. Mere rote learning should be replaced with a critical analysis of the story so that they are able to tackle higher order questions effectively.
<b>(D) Any other specific observations relating to responses of learners</b>
The substantiation for 12.1.6 could also matched one of the options for 12.1.8 a. Learners could not explain the metaphor effectively in 12.2.5 b
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc</b>
The teaching of figures of speech can never be over-emphasised.
<b>QUESTION 13 - 16</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 the most attempted question but learner performance was just satisfactory.
<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>In 13.1.2 learners could not explain the meaning of line 1. They also could not give a proper response to 13.3. The second part of 13.6 was wrongly answered. In 13.8 learners could not explain the link between time and love. Also, in 13.4.2 they failed to explain the "fixed mark."</p> <p>The simile on 14.3.2 proved to be a challenge to the learners as they could only provide one part of the comparison.</p> <p>In 14.4, instead of stating the effect the girl had on the onlookers, learners wrote she was attractive.</p> <p>The contrast between stanzas 2 and 4 proved a challenge for the learners. In 14.10 and 14.11 learners alluded that the speaker was in love with the girl and that he misses her.</p> <p>Learners struggled with q 15.4, 15.5.2 and 15.5.3.</p> <p>The challenge in explaining the simile was evident in 16.2.3. Also, learners failed to answer 16.5. In 16.7 they wrote thin/slim/slender as their response.</p>
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>

Learners cannot interpret poetry. They have not mastered imagery and figures of speech. Some were only able to identify them but could not explain them. They also cannot paraphrase.
<b>(D) Any other specific observations relating to responses of learners</b>
Learners lost marks by writing Yes/No instead of True/False. Where they were required to provide a quotation, they also lost marks as they could not give 100% correct quotations. Also, where they were supposed to provide 2/4 consecutive words, learners provided 2/4 lines which means they did not understand the meaning of the word “consecutive”. Faulty numbering is also a challenge experienced as well as the following of instructions.
<b>(E) Any other comments useful to teachers, subject advisors, teacher development etc</b>
Subject Advisors must organise workshops in which the issues related to poetry teaching can be addressed. References to line numbers must be taught.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH FIRST ADDITIONAL LANGUAGE P3</b>
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**Comment on candidates' performance in individual questions and general comments**

### **QUESTION 1**

#### **SECTION A: ESSAY**

#### **QUESTION 1**

##### **1.1 *Those were the days!***

Learners who chose this essay performed well. There were appropriate narrative, reflective and descriptive responses. The nature of the topic required learners to incorporate elements of nostalgia into their responses, (i.e. "the good old days"), which many actually did. However, many learners opted for negative interpretations which were also credited.

##### **1.2 *I finally found the courage to make that decision.***

**NOTE:** *The words given in the topic MUST be included somewhere in your essay.*

This topic elicited mainly narrative and reflective writing. It was insightful to gain a glimpse into the types of decisions learners are faced with and the events that eventually led to the decision being made. One of the shortcomings in the essays of a number of learners was the fact that they ignored the instruction to include the words of the topic somewhere in their writing and also that some learners had the tendency to paraphrase the words. Teachers should impress upon their learners that it is in their own interest to adhere strictly to instructions.

##### **1.3 *South Africa is truly an amazing country.***

The response range covered descriptive, narrative, reflective, argumentative, discursive aspects. Reading these diverse responses actually made one realise that we are indeed privileged to live in South Africa. Learners touched on our rich heritage, the different cultures, economic resources, nature, national heroes, our constitution and Bill of Rights, how fortunate we are compared to other countries which do not have the human rights we enjoy. Some learners chose to argue against the topic, which, in an argumentative context, was acceptable.

##### **1.4 *Moments before the final Grade 12 examination results are released.***

Unfortunately many learners who chose this topic fared poorly. The reason was that they deviated from the topic. Many failed to recognise that the emphasis should have been on the *moments* before their Grade 12 examination results are due to be released. They wrote about exam preparation, answering the question papers on the different subjects, study groups, matric camps, experiences before and during the writing of the exams. It was perhaps a challenge to write 250 – 300 words purely on the *moments* (although there were some learners who were actually able to do so), hence



the build up to the release of the results, culminating in the *moments* was acknowledged and credited.

1.5 ***Your present circumstances will determine your future. Do you agree?***

On the whole, candidates did well. The question, “*Do you agree?*” is a clear indication that this is an argumentative topic in which **one distinct opinion** must be sustained throughout. Candidates were able to argue either for or against the topic convincingly.

1.6 ***Do South African children have suitable role models? Discuss your views.***

This topic was poorly answered. “*Discuss your views*” is indicative of a discursive response in which the pros and cons of an issue are weighed up by:

- comparing and contrasting two or more things;
- offering a balanced view of both sides of the argument impartially.

Many learners treated this topic as an argumentative topic, thus presenting only one side of the issue.

The role models did not have to be from South Africa only. Some learners tried to explain what a role model is and how role models should conduct themselves, instead of discussing whether South African children have suitable role models or not.

**Note:** Argumentative and discursive writing are higher cognitive level pieces of writing. Teachers should perhaps discuss the criteria of all the different types of essays with their learners and advise their learners to select topics which would benefit them.

1.7.1 ***Picture of hands cradling a plant.***

Very few learners opted for this topic. Those who did fared excellently and were able to produce outstanding and profound interpretations.

1.7.2 ***Picture of giraffe.***

There were not many learners who chose this topic. Responses ranged from literal interpretations in which animals *per se* were discussed, to abstract interpretations.

Note: Learners must be made aware that they should provide their own titles and that there should be a discernible link to the picture.

**GENERAL COMMENTS REGARDING SECTION A:**

- **TEACHERS, PLEASE POLICE YOUR LEARNERS REGARDING OVERALL LENGTH OF THEIR ESSAYS (250 – 300 WORDS).**
- Teachers, please impress upon your learners the importance of using paragraphs.
- Learners should avoid lengthy sentences. Short sentences are more effective.
- The use of the full stop is important. Learners write entire paragraphs without using any full stops.

**QUESTION 2**

**SECTION B LONGER TRANSACTIONAL PIECES**

2.1 **FORMAL LETTER**

Although this was by far the most popular topic in Section B, it was poorly answered. There were a number of reasons for the poor responses:

- Learners failed to read the instruction – the letter had to express *gratitude* and make reference to the *field* and *place* of study. Many only expressed gratitude. It was clear that many candidates did not know the meaning of *gratitude*.

- The format of the formal letter was in many instances incorrect, viz.
  - the recipient's address was omitted;
  - there was no subject or topic line;
  - the salutation and the subject line were often swapped
  - the ending, "Yours faithfully" was incorrect, because learners often ended with "Yours sincerely";
  - learners wrote letters of application;
  - there were even candidates who attempted to use the 2012 formal letter topic (teachers have obviously used this topic as a tool to teach their learners how to write a formal letter, but they should tell their learners to respond to the topic in the paper);
  - a vast number of the responses of learners in this topic were far too short (remember: the addresses, salutation, topic line and ending are not included in the word count which is content only, 120 – 150 words).

## 2.2 **INTERVIEW**

The interview was well-answered.

This was the second most popular topic in Section B. It is encouraging that learners have been taught the dialogue format and also that teachers are teaching/practising interview techniques in the classroom.

In some cases, candidates ignored the "marketing" reference and proceeded to write an interview which did not elicit the relevant questions and responses.

- Stage directions should be written in the present tense before the spoken words.
- After the name of each speaker a colon (not line or dash) should be used.
- This particular interview required a formal tone.
- Caution learners against long-winded introductions and greetings.
- Candidates should guard against using pre-learnt responses.

## 2.3 **FORMAL REPORT**

Few learners attempted the formal report; perhaps this type of text is not dealt with at schools. Many did not read the topic carefully, viz. RCL attended a leadership course at an nature reserve. A report on the highlights of the trip was required. The highlights would have focused on the leadership aspect and to a lesser extent on the nature reserve. Candidates who chose the report did clearly not know what format and register to use, so there were learners who used a letter format and some even resorted to writing a speech.

The following were required:

- the name of the writer and the name of the recipient;
- indication of the topic/subject;
- a date;
- a formal tone;
- point or paragraph form could have been used.

## 2.4 **MAGAZINE ARTICLE**

The responses to this text ranged from brilliant, quirky to mundane to poor. Not many learners chose this text.

Remember:

- a magazine article dictates that there should be a suitable heading;
- the latest fashion trends were expected to be mentioned;
- teenagers were the target audience;
- the article should have stimulated interest among teenagers;
- paragraphs should be short and easy to read.

### QUESTION 3

#### **SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**

There was no clear favourite text in this section.

##### **3.1 ADVERTISEMENT**

Candidates had the choice of one of four approaches, viz. to promote a product, company, service or event. Most opted for designing an advertisement for a product. The quality of the responses varied from excellent to so-so. Learners should bear in mind that an advertisement should be persuasive and an advertisement of a product should have the name of the product and a slogan. Hence, it should be eye-catching. A paragraph describing a product is not eye-catching and does not stimulate interest. Although the use of pictures is discouraged, the use of different fonts could go a long way to attract the reader.

##### **3.2 DIARY ENTRIES**

Responses to the diary entries ranged from excellent to off the topic. Once again, learners should be taught to read the topic carefully. The type of cultural occasion should have been mentioned and the entries should have been dated. Although the vast majority who chose this text wrote well, there were many who either wrote only one entry or more than two entries.

Diary writing requires a personal, almost spontaneous response as opposed to a narrative approach written in the third person, which, unfortunately, many candidates used. A diary is written in the first person – this is what gives it its immediacy.

##### **3.3 INSTRUCTIONS**

Of the three texts asked in this section, this text was answered the best. Learners gave clear, instructive instructions using the imperative mood. Candidates could have used point or paragraph form. The instructions could have been based broadly or specific to each day.

#### **GENERAL COMMENTS**

##### **Common errors**

(many of which have been pointed out in previous years, yet they still occur).

##### *Spelling:*

yourself/herself (one word);  
a lot (two words);  
every day (two words)  
disappoint (one s and two p's).

##### **Other errors:**

- incorrect use of the apostrophe in the possessive form as well as in contractions;
- if contractions are used, they should be punctuated correctly, if not they are regarded as spelling mistakes;
- dotting the letter "i" using a large  $\dot{\phantom{i}}$  ;
- using the ampersand (&) instead of "and" ;
- colloquial language: chill; hang out (with friends);
- principal parts of the verb need to be revised, (putted; weared);
- the nature instead of "nature";
- punctuation needs to be practised, especially the use of full stops;
- writing very looooong sentences which ultimately do not make sense;
- the use of "things", "stuff", etc. which is an indication of lack of vocabulary;
- untidy and/or illegible handwriting – remember, the marker can only mark what can

be read.

Finally, teachers must ensure that they know how to use the marking rubrics!!



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE P1</b>
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### **SECTION 1:**

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

It would appear that the learners enjoyed answering this paper, largely because the topics chosen were interesting and accessible. Far fewer candidates resorted to adding their own information. The comprehension passage was topical and age-appropriate. The summary passage was on an accessible topic too. The sources for the advertisement and cartoon were equally accessible to the vast majority of learners.

Nearly every candidate managed to complete the paper, although some may have rushed in Question 5. Some of the poor marks in this question may also be attributed to poor (or very little) grammar teaching. It is important that learners work to the mark allocation and heed the suggested times for each section. There were also problems in Question 4 where all the details of visual literacy have perhaps not been as well taught as they could have been.

We would still like to encourage teachers to insist that their learners answer in full sentences when necessary and that the learners also use their own words, unless asked otherwise. Where questions are long and detailed, learners **MUST** make sure that they focus on all aspects of the question in order to earn full marks. Too many failed to answer the first part of longer questions.

Many learners need to understand examination vocabulary so that they can give the best possible answers and in the required amount of detail. A glossary of terms used in this paper appears at the end of the discussion on candidates' responses.

### **SECTION 2:**

Comments on candidates' performance in individual questions:

#### **SECTION A: COMPREHENSION**

	<b>QUESTION WITH OFFICIAL MARKING GUIDELINES (IN BOLD)</b>	<b>COMMENTS ON LEARNERS' ANSWERS</b>	<b>ADVICE FOR TEACHERS</b>
1.1	In a single sentence, state the writer's intention in this article. [2] <b>The writer's intention is to</b>	Generally well answered. Varying opinions accepted.	Revise sentence structure so that candidates answer in a <b>FULL</b> sentence and avoid comma splices or answering by beginning with, "To..." STATE is a simple

	<p>inform the reader about the influence of social media on human communication.</p> <p>[Consider other valid responses. If two or more sentences are given, mark only first one. Award only 1 mark if candidate quotes paragraph 2. Ignore changes in meaning that may be brought about by the use of “positive” or “negative”.]</p>		<p>direction word, but it does not mean that the sentence must be simple/too bald. A single sentence can still contain detail and the question is out of 2 marks – not 1.</p>
1.2	<p>Refer to paragraph 1. What is the benefit of having face-to-face communication? [2]</p> <p><b>The benefit of face-to-face communication is that the tone of voice or facial expression of an individual shows his/her state of mind.</b></p> <p>[Award ½ mark for verbal and ½ mark for non-verbal and 1 mark for clarification.]</p>	<p>Too many learners simply quoted “we hear a tone of voice or see an expression on someone’s face” without explaining the benefit of such a conversation. However, most managed to earn at least 1 mark here.</p>	<p>Encourage learners to use their own words and to make valid deductions. They must refer to the specific paragraph too.</p>
1.3	<p>Refer to paragraph 3. Give TWO advantages of using social media as a platform for communication. [2]</p> <p><b>Technology allows and encourages us to:</b></p> <p><b>choose the image we want to present;</b></p> <p><b>be more confident;</b></p> <p><b>be free in our expressions;</b></p> <p><b>be anonymous.</b></p> <p>[Credit any TWO of the above reasons.]</p> <p>[Credit direct quotations.]</p>	<p>This was well-answered generally, except where learners did not complete ideas.</p>	<p>Learners need to check their answers to ensure that what they wish to say is clear to the marker – so all ideas need to be complete - e.g. “Allows a level of confrontation” is not clear enough.</p>
1.4	<p>Explain what the writer means by 'we are more connected - and potentially more disconnected - than ever' (lines 14-15). [2]</p> <p><b>Although we use more social media platforms/modern technology to communicate with others, we hardly ever engage in genuine social interaction.</b></p>	<p>This question was generally well-answered as most learners understood the contrast between electronic and face-to-face authentic communication.</p>	<p>Show learners that a question with two “legs” needs to have two parts to the answer and that both need to be explained clearly.</p>
1.5	<p>Why does the writer hold social media responsible for creating 'barriers and threats' (line 21) to</p>	<p>Some learners found this difficult because it was rather similar to Question 1.4. Others resorted to</p>	<p>If ideas need to be repeated, learners must repeat them. Also, please remind them that this is a</p>

	<p>communication? [2]</p> <p><b>People are not engaging with one another face-to-face. The abundance of information does not enhance the quality of conversations. [Credit a response that is similar to 1.4]</b></p>	<p>adding their own ideas with regard to social media and writing about paedophiles, cyber-bullying and other concepts.</p>	<p>comprehension based on a set text and not creative writing! Learners must always answer in context. Again, the question needs to be read thoroughly to be understood. This is where the learner should be able to find the answer.</p>
1.6	<p>Discuss what the word 'frighteningly' (line 39) conveys about the writer's attitude towards electronic communication in the workplace. [3]</p> <p><b>The use of the word "frighteningly" denotes the startling effect that electronic communication has on human relationships and interaction in the workplace. The writer is alarmed by the fact that employees jump to conclusions without considering the finer details that are necessary to make informed decisions. [Naming of attitude –1 mark + discussion – 2 marks.]</b></p>	<p>This was a difficult, multi-layered question, which was generally poorly answered. The learners had to realise that there were three aspects to the question and that the answer demanded detail. Answers which followed the sequence in the question were good, but too many simply lacked detail. "Frighteningly" needs to be explained in other words – NOT – "frightened"! Discuss implies that a detailed discussion should follow and this was often lacking or only hinted at.</p>	<p>Show learners how to focus on all parts of a multi-layered question. A good idea is to ask learners - "where are the three ticks going to be put on your answer?" A discussion should contain valid, logical deductions.</p>
1.7	<p>Consider the views expressed by the writer of TEXT A. Explain the effect created by using a single-line paragraph early in the text (paragraph 2). [3]</p> <p><b>The single line paragraph structure draws the reader's attention to the central concept of the passage. Throughout the article, the writer evaluates the use of social media. The writer acts as 'judge and jury' on whether communicating via social media is more beneficial than traditional, authentic, face-to-face or voice-to-voice communication.</b></p>	<p>Many learners did not focus on key words in this question – "single-line paragraph", "effect", "early" .....detail was lacking in answers again. The main point that the single line was a topic sentence/paragraph was missed.</p>	<p>Again. Learners need to EARN their marks and realise that a 3-mark question must contain detail. The line itself needed analysis.</p>
1.8	<p>Comment on the effectiveness of any ONE technique used by the writer to engage the reader <u>personally</u> in the debate. [3]</p> <p><b>The writer involves the reader by asking (rhetorical) questions</b></p>	<p>Generally, this was well-answered. Some discussions lacked detail though. It is not good enough to simply state that a rhetorical question "makes you think". The fact that the word "personally" was highlighted should guide</p>	<p>Revise stylistic techniques – especially the use of the rhetorical question which appears often in question papers. "Comment" implies that the learner must say something valid/have an opinion/analyse.</p>

	<p>throughout the text. In this way, the writer invites the reader to question his pre-existing views on the use of social media and to consider alternative viewpoints.</p> <p><b>OR</b></p> <p>Several pronouns are used to create common involvement in the debate/create a sense of mutual identification between the reader and the writer. The pronoun 'we' suggests that the reader is a participant in the dialogue.</p> <p>[Award 1 mark for identification and 2 marks for a valid comment.]</p>	<p>learners in their response. Some answers were repetitive and so did not earn full marks.</p>	<p>The answer must relate to the text.</p>
1.9	<p>Is the writer's statement in lines 16-18 ('With so much communication ... abbreviations and emoticons') supported by her closing comments in lines 68-71 ('We all need ... the conversation going')? Motivate your answer.[3]</p> <p><b>In lines 16-18, the writer maintains that we are connected through the use of electronics but are physically disconnected, which negatively affects interpersonal relationships. In lines 68 – 71, the writer advises the reader not to neglect face-to-face communication in this electronic age.</b></p> <p><b>[Candidates must make reference to both parts of the question for full marks. Credit any valid alternative responses.]</b></p>	<p>This question was rather convoluted and demanded close attention. It was definitely a higher order question. It was not well answered. The length of the question confused many who did not seem to get to grips with what was required in the answer.</p>	<p>It is a good idea for learners to summarise the contents of each quotation in order to fully understand what each means before attempting the question. It is better to take the time to understand what is required rather than rushing into a poorly-developed answer. Once they understand what is being said, they will find it easier to show the link between the two quotations. Teach learners to work thoroughly and logically. "Motivate" means that learners need to substantiate their opinions.</p>
1.10	<p>After a close examination of the cartoon as a whole, discuss the irony of the title, 'The Joy of Tech'. [2]</p> <p><b>According to the title, technology brings 'joy'; yet the three people are destitute (unemployable) because of their foolish use of technology. / The word "joy" is in stark contrast to the sad expressions on the characters' faces</b></p>	<p>Irony is mostly well understood, but not always well explained. Several learners began their answers with a definition of irony and this set them in the right direction. (This is not compulsory). Learners had to focus in the graphic here.</p>	<p>Learners must clearly show the contradiction present – it is a good idea to teach learners to insert a "but" or a "yet" in their answers as they will then be aware of the contradiction implied by the word 'irony'. It is also a good idea to separate "sarcasm" – intended to be cruel – from "irony".</p>

1.11	<p>Does the picture effectively illustrate the negative impact of social media? Motivate your response. [3]</p> <p><b>Yes.</b>  <b>Irresponsible use of social media has reduced former professionals to beggars. It has broken down all forms of face-to-face communication. This is depicted by the begging bowls, sitting on the pavement outside the office block, and the despondency and dejection on their faces.</b>  <b>[A 'No' response is unlikely. However, mark on merit.]</b>  <b>[Credit a valid mixed response.]</b></p>	<p>This was poorly answered as many learners did not focus on the graphic – this meant that they could only earn a maximum of 1 mark. This question called for visual literacy and deduction. A close look at the details of the cartoon resulted in good marks. There were some clever “no” responses, which were credited.</p>	<p>Learners must read the questions properly and see where the focus lies. Once they have found the clues in the graphic, it will be easy to make valid comments. Tell learners that it is perfectly acceptable to give alternative, logical answers and encourage them to “think out of the box” as long as their responses are valid.</p>
1.12	<p>In your view, does TEXT B support the writer's viewpoint expressed in paragraph 8 of TEXT A? Justify your response.[3]</p> <p><b>Yes. In paragraph 8, the writer emphasizes the importance of using social media responsibly. TEXT B depicts the effects of using social media irresponsibly by posting inappropriate personal information.</b>  <b>OR</b>  <b>No. In TEXT A, the writer claims that social networking enhances interpersonal communication, whereas the figures in TEXT B are not even able to talk to one another, although they have all suffered the same fate.</b>  <b>[Award full marks ONLY if the candidate refers to both Text A and Text B.]</b>  <b>[Credit mixed, valid responses. Mark globally.]</b></p>	<p>This question was higher order one and it was generally poorly answered. Many learners lost their focus, perhaps by not reading the question properly. They were to look at paragraph 8 of Text A ONLY and then at Text B – both texts! Too many learners simply made bald statements about positive and negative issues with little or no substantiation. Many missed the link which was the presence or absence of responsibility.</p>	<p>Show learners how to break up the question and then focus logically on all parts of it. A simplistic answer consisting of only one statement is seldom going to earn more than 1 mark. Global marking means that the marker will read and assess the whole answer, not necessarily looking for three specific statements. But rather focussing on what the learner is saying so it is important that learners provide detailed responses.</p>

**TOTAL SECTION A: 30**

## QUESTION 2 SUMMARISING IN YOUR OWN WORDS

### QUESTION 2

**How graffiti could be considered to be a form of art.**

Candidates need to summarise **how graffiti could be considered to be a form of art.**

Use the following main points that the candidate should include in the summary, as a guideline.

(Any 7 valid points are to be credited in either paragraph-form or point-form.)

	FACTS	QUOTATION
1	Graffiti conveys ideas creatively.	'form of communication and art'
2	It is a way of beautifying walls.	'enliven it with beautiful murals'
3	Graffiti art can be appealing and cheerful.	'a beautiful mural can brighten up your day'
4	Graffiti is a medium through which opinions are expressed imaginatively.	'Graffiti is a form of self-expression and creativity.' [Award 2 marks for this quotation.]
5	Graffiti conveys a hidden message.	'some people create graffiti with a hidden message or purpose"/'conveyed important information'
6	It is a career opportunity for aspiring artists/way of making money	'actually paid to paint graffiti'
7	It encourages young artists to explore their talent.	'inspired young artists to come out'
8	Graffiti artists are constantly improving this form of self-expression.	'But still, graffiti artists strive to improve an art form which is constantly changing.'
9	Like other forms of art, graffiti has evolved/has artistic origins/is a time-honoured practice.	[There is no explicit quotation for this idea.]

Graffiti conveys ideas creatively and is also a way of beautifying walls. Furthermore, this art form can be appealing and cheerful. It is a medium through which opinions are expressed imaginatively. In addition, when artists are employed to create graffiti. It can be regarded as a career opportunity. Moreover, like other forms of art, graffiti has evolved. Finally, this genre has encouraged young artists to explore their talent, while constantly improving this form of self-expression. (75 words)	3
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#### 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 used their own words:
  - 1-3 points correct: award 1 mark
  - 4-5 points correct: award 2 marks
  - 6-7 points correct: award 3 marks

NOTE:

- Format:

Even if the summary is presented in the incorrect format, it must be assessed.

- Word Count:

- Markers are required to verify the number of words used.
- 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 marks**

COMMENTS ON LEARNERS' ANSWERS	ADVICE TO TEACHERS
Some learners ignored the focus of the summary and simply summarized the whole passage.	Make sure all points are relevant and on the set topic, "How graffiti should be considered a form of art".
There was a lot of lifting from the text – where it was done in an intelligible way, marks were awarded.	Try to encourage learners to use their own words, as far as possible.
The majority kept within the word count, but some ignored this and this resulted in no marks being awarded for anything written after 95 words.	It is vital to heed the word count and to be honest in stating it at the end of the summary. However, should a learner feel that he or she has completed the task in fewer words, that is acceptable.
It is pleasing to note that most summaries were well set out and that this skill is being taught well.	Keep practising! This is a valuable life skill.



**SECTION C: LANGUAGE IN CONTEXT**  
**QUESTION 3: ANALYSING ADVERTISING**

	<b>QUESTION FOLLOWED BY OFFICIAL MARKING GUIDELINES (IN BOLD)</b>	<b>COMMENTS ON LEARNERS' ANSWERS</b>	<b>ADVICE FOR TEACHERS</b>
3.1	<p>Explain how the choice and portrayal of Bryan Habana strengthens the 'Arrive Alive' campaign. [2]</p> <p><b>The (famous) rugby player endorses the 'Arrive Alive' campaign. His association with the product (in this case, road safety) adds to its prestige. His relaxed posture reflects his confidence in the campaign.</b>  <b>[Choice – 1 mark and portrayal – 1 mark. OR award 2 marks for one well-developed concept.]</b></p>	<p>Nearly all learners recognised Brian Habana as a role model/hero and so earned 1 mark. However, they needed to add a good statement with regard to his endorsement of the “Arrive Alive” campaign to earn the second mark.</p>	<p>Remind learners to read the whole question and to relate the answer here to the campaign – not to rugby!</p>
3.2	<p>“Why should road crashes cause more than 15 000 South Africans to lose their lives each year?”  How is this sentence intended to influence the reader? [2]</p> <p><b>The (rhetorical) question challenges the reader and elicits an emotional response. It convinces the reader to be aware of the alarming number of people who lose their lives unnecessarily on our roads./The reader is prompted to drive more safely because he/she might become part of the statistics./The use of “should” implies that something could be/ought to be done about the situation.</b>  <b>[Candidates may also refer to the inclusion of the emotive word 'crashes' and the statistic.]</b>  <b>[Award 2 marks for a discussion of any ONE point.]</b></p>	<p>This was well answered. Most learners referred to the high number of deaths. Some detail was required to earn the full 2 marks.</p>	<p>In revising sentence structure, show learners that there may be many areas of focus – in this sentence they could have mentioned the statistics, the use of the auxiliary verb “should” or the rhetorical question – all elements of style.</p>
3.3	<p>The advertiser uses figurative language as an advertising technique, to convey two meanings. Quote TWO examples and discuss their effectiveness. [3]</p> <p><b>“Drop the Ball” = ½</b>  <b>“Game plan” = ½</b>  <b>“Run-up” = ½</b>  <b>“Rally” = ½</b></p>	<p>Most learners could identify at least one metaphor. Problems arose when learners could not move away from the rugby image and relate these metaphors to the “Arrive Alive” campaign.</p>	<p>Revise advertising techniques and show learners how to relate answers correctly... they need to be reminded to answer in context.</p>

	<p>“drop the ball” suggests that South Africans tend to adopt careless attitudes toward the laws of the road, even though these have disastrous effects. Habana appeals for a ‘game plan’ (strategy for winning) by endorsing responsible driving. are used in rugby/sport.</p> <p>“Run-up” serves as preparation for making our roads safer.</p> <p>“Rally” effectively depicts the power of collective energy in promoting the ‘Arrive Alive’ campaign.</p> <p>[Award ½ each for any two examples and 2 marks for a discussion of the effectiveness of BOTH.]</p>		
3.4	<p>'THERE ARE NO ACCIDENTS.'</p> <p>Critically discuss the effectiveness of the tone of this slogan in the context of the advertisement as a whole. [3]</p> <p><b>The tone is emphatic/forceful/assertive/confident (1). The capital letters show the urgency of the message. 'There are no accidents' strongly asserts that people are responsible for accidents; they are not chance events. 'There are no accidents' reinforces the final sentence of the text - 'Here's the game plan: Buckle up, Don't speed and never ever drive drunk.'</b></p> <p>[Award full marks ONLY for a critical discussion.]</p>	<p>Unfortunately, several learners did not focus on the whole question and missed the first part by not identifying the tone. This led to a muddled discussion/attempted interpretation of the slogan. It was not good enough to simply try to explain the slogan in other words.</p>	<p>Again, remind learners to read and interpret long questions carefully, especially when there are as many as 3 marks at stake. Also, learners were asked to focus on “the context of the advertisement as a whole” and this needs to be stressed. <b>Critically</b> discuss indicates that a full discussion must follow.</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>How does the use of different media (frames 1 and 2) reinforce the message of the cartoon?</p> <p>Refer to frame 3. [2]</p> <p><b>Both print and electronic media focus on the same issue, rhino poaching. This emphasises how current and relevant the</b></p>	<p>Some learners made too vague a comment about the use of media and failed to relate this to the plight of the rhinos.</p>	<p>Show learners that they need to answer both parts of questions. In this case, it was vital that they state the exact message of the cartoon.</p>

	<b>topic is.</b>		
4.2	<p>How does the old woman's facial expression support her words in this frame? [2]</p> <p><b>Her tight mouth/hooded eyes/stern expression helps convey her authoritative/condescending/ Impatient/patronizing manner as she insists on reality and corrects a child's ignorance.</b></p>	<p>This was badly answered, mainly because learners did not explicitly identify the old woman's facial expression.</p>	<p>Cartoon analysis needs to be taught with many varied examples so that learners realise that they need to focus on every detail. In this case, they needed to identify a <b>facial</b> feature which conveyed the old woman's expression. Only from this could they pick up the tone of her words. Cartoon vocabulary should be revised.</p>
4.3	<p>Account for the change in the illustration of Thandi (the little girl) from frame 2 to frame 4. [3]</p> <p><b>Frame 2: Thandi looks at the TV and is portrayed as the passive viewer.</b>  <b>Frame 3: she turns around to look at the old lady/hands on hips/standing upright; shows determination to become part of the solution to the problem.</b>  <b>Frame 4: her hands are outstretched, showing disbelief at the old woman's comments/realisation that her age disqualifies her from protecting the rhinos. [Candidates must focus on either 2 Or 3 frames of frames 2, 3 and 4 – as candidates cannot discuss frame 4 without understanding frame 3, the focus must be on protecting the rhinos to gain full marks.]</b></p>	<p>This question was confusing and whether the learner moved from Frame 2 straight to Frame 4 or from Frame 2 to Frame 3 and then to Frame 4 was accepted. Answers were fair, but the final mark was often missed as learners failed to link the changes in Ghandi's expression/gestures to the fear of the pending demise of the rhinos.</p>	<p>Learners need to realise that when they are instructed to "account for" something, they have to give reasons. Again, they need to be taught to look for all clues in the cartoon. Detail is required!</p>
4.4	<p>After a close scrutiny of frame 5, critically discuss how the seriousness of the underlying message of the cartoon is conveyed. [3]</p> <p><b>The absence of dialogue in this frame is indicative of the stunned silence when the characters grasp how close extinction is. The characters stare directly at the reader. Their eyes are wide open and their lips are tightly closed. These details all suggest shock/disturbance at the concept in the previous frame. The notion that the rhino might become extinct soon 'is 'the important point being made'. This idea leaves them speechless. [Mark globally.]</b></p>	<p>Not many learners were able to earn the full 3 marks simply because they ignored the words, "close scrutiny" and did not focus in detail on Frame 5. Many simply described facet of the cartoon or wrote about the idea that the rhino may soon become extinct.</p>	<p>Once learners know how to identify clues in the actual cartoon, they will/should be able to make pertinent comments. This question demands detail and logical deduction.</p>
			<b>(10)</b>

## QUESTION 5: TEXTUAL EDITING

	QUESTIONS WITH OFFICIAL MARKING GUIDELINES ADDED (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
5.1	<p>'There is nothing like discovering exactly how ancient <u>you</u> appear to the youth of today' (lines 3-4). Replace 'you' with 'one' and rewrite the sentence correctly. [1]</p> <p><b>There is nothing like discovering exactly how ancient one appears to the youth of today.</b>  <b>Also accept any suitable auxiliary verb e.g. one <u>can</u> appear.</b>  <b>[The entire sentence must be correct. No part-mark allocation.]</b></p>	Well answered generally. A few candidates used an auxiliary verb and this was perfectly acceptable.	Revise concord rules and case (pronoun) rules.
5.2	<p>Give the adverbial form of the word 'appear' (line 3). [1]</p> <p><b>apparently /appearingly</b>  <b>[Spelling must be correct. No ½marks to be awarded.]</b></p>	Most realised that the majority of adverbs end –ly, but then invented “appearily”!	Remind learners that words must be spelt correctly, in particular in Question 5. Revise parts of speech.
5.3	<p>'Every teenager has their own vocabulary, their own jokes, their own heroes' (lines 6-7). Identify and correct the pronoun error in the above sentence. [1]</p> <p><b>Their ½ - his/her OR</b>  <b>There is no pronoun in the given sentence OR</b>  <b>All teenagers/Teenagers/</b>  <b>They have</b></p>	Although there was an error in the question as the words to correct are possessive adjectives and not pronouns, most learners were able to recognise the error and correct it. Some used “its” which was not accepted.	Revise concord rules and parts of speech.
5.4	<p>Rewrite the following in the passive voice: 'The typical teenager has always policed peers and adults with exacting systems of etiquette' (lines 7-8). [1]</p>	This was fairly well answered – when learners knew what the passive voice was. The section, “with exacting systems of etiquette” confused some learners.	Revise active and passive voice.

	Peers and adults with exacting systems of etiquette have always been policed by the typical teenager. OR Peers and adults have always been policed.		
5.5.1	'Isn't it a fanciful notion, as our parents always said, that any adult could actually understand a teenager's mind?' (Lines 13-14) What is the function of the commas in this sentence? [1]  <b>Parenthesis/It indicates that additional information is included.</b>	This was well answered.	Revise punctuation rules.
5.5.2	What punctuation mark could be used instead of the commas? [1]  <b>Dashes/Brackets</b>	This was not difficult. Some learners muddled the hyphen and the das, however.	Remind learners that hyphens JOIN and dashes SEPARATE. In this example, the dashes separate an extra comment/additional information.
5.6	'Wearing those outsized, fire-engine red headphones, parents are warned that their teenagers are off-limits for the next ten minutes' (lines 17-19). Rewrite the above sentence so that it is grammatically correct. [1]  <b>When teenagers wear those outsize, fire-engine red headphones, parents are warned that their teenagers are off-limits for the next ten minutes.</b> <b>OR</b> <b>Parents are warned that their teenagers are off-limits for the next ten minutes, when they (the teenagers)/the latter wear those outsize, fire-engine red headphones.</b> <b>[Ignore omission of commas.]</b> <b>[Credit any valid, alternative response that shows the correct link between the subject and verb.]</b>	This was probably the most problematic and worst answered question in Question 5. Many answers did not remove the ambiguity at all, some simply avoided the present participle and many were illogical. This was a difficult example and concentration and logic were needed in the answer. In many cases, it was still not clear who was wearing the headphones!	Revise the misrelated/dangling/hanging participle which is an error of style. It is a good idea to tell learners that <b>a misrelated participle occurs when the subject closest to the participle is NOT the one to which it relates.</b> A simpler example might be, "walking across the road, a dead dog caught her eye". They could then correct this either by making the present participle into a finite verb – As she was walking.... OR by re-writing it with the correct subject closest to the participle, hence...walking across the road, she saw a dead dog.
5.7	Identify a word that has been	This was well done where learners	Revise textual editing rules.

	used incorrectly in paragraph 5 and correct it. [1]  <b>Amount (½) - number (1)</b>	knew the rule. Several learners confused “acquire” with “require”.	
5.8	'Teenagers are able to earn pocket money in their spare time: their journey towards financial independent autonomy starts at this time' (lines 21-23). Which word in the above sentence is redundant?  <b>Independent</b>	Problems arise where learners did not know the meaning of “autonomy”. Learners need to ensure that their sentence makes sense	Revise redundancy rules. This is an error of style.
5.9	'They could earn money by mowing the lawn or washing the dog which they can spend at fashion shows' (lines 23-25). Reconstruct the above sentence by inserting the adjectival clause in its correct position.  <b>They could earn money, which they can spend at fashion shows, by mowing the lawn or washing the dog. [Ignore omission of commas.]</b> <b>OR</b> <b>By mowing the lawn or washing the dog, they could earn money which they can spend at fashion shows. [Ignore omission of comma.]</b>	Some learners avoided the error altogether and many did not realise that the adjectival clause (which needs to stay intact) relates to the word “money” only.	Revise clause analysis. Ambiguity must be removed not replaced by further ambiguity.

(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

#### GLOSSARY OF EXAMINATION TERMINOLOGY PERTAINING TO THIS EXAMINATION:

TERM	DEFINITION
State	Simply give the facts
Writer's intention	What message is the writer trying to convey?
Explain	Say why
Discuss	Present an argument, express an opinion
Explain the effect	Show the result of...
Comment on	Express an opinion based on the information given
Motivate your answer	Provide justification/substantiate your answer
After a close examination	Look in detail at..
Justify your response	Provide sound reasons for...
Figurative language	Look for metaphors, similes, personification etc.
Critically discuss	Provide a detailed, mature discussion
Account for	Give reasons for/say why
Tone	The emotion behind the "voice"/expression/words
Passive voice	The direct object of the active sentence becomes the subject of the passive sentence
Misrelated participle	This occurs when the subject closest to the participle is NOT the one to which it relates

- It was a pleasure to see that most scripts were set out neatly (line between answers, neat writing, new page for new section), and correctly numbered.
- In some centres it is recommended that there be teacher training courses for teachers of English HOME Language.
- Teachers still need to emphasise the necessity to follow instructions. Read key words and be guided by mark allocation. However, it was pleasing to note far fewer copious answers for a few marks.
- 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 remains a problem in some areas. We must persevere in encouraging our learners to READ by using a variety of sources.

#### SECTION A: QUESTION 1 - COMPREHENSION

- Learners need to be guided by mark allocation.

- All parts of each question need to be answered. Too often, the first part of a question is ignored.
- In questions where there are choices to be made, it is acceptable to give a mixed response, but there must be valid justification.

### SECTION B – QUESTION 2 – SUMMARY

- Candidates should aim at providing at least seven points in the summary – both point-form and prose-form.
- It is vital that the word count is accurate.
- Summaries should be written in the candidate's own words, as far as possible. Where sections are lifted, they need to make sense.

### SECTION C – QUESTION 3 – ANALYSING ADVERTISING

- Aim at full answers and deeper analysis to get full marks
- Stress advertising techniques. Remember that not all advertisements advertise **products and are commercial advertisements**. There are also **social consciousness and public service advertisements** and it is a very good idea to expose learners to a wide range of all of these.
- Tell candidates to observe all details in the advertisement.
- Learners must know when to refer to the illustration (graphic) and when to refer to the wording (body copy)
- It is a good idea to give learners practice in as wide a range of advertisements as possible..

### QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- Many weaker candidates are still visually illiterate. This also cost them marks in Question 1 (1.10. 1.11 and 1.12). All details of visual literacy are important and clear reference must be made to them.
- 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 and the contradiction must be shown.
- Stress importance of looking at all details in a cartoon – facial expressions, hand gestures, 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 omission of words – blank speech bubbles.



#### QUESTION 5: USING LANGUAGE CORRECTLY

- Terminology to be revised.
- Revise errors of concord.
- Revise parts of speech/word classes.
- 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 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE P2</b>
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### **SECTION 1:**

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

The paper proved to be most accessible for the candidates and produced some excellent results. It is heartening that, given the stressful exam conditions, a significant number of learners did very well.

This year's format, where the same mark allocation was used throughout, allowed for uniformity and a sense of fairness across the board. The candidates had to demonstrate the same literary skills, knowledge and understanding, and were tested similarly in each section. While it may require some initial effort, teachers should be encouraged to use this model for their internal exam papers.

*Othello* and *Animal Farm* were by far the most popular answers. Here, learners provided some excellent and original answers, which indicates that teaching and learning at a number of centres have been effective and good. At the same time, there is a significant number of centres where candidates were clearly not on a Home Language level. Aspects such as terminology (e.g. *dramatic irony*) and structure are clearly not covered. Any number of factors could be in evidence here.

The crux of this paper is good writing skills, and the ability to read questions accurately. This paper was particularly geared to award learners' ability to think logically, as many of the contextual questions would attest. Learners who were not adept at writing were at a disadvantage.

## SECTION A:

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: Prescribed poetry essay – <i>When I have fears that I may cease to be</i> by John Keats</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 candidates chose this question. On the whole, the quality of the answers was not good, mostly because candidates do not answer the question.</li> <li>The markers' responsibility to work accurately is sometimes tested when candidates submit untidy and illegible answers.</li> </ul>	
<b>(b) Why was this 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 ignore the instruction to refer to <i>structure, imagery and tone</i>.</li> <li>Many candidates do not write a prescribed poetry essay – they do not adhere to the required format.</li> <li>Candidates cannot identify a Shakespearean sonnet.</li> </ul>	
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>Learners should be taught the relevance of <i>structure, imagery and tone</i>, as this is one of the cornerstones in the understanding of poetry.</li> <li>Learners should be encouraged to refer to a list of adjectives that can be used to indicate <i>tone, mood and attitude</i>.</li> <li>Writing literature essays is a skill, and it is advisable that teachers spend enough time teaching it. It is an intricate part of this paper.</li> <li>Teachers should encourage them to take pride in their work.</li> </ul>	
<b>(d) Describe any other specific observations relating to responses of learners</b>	
<ul style="list-style-type: none"> <li>It is safe to say that most papers regularly have at least one question on the sonnet form. It cannot be omitted from the teaching programme.</li> </ul>	
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
<ul style="list-style-type: none"> <li>The following is an acronym for the teaching of poetry:</li> </ul>	
<b>WHAT</b>	
<b>T</b>	<b>Theme.</b> What is the poem about? Is there is a narrative? Does the poem deal with an idea, a mood, an emotion, a response to a stimulus?

<b>I</b>	<b>Intention.</b> Why has the poet written <u>this</u> poem – about <u>this</u> subject matter? Is it only a personal purpose, or does it fulfil a wider purpose as well?
<b>T</b>	<b>Tone.</b> (= attitude, on the part of the <u>poet</u> about his <u>topic</u> because he wants the reader to <u>identify</u> with his attitude). Consider the difference between the <u>poet's</u> voice and that of the <u>persona</u> .
<b>HOW</b>	
<b>W</b>	<b>Words (Diction).</b> Look for unusual word choices. Remember every word has to work harder in poetry than in prose. Be aware of shapes and sounds, especially long and short vowel patterns, and soft, sibilant or short explosive consonants.
<b>I</b>	<b>Imagery.</b> The language of poetry. Not important <u>that</u> it's there, but rather what it adds to your understanding of the <u>what</u> . Make sure you understand the poetic devices and the sound devices.
<b>R</b>	<b>Rhythm.</b> Look for the “beat” of the poem. How does it help us to understand the attitude? What aspects of word choice and arrangement create the rhythm? Or <b>rhyme.</b> Not <u>that</u> it rhymes, but where. Look for feminine, internal and half rhymes. Often used to draw attention to an idea.
<b>S</b>	<b>Structure.</b> Sometimes formal, like haiku or a sonnet. Look for lengths of lines, placement of words on the line, words on their own. Also punctuation, lists, repetition.

<b>QUESTION 2: Prescribed poetry contextual: a young man's thoughts before June the 16<sup>th</sup> by Fazel Johennesse</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 was by far the most popular question.</li> <li>• The marks revealed a full range of responses, although there were those centres where it was obvious that very little teaching had occurred.</li> <li>• Probably the relevance of the poem contributed to the popularity of the choice.</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>• Poor answers focused on the historical background and ignored the questions' ambit.</li> <li>• 2.2 <i>Account for...</i> Candidates did not understand the instruction, and could not get full marks.</li> <li>• 2.3 Many candidates did not understand the relevance of <i>lower case</i>.</li> <li>• 2.4 No direct references were made to the <i>diction</i> or <i>mood</i>.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Teach candidates the meanings of different instructions, e.g. <i>Discuss</i>, <i>Comment on</i>, <i>Comment critically</i>, etc.</li> <li>• Teach candidates how to look for specific words (<i>diction</i>) in all forms of writing – it is the core of understanding any text.</li> <li>• Teach candidates how to apply punctuation outside of Language exercises.</li> </ul>

(d) <b>Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners should be encouraged to refer to a list of adjectives that can be used to indicate <i>tone, mood and attitude</i>.</li> </ul>
(e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Teaching poetry is a comprehensive exercise – it includes Grammar as well.</li> <li>Encourage learners to engage with the text.</li> </ul>
<b>QUESTION 3: Prescribed poetry contextual: <i>Lake morning in autumn</i> by Douglas Livingstone</b>
(a) <b>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 was the least popular question in this section.</li> <li>A wide range of answers were in evidence. Candidates from the same centre provided weak and good answers – clearly an indication that the poem was well taught.</li> <li><i>Critically discuss</i> is an instruction many candidates did not follow.</li> <li>Candidates do not always refer to the relevant lines or stanzas.</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>3.1 Candidates did not explain <b>how</b>. They paraphrased or lifted answers from the text.</li> <li>Very few candidates could obtain full marks, because they did not fully explore the meaning of <i>struck</i>.</li> <li>Answers are too short.</li> </ul>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teach learners the words used to create questions.</li> <li>Learners must be guided by the mark allocation to get an idea of the scope of their answers.</li> <li>Teach candidates to look out for literal and figurative meanings.</li> </ul>
(d) <b>Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Impress on learners the importance of referring to the relevant lines or stanzas mentioned in the questions.</li> <li>Answers frequently lack depth.</li> </ul>
(e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Encourage learners to reread poems – oftentimes new insights are reached by just</li> </ul>

reading a poem.
<b>QUESTION 4: Prescribed poetry contextual: <i>Futility</i> by Wilfred Owen</b>
(a) <b>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 popular choice, although not always that well-answered.</li> <li>• Candidates did not achieve good marks because they ignored key words contained in the questions.</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>• 4.1 Many candidates believe the soldier is alive.</li> <li>• 4.2 Candidates do not fully account for the <i>change</i>.</li> <li>• 4.3 <i>Attitude</i> not fully explored.</li> <li>• 4.4 Very few candidates were awarded full marks.</li> </ul>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teach the subtleties contained in the meaning of the poem – e.g. the soldier is, in fact, dead.</li> <li>• Teach learners to analyse each word when a question refers to a specific line.</li> </ul>
(d) <b>Describe any other specific observations relating to responses of learners.</b>
<ul style="list-style-type: none"> <li>• Some 2 mark questions ran into a paragraph in length – teach learners to be guided by the mark allocation to determine the length of an answer.</li> </ul>
(e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Learners should be encouraged to refer to a list of adjectives that can be used to indicate <i>tone, mood and attitude</i>.</li> </ul>
<b>QUESTION 5: Unseen poetry essay – <i>Raindrum</i> by Niyi Osundare</b>
(a) <b>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 candidates chose this question.</li> <li>• Many wrote a summary of the content, or paraphrased the text.</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 ignore the instruction to refer to <i>structure, imagery and mood/atmosphere</i>.</li> <li>• Many candidates do not write a prescribed poetry essay – they do not adhere to the required format.</li> </ul>



<ul style="list-style-type: none"> <li>Candidates write a single paragraph.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>This question will no longer be included in the paper.</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>
<b>QUESTION 6: Unseen poetry contextual – <i>Raindrum</i> by Niyi Osundare</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 was the more popular of the two options.</li> <li>Some learners answered very well – a testament to dedicated teaching and learning.</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>Instructions such as <i>Account for...</i>, <i>Discuss the impact...</i> were ignored.</li> <li>6.3 The reference to <i>diction</i> is ignored; candidates do not quote or refer to specific words.</li> <li>6.4 Few candidates referred to the <i>title</i>.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teach candidates the meanings of different instructions, e.g. <i>Discuss</i>, <i>Comment on</i>, <i>Comment critically</i>, etc.</li> <li>Teach candidates to focus on key words when they have to answer questions based on <i>diction</i>.</li> <li>Many 3-mark questions require higher order thinking. Teach learners that a well-written answer often deserves the final mark.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Unseen poems are often answered better than some seen poems – maybe because the candidates do not feel restrained by what teachers say in class, etc. Encourage candidates not to be intimidated by poetry.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Study previous exam papers to focus on the unseen poems – these are usually set according to a specific pattern, and may prove to be invaluable experience.</li> <li>Teach candidates how to tackle unseen poetry: look for images, key words, relation to title.</li> <li>Read and discuss many unseen poems in order for the learners to familiarise themselves with the genre.</li> </ul>

- A good method to prepare learners for 3 – 5 mark higher-order questions is to use the “PEE PARAGRAPH” method:
- **WRITING A PEE PARAGRAPH**
- If you follow and practise this method, you will be able to write an excellent paragraph in which you are able to answer a question, give your opinion and make it valid by using evidence and reasons.
- The **P** stands for “point”.
  - This is really the answer to the question.
  - Read the question carefully and make sure that the point you make answers what is asked. (i.e. answers the question (✓))
- The first **E** stands for “evidence”.
  - Find something in the story/play/poem – a quote or a small piece of narrative – which provides proof for the point that you have made. (✓) or (✓✓)
- The second **E** stands for “explain”. (Or expand, elaborate, extend).
  - Show how the evidence that you have led is related to, or proves, the point you have made. (✓) or (✓✓)
- When you write a PEE paragraph remember the following:
  - Express yourself in the present tense.
  - (This is because the events happen again every time the story is read).
  - Do not use the second person pronoun.
  - (Otherwise it sounds as if you are telling the reader/marker what to think and/ or feel).
  - Make sure you write in full sentences when covering these points and that the sentences fit into one whole, smooth paragraph.

**QUESTION 7: Essay question novel – *Animal Farm* by George Orwell**

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

- Some learners answered very well – a testament to dedicated teaching and learning. Answers revealed a mature and sophisticated interpretation.
- Some learners did not know the meaning of *ignorance*.
- Far too many candidates lack basic knowledge of content.
- Interpretation is generalised and often off the topic.
- Too many candidates still resort to storytelling.
- Problems occurred with ‘pre-learned’ essays on the Seven Commandments, which a number of learners tried to ‘fit’ to this topic
- A general complaint was that learners lack the skills to write literature essays. What results in these cases, is a jumble of incoherent thoughts showing very little evidence of planning.
- Some learners used bullets or sub-headings.

(b) **Why was the question poorly answered? Also provide specific examples, indicate**

<b>common errors committed by learners in this question, and any misconceptions.</b>	
<ul style="list-style-type: none"> <li>• Poor writing skills are at the heart of poor results. Basic principles such as structure and developing a logical argument were absent.</li> <li>• Learners ignore the question, and resort to retelling the story, or to writing a pre-learned essay.</li> <li>• Some weak candidates lifted sections from the contextual extracts as part of their essays.</li> <li>• Candidates often generalise and ignore to mention characters' names.</li> </ul>	
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>• Teachers need to spend time teaching writing skills.</li> <li>• Teach candidates to address specific points, and to refrain from making sweeping statements and/or moralising.</li> <li>• Provide the learners with the marking grid to assist them in planning their essays.</li> <li>• Analyse an essay in class.</li> </ul>	
<b>(d) Describe any other specific observations relating to responses of learners</b>	
<ul style="list-style-type: none"> <li>• Writing skills can be taught and would benefit especially an average student. The marking grid awards good writing.</li> </ul>	
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
<ul style="list-style-type: none"> <li>• Study previous exam papers to focus on the unseen poems – these are usually set according to a specific pattern, and may prove to be invaluable experience.</li> </ul>	

<b>QUESTION 8:</b>	<b>Contextual question novel – <i>Animal Farm</i> by George Orwell</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>• Far too many candidates lack basic knowledge of content, e.g. confusing Squealer with Snowball.</li> <li>• Many learners chose to do this question, and the marks varied across the spectrum.</li> <li>• The last question proved difficult for many learners, but was well answered by stronger candidates.</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 do not unpack the question properly.</li> <li>• Candidates do not number their answers correctly.</li> <li>• 8.2 Candidates ignored <i>Animalism</i>.</li> <li>• 8.3 Candidates have difficulty in identifying <i>tone</i>.</li> <li>• 8.6 <i>Irony</i> was not always fully explained.</li> <li>• 8.8 Candidates do not understand <i>scepticism</i>.</li> </ul>	

<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>• Teach candidates to look for key words in questions.</li> <li>• Teach candidates vocabulary pertaining to the novel, e.g. <i>scepticism, propaganda, scapegoat</i>, etc.</li> <li>• The last question is a mini essay. Explain what lower – and higher order answers are, so that learners can unpack these types of questions more effectively.</li> </ul>	
<b>(d) Describe any other specific observations relating to responses of learners</b>	
<ul style="list-style-type: none"> <li>• Learners should be encouraged to refer to a list of adjectives that can be used to indicate <i>tone, mood and attitude</i>.</li> </ul>	
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
<ul style="list-style-type: none"> <li>• Study previous exam papers to focus on the unseen poems – these are usually set according to a specific pattern, and may prove to be invaluable experience.</li> </ul>	

<b>QUESTION 9: Essay question novel – <i>Pride and Prejudice</i> by Jane Austin</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>• Capable candidates scored very well (20 – 25). The question was clear too these candidates and the discussion of characters relevant to the topic made it a very accessible question.</li> <li>• Weaker candidates performed poorly (5 – 9) as they did not provide sufficient evidence from the text or they were not familiar with the characters (poor preparation of text). Some confused the author, Jane, with the character, Jane, so they clearly were not familiar with the text.</li> <li>• Some candidates only discussed the misbehaviour of the lower classes, leaving out the class consciousness issue (maybe did not understand the term?). Their discussion only focused on Collins, or Wickham, tried to force the Prejudice theme in somehow.</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>• It was poorly answered by weaker candidates who were not familiar with the text. They did not seem to understand the term '<i>satirises</i>' and merely re-told some of the story. If they chose an appropriate part, they could score some marks.</li> </ul>	
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
<ul style="list-style-type: none"> <li>• Teach candidates to look for key words in questions.</li> <li>• Teach candidates about the societal context (the era) of the novel.</li> <li>• The term '<i>satire</i>' should be understood as part of the study of the novel.</li> <li>• Plan the essay according to the topic, in order to avoid digressions into story-telling.</li> </ul>	

<ul style="list-style-type: none"> <li>Must motivate points with <u>evidence</u> (at least reference to characters) from the novel.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Learners should be encouraged to refer to a list of adjectives that can be used to indicate <i>tone, mood and attitude</i>.</li> <li>Most chose to include any characters in their discussion, just to cover their bases, but not all were relevant to this topic. It requires a thorough understanding of the society of the era.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Study previous exam papers to focus on the unseen poems – these are usually set according to a specific pattern, and may prove to be invaluable experience.</li> <li>Include a full background discussion of the lifestyle and the class consciousness prevalent in society at the time of the novel – early 1800s.</li> <li>Make a clear distinction between the <u>author</u> and the <u>character, Jane</u>.</li> <li>Mark beyond just the narrative – look for the candidate's train of thought – not always easy!</li> </ul>

<b>QUESTION 10: Contextual question novel – <i>Pride and Prejudice</i> by Jane Austin</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 was generally well-answered with the 3-mark questions providing consistency of length of answers.</li> <li>The final 4-mark question (10.8) provided the candidates with an opportunity to discuss the 'marriage' theme, on which they were well-prepared, even if the satire was not well-explained.</li> <li>The contextual provided the well-prepared candidate to achieve a high mark close to 100%.</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>10.4 Candidates did not look closely at the question which required them to consider Darcy's attitude <u>to the Bennet family</u> – they tended to general about Darcy's attitude to life and could not score fully on the question.</li> <li>10.5 Candidates were not clear about the difference between the given words ('exhibit' and 'exhibition') for a start. They then failed to relate the meanings to the <u>attitudes to women</u> in Austen's society.</li> <li>10.7 <u>Irony</u> was not well understood by candidates, who failed to explain it clearly, and assumed that Jane was genuinely congratulating Mr Bennet on Lydia's marriage.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Teach candidates to look for key words in questions.</li> <li>Teaching of the words associated with <u>feelings</u> (internal) needs to be practised (see 10.1), as candidates write about the characters' actions, but not the feelings associated with their actions. Similarly, an understanding of <u>attitude</u> is required – relate it to others (external).</li> </ul>

<ul style="list-style-type: none"> <li>• Clear grasp of <u>irony</u> and <u>satire</u> is essential.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• 10.8 (<i>mini-essay about marriage conventions</i>) was well-answered – gave candidates a chance to discuss the novel generally.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Higher order questions which wanted understanding of more complex issues, like satire, should be practised in class exercises, not just examinations.</li> <li>• Candidates should indicate the numbers of the questions answered on the front cover. Start each question/ section on a new page.</li> </ul>

<b>QUESTION 11: Essay question novel – <i>The great Gatsby</i> by F Scott Fitzgerald</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>• Whilst some candidates fared extremely well on this question, others lapsed into story-telling or relied on pre-prepared essays on the American Dream. Marks ranged from 5 – 24.</li> <li>• Many relied on having seen the recently released movie – even referred to incidents from that, leading to inaccuracies in the novel.</li> <li>• Lack of deeper analysis of conflict between illusion and reality.</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>• A lack of analysis of key words in the question, especially the word ‘illusion’ (not just the Dream) and reality.</li> <li>• Reliance on pre-prepared essays about the American Dream.</li> <li>• Too many centres make reference to the recent film version rather than to the text.</li> <li>• Names of characters are frequently misspelt or character’s actions are attributed to the incorrect character. (Occasionally Abigail or Desdemona would show up at Gatsby’s parties, or Daisy would visit Salem!)</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Candidates must be taught to analyse questions and identify <u>key-words</u>.</li> <li>• Teach candidates how to plan an essay using a mind-map/spider-diagram and then ordering of points logically.</li> <li>• A formal tone, style and register is imperative in a literary essay as is the use of the present tense.</li> <li>• Underline the title of novel. It differs from the character, Gatsby.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Some centres appear to have been encouraged to prepare an essay on the American Dream and hope to adapt it.</li> </ul>

<ul style="list-style-type: none"> <li>Many candidates struggle to express themselves adequately as a result of having a limited vocabulary.</li> <li>Some candidates simply “lift” information from the contextual question and this is often not relevant.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>See previous comments relating to essays in general, especially planning.</li> </ul>

<b>QUESTION 12: Contextual question novel – <i>The Great Gatsby</i> by F Scott Fitzgerald</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 question in general was well answered, but there were difficulties in certain ones e.g. 12.7 – did not really know what was required about Daisy’s voice (perhaps not discussed in teaching)</li> <li>This was a popular choice for those who studied the novel.</li> <li>Marks ranged from 9 – 25.</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 do not include sufficient discussion for the 3-mark allocation.</li> <li>12.7 – lack of understanding about Daisy’s voice and its seductive allure.</li> <li>Difficulty in clear instructions e.g. 12.1 Account for feelings – too vague.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Need for practice in answering higher-order questions (PEE Paragraph method).</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Need to correct punctuation of title of novel, and use of apostrophes.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>See comments under Question 8.</li> <li>Study previous exam papers.</li> </ul>
<b>QUESTION 13: Essay question drama – <i>Othello</i> by W Shakespeare</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>• Understanding the cause-and-effect relationship between love and friendship, and influencing factors, was often confused.</li> <li>• Most candidates chose this question over the contextual question.</li> <li>• There were not very many Level 7 answers.</li> <li>• Candidates misread <i>the play Othello</i> as <i>Othello</i>, focusing only on his character instead of the whole play.</li> <li>• Stronger candidates understood topic and were able to present some informed responses.</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>• Some candidates do not understand the meaning (or the spelling) of <i>vulnerability</i>.</li> <li>• Some candidates explored the cause of <i>vulnerability</i> instead of the effects thereof.</li> <li>• There was confusion about what exactly constitutes <i>internal and external</i> factors.</li> <li>• Too many learners still resort to retelling the plot. This does not earn them more than a Level 2 for Content.</li> <li>• Teach the skill of analysing questions</li> <li>• Give candidates practice at planning essays.</li> <li>• Cover all themes and characters in essay planning.</li> <li>• Remind candidates to write in a formal register and to use the present tense.</li> <li>• Teach candidates to spell names of characters correctly.</li> <li>• Do not use headings or bullet points in an essay.</li> <li>• Teach candidates how the characters “fit together” i.e. their relationship and how their actions affect others.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Need for practice in reading and understanding (unpacking) questions.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• While teachers are primarily responsible for learning in class, it is also the candidates’ responsibility to study at home. Refining of plot, theme and characters must be part of self-study.</li> <li>• Candidates are basing their knowledge on various film versions which might differ in sequence of events and content from that of the text.</li> <li>• Certain study guides can mislead the candidates.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Study previous exam papers.</li> <li>• See comments under Question 8.</li> </ul>

<b>QUESTION 14: Contextual question drama – <i>Othello</i> by W Shakespeare</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>• Generally, candidates' answers ranged from 4 – 24. Some questions were more accessible than others.</li> <li>• Stage Direction question (14.5) was worded in an indirect way – Othello's 'state of mind' – and many candidates with poorer language skills missed the meaning of the question.</li> <li>• Some candidates struggled with terminology and instructions.</li> <li>• Too much reliance on memorising the plot</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>• 14.3 Needed to read WHOLE quote in order to see full extent of question. Many contradicted themselves.</li> <li>• 14.4 need to understand 'paradox'.</li> <li>• 14.5 too many aspects of the question – exclamation, stage direction, Othello's state of mind, at this stage of the play.</li> <li>• 14.7 'dramatic irony' differs from 'irony' – play relies on the understanding of this.</li> <li>• 14.8 mini-essay question – needed to look at BOTH characters. Candidates generally ignored the instruction to look at BOTH texts, although the question asked for a <u>reading</u> of the texts and the memo asked for a <u>reference</u> to both texts.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Teach candidates how to work towards the mark allocation of questions, after focusing on key words (Teach PEE paragraph)</li> <li>• Teach candidates to understand the text as a Drama i.e. to interpret the stage directions and the dramatic consequences of events. For example, Q 14.5 required candidates to visualise the scene and how it demonstrated Othello's changed state of mind.</li> <li>• Candidates often mix up events in the play. Teach chronological order of events.</li> <li>• Placing an extract in context needs to be taught, not just appear in an examination.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Again, candidates must structure answers towards the mark allocation. The 3-mark question is going to be used again next year, so teachers can prepare their learners for that.</li> <li>• Learners did not break down questions into parts and often only answered one aspect of a question when more than one reference was required.</li> <li>• There was an increase in the use of non-sentences (no finite verb), long sentences (with comma splicing) and basic misspelt words.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Study previous exam papers.</li> <li>• The more practice candidates have at answering past contextual questions, the better. This helps them to understand the specifics of a variety of questions.</li> <li>• Candidates should at least get the weaker learners to learn the characters' names and the basic plot.</li> </ul>

<b>QUESTION 15: Essay question drama – <i>The Crucible</i> by Arthur Miller</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>• Generally candidates scored average marks (12-14).</li> <li>• One essay was awarded 100% for its depth of understanding and mature and original insight.</li> <li>• This year slightly more candidates than last were noted.</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 many answers relied on the plot rather than interpretation.</li> <li>• Candidates struggled to explain the <i>irony</i>.</li> <li>• Candidates had difficulty in substantiating points and linking these to the question.</li> <li>• Poor writing skills marred many candidates' chances to obtain a better mark.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
	<ul style="list-style-type: none"> <li>• Practice writing literature essays.</li> <li>• Teach basic essay skills such as <i>irony</i>, <i>plot</i>, <i>the link between plot and character</i>, etc.</li> <li>• Themes should be taught in conjunction with the plot. This will help candidates to understand the necessity of substantiating points, and then linking it to the question.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	<ul style="list-style-type: none"> <li>• Remember that this is a drama study, not a film study. Discourage learners to watch the film as a substitute for studying the drama. It leads to a misconception of what <i>drama</i> is about.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
	<ul style="list-style-type: none"> <li>• Study previous exam papers.</li> </ul>

<b>QUESTION 16: Contextual question drama – <i>The crucible</i> by Arthur Miller</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 marks varied across the spectrum, but very few candidates achieved high Level 7 marks.</li> <li>• Still too many candidates scoring marks on Level 1.</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 do not unpack the questions properly.</li> <li>• 16.1 A relatively easy question, but memo was too specific. Most candidates did not</li> </ul>

<p>get more than 2 marks.</p> <ul style="list-style-type: none"> <li>• 16.5 Candidates did not respond to <i>irony</i> as part of their answers.</li> <li>• 16.6 Candidates struggled to describe Rebecca's role. They focused on her character rather than the dynamics of the relationship.</li> <li>• 16.8 Stage directions were ignored or misinterpreted.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>• Teach candidates to look for key words in questions.</li> <li>• Teach candidates to be guided by mark allocations.</li> <li>• Stage directions are an integral part of teaching drama. Teachers should regularly refer to stage instructions while studying the text – a drama is not a novel written in a funny way.</li> <li>• Answering higher order answers must be taught. Learners must understand the logic involved.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<ul style="list-style-type: none"> <li>• Teach candidates <i>irony</i>. Many gloss over a definition, but lack an in-depth understanding, such as this question required.</li> <li>• Spend time teaching stage directions.</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>• Study previous exam papers.</li> <li>• Still too many candidates scoring marks on Level 1 because they misinterpret the questions.</li> <li>• Encourage strong candidates to aim for a wider interpretation – this paper awarded such answers.</li> </ul>

**ASSESSMENT & EXAMINATIONS**

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# **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ENGLISH HOME LANGUAGE P3</b>
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## **SECTION 1:**

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

The paper was very fair and of an appropriate standard for grade 12. Candidates coped better than they did in 2012 paper since there were no topics that misled candidates. The topics were very straight-forward and were open to wide interpretation. Section A prompted learners to respond with creativity. It is felt that this is the best selection of essay topics since Paper 3 was brought back.

Poor responses were not confined to any particular topic. The topics were conducive to positive and creative responses. 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 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 'Words make a difference' and the graphics.

The positive nature of the topics was appreciated by the candidates and this certainly had an influence on their responses. Although a figurative approach to a topic is preferable, literal responses were of a high calibre, due to the nature of the topics.

The topics in Section A were appropriate and catered for all candidates; however, the weaker candidates may have struggled to select a topic from the philosophical quotations. Learners repeated the quotations far too often in their essays. The weaker candidates tended to take topics too literally. There should be a clear-cut narrative topic for the weaker learners.

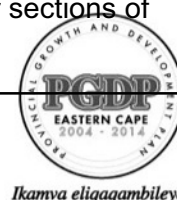
Rapping is inappropriate in this paper since it is not formal enough. Often the focus was on rhythm and rhyme, instead of content.

A pleasing number of candidates were awarded 100% for the entire paper or for sections of the paper.

## **SECTION 2:**

building blocks for growth

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



*Ikamva eliqaqambileyo!*

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

<b>QUESTION 1</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>1.1 Words make a difference</b> This was an open-ended topic that proved to be very popular. It generated some very good essays with good figurative language, as well as a broad range of responses. Learners also wrote good narrative essays. This topic could be responded to literally or figuratively and learners could still be credited for their responses.
<b>1.2 'I am a camera.'</b> This proved to be a popular topic, eliciting mature responses with vivid detail. Candidates made excellent analogies between observation/perception and the camera. Some candidates did not fully understand the metaphorical meaning of the statement.
<b>1.3 'An idea that is not dangerous is unworthy of being called an idea at all.'</b> The weaker learners struggled with this topic. Many learners did not equate 'dangerous' with being risky/unpopular.
<b>1.4 Off the beaten track</b> Although this was not such a popular topic, it produced some excellent and sincere responses. There were also some very literal essays (e.g. a soccer team that came off the beaten track and onto the winning track; motor car races). Those who did respond to this topic often had highly creative responses.
<b>1.5 'Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.'</b> Candidates did not have to refer to love, hate, darkness and light separately since love and light can be interpreted as being the same concept. This was a fairly straight-forward quotation to understand. Candidates were expected to convey the concept of opposing forces or good and evil. Essays had to show a balance: candidates could not only focus on love or hate. Some candidates used their knowledge of history to write a discursive essay. The topic lent itself to a figurative response as well as an historical essay, where candidates included examples where good has overcome evil, e.g. Hitler.
<b>1.6 'You can cut the flowers but you cannot keep spring from coming.'</b> A very creative topic. Some responses were very literal; however, stronger learners wrote excellent figurative essays and understood the concept of inevitability and hope.
<b>1.7.1 Graphic of eye</b> Candidates could focus on any aspect of the graphic, but could not ignore the eye in their responses. This topic did produce a few religious essays, but not as many as were expected.
<b>1.7.2 Graphic of staircase and doors</b> This was a very popular topic. Candidates referred to steps to success/opening doors to their futures/education/opportunities, which resulted in many similar responses. The topic was

generally well-answered, even by weaker candidates.

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

Some topics were misinterpreted by learners who took topics literally, thus responses lacked originality.

The quotation in topic 1.3 was complex. At times it was merely analysed and therefore not well-discussed. The figurative concept of a 'dangerous idea' was not easy for the candidates to grasp. The weaker learners failed to address the opposing forces implied in the 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.
- Candidates should include a title in their essays, since this will create focus and reader expectation, enhancing the quality of 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 should plan essays to maintain focus.
- 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.
- Candidates must not use headings like 'Introduction', 'Body' and 'Conclusion'.
- Paragraphs need to be varied! Some candidates are under the impression that an essay consists of three paragraphs: an introduction, a body and conclusion. Others appear to have been taught that a paragraph consists of four sentences.
- Teachers should address the candidates' use of incomplete sentences and sentence fragments.
- 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.
- 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 were simply using 'and then' to join sentences which ran into overly long and clumsy paragraphs.
- 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.
- Candidates should focus on varying their sentence length as this improves the style and structure of the essay.
- The weaker learners, especially, should focus on being concise and should avoid long sentences.
- 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.
- Discourage **clichés** and the excessive use of pre-learnt quotations.
- 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.
- 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 they 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 use 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'.
- **Sequence of tense:** Candidates change tense in mid-sentence and within the paragraph.
- Candidates should be more aware of the correct use of the **apostrophe**, especially 'i'm' instead of 'I'm'.
- The apostrophe must not be used to form plurals.
- Candidates need to learn where to place the apostrophe in cases of omission.
- The punctuation and paragraphing of **direct speech** needs to be addressed.
- 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.
- 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.
- Address the following **spelling** errors: your (instead of 'you are') everyday (instead of every day) / referred / occurred / diligently / tomorrow / colleague / challenges / powerful / grateful / truly / careful / beginning / develop / occasionally / a lot of / I am / as well / of course / definitely / every time / in case / receive / deceit / separate / desperate / until / in spite of / in front / in fact / etc. / disappear / disappoint / memorable / guidance / intelligence / vehicle
- Correct the use of 'should of' / 'could of' / 'its'vs'it's'.
- Avoid the use of 'hence' / 'a couple of' / 'you guys'.
- Avoid excessive use of 'therefore', 'however', 'whereby'.
- 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'.
- Avoid the use of 'like' instead of 'as'.
- Correct use of propositions can be taught to avoid errors such as: 'aware on', 'angry at'.
- Teach especially the weaker candidates to keep their writing simple and concise, rather than using big words and rambling sentences in an effort to impress.
- Learners should use fictitious names in their responses.
- Learners must not use their examination numbers in place of a name in Sections B and C.

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

Learners were able to write anything in any topic. Candidates who prefer narrative essays were able to adapt the topics to suit their writing. Topics were open to many religious responses; however, most candidates succeeded in avoiding sermonising.

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.
- There is an unfortunate increase in the 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 definitely on the decrease.

Figurative aspects of topics are not always understood. Some centres had very similar responses as if learners had been trained in a particular topic.

There was a good improvement in format and some centres boast excellent, mature writers! High levels of creativity were observed and the quality of writing has improved.

**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. It is clear that in some centres learners have prepared essays.

Some 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 Editorial**

Key words in this topic are: New ... first ... teenagers ... editorial

**You** are writing the editorial. If not **You**, then writing cannot be placed in the top category.

Fortunately this was not a popular topic as many candidates were not aware of the purpose of an editorial.

### **2.2 Formal letter of complaint**

Many candidates failed to address the idea of compensation, as stated in the question.

The register of a letter of complaint must convey dissatisfaction, but candidates should not threaten or adopt an aggressive stance.

### **2.3 Dialogue**

This topic was extremely well-answered. However, there were lapses in format. Candidates used inverted commas instead of play format. Learners at times used very formal register.

### **2.4 Review**

This topic was not very popular and generally not well-answered.

**(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 Learners were unaware of the purpose and style of an editorial. They wrote articles instead. Learners failed to address the instruction to focus on the 'first editorial' in their responses.

2.2 Candidates omitted to refer to compensation as stated in the question. Some candidates used a threatening and aggressive tone and register. There were countless problems with format. Many learners confused 'product' with 'service'.

2.3 At times, learners used inappropriately formal register, resulting in dialogues sounding contrived. Candidates took too long to get to the crux of the dialogue, indulging in elaborate scene-setting. They also included irrelevant detail such as: 'How are you?' and 'I am fine thank you. It is good to see you.' This is an unnecessary use of words and was treated as a digression on the rubric.

2.4 Candidates were not knowledgeable of the purpose of a review and controversy was often not evident. Weaker candidates summarised the content of the book or film. Learners adopted a narrative, instead of an informative tone. Candidates omitted to include a rating and a recommendation.

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

- Candidates should be taught that transactional writing is writing with a purpose and the response should fulfil that purpose.
- Expose candidates to editorials and reviews from magazines in order to acquaint them with the requirements of these genres.
- Focus on the importance of using correct transactional formats in order to score top marks.
- Paragraphing and structure are important

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

Learners were able to select topics that were relevant and to which they could respond very well and sincerely.

The formal letter was often verbose in an attempt to be formal and impressive.

Far too many candidates did not know the appropriate formats for the transactional writing, especially for the formal letter. The following problems were noted:

- addresses were omitted
- street addresses and P.O. Box numbers were used together in the same address
- codes and dates were omitted
- the date was also included in the business address
- reference to 'Manager' instead of 'The Manager'
- the name of the company was omitted
- the salutation referred to 'To whom it may concern' or 'Dear Manager'
- headings were omitted
- on some occasions headings were far too long
- 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

<ul style="list-style-type: none"> <li>the body of the letter consisted of one long paragraph</li> <li>incorrect signing off was used</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must choose topics they understand and formats with which they are familiar. Sincere, authentic responses are awarded good marks.
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<b>SECTION C</b>
<b>3.1 Poster</b>
Candidates did not perform well.
<b>3.2 Diary</b>
This was an extremely popular topic and was generally very well-answered. It was the best choice for the candidates to perform well.
<b>3.3 Postcard</b>
This topic elicited very good responses. Candidates provided vivid detail and were expressive. The three visuals provided good stimuli for the learners.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<p>3.1 Candidates' responses were very vague and did not fulfill the requirements of a poster. The name of the organization was seldom mentioned. Especially the weaker candidates simply adopted the name 'A welfare organization.'</p> <p>3.2 Some candidates misunderstood the meaning of 'retrenchment'. They sometimes referred to redeployment, retirement and relocation. There was a possible gender bias in this topic as boys are unlikely to express overt emotion.</p> <p>3.3 Some candidates were ignorant of the purpose of a postcard. A few responses were vague, lacking in immediacy, relevant details and emotion. In limited cases there was no salutation or signing off.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Candidates should be taught that transactional writing is writing with a purpose and the response should fulfil that purpose.</li> <li>Expose candidates to editorials and reviews from magazines in order to acquaint them with the requirements of these genres.</li> <li>Focus on the importance of using correct transactional formats in order to score top marks.</li> <li>Paragraphing and structure are important</li> <li>The diary should be an emotional and personal response, not simply a narrative or a list of events.</li> </ul>

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

Learners were able to select topics that were relevant and to which they could respond very well and sincerely.

The diary and the postcard were particularly well-answered. The very high marks awarded to these responses once again highlights the importance of sincere and authentic writing.

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

**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 penalized 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 plan and organise their thoughts. It is part of the writing process.
- Editing of the final product should not affect the content mark.
- The 'Content' mark on the rubric is thus essentially for content and should not be affected by a lack of evidence of planning.

**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 realm 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 concentration on only one aspect.
- Candidates should avoid responses that are simply way over-the-top and completely unrealistic.

**LANGUAGE VS CONTENT MARK**

- If a candidate's response is off topic or a misinterpretation of the topic, the content mark will be a code 1 or 2, depending on the severity of the problem. In this case, the language mark cannot be more than **THREE** codes higher than the content mark. If a code 2 is awarded for content, the language mark may not be higher than code 5.
- This rule does not work in reverse: a candidate can be awarded a code 6 for content and a code 3 or lower for language.

**RUBRIC**

- When deciding on a code on the rubric, do not be swayed by only one descriptor.
- Select the code in which **most** of the descriptors apply.
- If a candidate has written a short essay, it does not mean that code 2 **has** to be awarded for structure. Each piece of writing should be judged on merit.

**SECTIONS B AND C: GENERAL**

**FORMAT**

- When marking, first focus on content.
- If there are major problems with format – drop slightly in the code decided on for content.
- What the candidate says is more important than the format.

## SECTION C: GENERAL

Candidates who understood the requirements of the texts in this Section and who were able to use the appropriate language and style achieved outstanding levels. However, as was the case in Section B, basic vocabulary and knowledge of transactional writing was lacking amongst weaker candidates.

### 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 the most weight and should be afforded more teaching time. Candidates need to be well-informed and coached 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 if they are able to cope with the format, register and content of Sections B and C.
- Creativity and originality are rewarded and candidates should be given more opportunities to develop and improve their writing skills.
- 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 Sections B and C 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 diary entry.

**SIGNATURE OF CHIEF MARKER:** \_\_\_\_\_



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY P1</b>
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### **SECTION 1:**

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

The 2013 question paper was clearly posed and reasonably fair. The instructions were clear and most of the diagrams/cartoons/graphs case studies in the annexure were in context with the questions asked. A broad spectrum of the curriculum was covered and the question paper was pitched at all three cognitive levels of questioning. Time allocation was adequate and most candidates would have completed the question paper in time. The language used in the question paper was appropriate and in sync with requirements of a matric geography paper. The question paper encapsulated the instructions set out in the National Assessment Guidelines.

The marking memorandum tended to be fairly restrictive in questions 1 and 2 but opened up to cater for a wide range of responses in questions 3 and 4. The marking memorandum was particularly rigid when allowing for responses to concepts. The memorandum was also inconsistent in specific areas of the question paper. It allowed for "listing" of certain answers and then full explanations for other questions. In both questions the candidate was asked to explain. This would have implications in particular for the "brighter" and "weaker" candidates.

Questions 1 and 3 were the most popular questions answered by candidates. The Rasch analysis points to questions 1 and 3 and 2 being the most popular. This was a change from 2012 where most candidates chose the section on people and their needs.

The initial feeling is that candidates tended to perform better this year than last year. Responses showed a bit more depth and evidence that teaching and learning has taken place. However candidates performance this year was not convincing. The same core problems that were stressed in last year's report raised its head again this year.

The conceptual understanding of candidates is weak and they struggle with basic examination style questioning. In most cases the candidate does not have a clear understanding of what is required from them. They struggle with words in questions such as "discuss", "evidence", "impact", "define", "explain" and "discuss". This lack of understanding is the cause of candidates not giving the required responses.

Certain aspects of the question paper depicted contemporary issues and served to confuse candidates. Candidates lack of awareness of worldly affairs disadvantaged them when attempting these questions. Candidates ascribe literal meaning to these questions and lacked insight. This was again the result of teachers not making the subject dynamic and "alive". Candidates theoretical knowledge is detached from "real" events.

Paragraph questions provided yet another stumbling block to candidates. The paragraph

questions consisted of two segments and required candidates to provide answers to both segments of the question. This provided beyond the capabilities of a substantial number of candidates. They were unable to extract what the questions required and consequently lost many marks in these type of questions.

This led to the poor performance by many candidates as paragraph question comprised almost 25% of the total marks. Candidates performance in the 2013 question paper revealed huge content gaps and revealed ineffective teaching and learning taking place in many of our districts. Candidates have a poor grasp of simple concepts and in some cases have no clue what the question requires of them. However, I must add that on the other side of the scale credible performances were turned in by many candidates.

These candidates embraced the question paper and this is evident the amount of level 7's that were obtained this year. The major concern though is that the gap between these type of schools and the poorer performing schools is growing every year.

An in-depth analysis of candidates performance in individual questions will follow. The analysis was compiled by sourcing the responses from markers, senior markers, deputy chief markers and the Rasch analysis of 100 scripts.

## **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?**

Candidates performed better in the climatology part of the question. They struggled with geomorphology questions and this is clearly evident in the Rasch analysis. Candidates were exceptionally poor at answering paragraph questions in geomorphology and they struggled to obtain full marks in the concepts asked of them in geomorphology. On the other hand they scored freely in the paragraph question on the impact of tropical cyclones.

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

The question was poorly answered because candidates have huge content gaps in geomorphology. The Rasch analysis indicates that 33% of the pupils obtained no marks for the twelve mark paragraph the essay question (1.5.7). Only one pupil obtained full marks. This was higher order question and candidates struggled. Candidates could not explain the concepts drainage basin (1.5.1.) and longitudinal profile (1.5.2). In their defence though was a rigid memorandum which required key words. Candidates could also not explain the formation of tors (1.6.4). Their responses clearly indicated that they were not taught the two theories responsible for the formation of tors. Candidates were also caught off guard with 1.4.5. They were taught that tropical cycles do not occur in Kwa Zulu Natal. Candidates also struggled to differentiate between a "heat island" and "pollution dome". Their responses indicated that they understood the two concepts to be the same.

<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>	
	Candidates need to be taught how to answer paragraph questions. These type of questions should be present in formal and informal assessments. Candidates need constant practice in answering these questions. The geomorphology section of the syllabus needs to be taught with visual aids. This section of the work should be covered adequately and brought to “life” by educators. Fieldwork and exercises would help candidates to grasp concepts and understand the content.
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	Candidates struggle with questions that have two segments. They have the knowledge but because they do not understand what is required of them they perform poorly. They also tend to duplicate facts and their spelling is poor. Although they are not penalized for spelling one needs to bear in mind that some of these candidates will attend tertiary institutions next year. This and their inability to answer paragraph questions will not hold them in good stead for university life
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
	Subject advisers need to emphasise the geomorphology section of the work. Teachers need to be work shopped because in many cases they have content gaps. The department needs to source extra learning material schools with no capacity. Teachers need to be urged to consult a variety of text books and other relevant sources.

<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>	
	Candidates performed poorly question in this question. The paragraph questions and the cartoon served to confuse candidates. The Rasch analysis suggested that questions 2.3.1, 2.3.6, 2.4, 2.5 and 2.6.6 were poorly answered. The paragraph question in why PE is experiencing high temperatures (2.3.6) yielded 26 candidates with no marks and no candidate with full marks. The second paragraph question on slope instability yielded 45 candidates with zero marks. The concept “flow hydrograph” could not be answered correctly by 75% of the candidates analysed in the Rasch analysis. Candidates also performed poorly in the analysis of the cartoon on global warming (2.4).
<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>	
	Questions 2.3.6 provided candidates with a headache. They synoptic chart confused candidates with the positioning of the coastal low and the oncoming cold front. Whilst the better candidates would have been able to understand the synoptic weather map, the rest would have been confused. This was something that was acknowledged at the national memorandum discussion. Hence, the memorandum provided for two possible scenarios. However candidates still performed badly in this questions. The cartoon on global warming (2.4) was interpreted literally. Candidates saw “fire” and “fireman” and the responses followed in that context. Candidates could not define a flow hydrograph (2.5.1) and thus



could not fully answer the questions that followed. They used concepts on the diagram to answer questions. This questions on slope instability (2.6.6.) was perhaps the most poorly answered question. Candidates could not understand what was required from them in the question. They could not differentiate between “impact” and “prevention”.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The question an global warming was a reminder to educators that we need to treat geography as a dynamic subject where we deal with contemporary issues. The Cop 17 conference in Durban was a significant event and teaching should incorporate these events. Cartoons should be included in all formal and informal assessments. As was the case in question 1 educators should really cover the geomorphology part of physical geography comprehensively.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidate’s responses lack depth and understanding. They are unable to engage with data and information. They may have in some cases the knowledge but they are unable to apply it. This indicates a lack of practice in these types of questions. This question revealed that candidates are particularly poor in geomorphology.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Common papers should be set covering all cognitive levels. Subject advisers should emphasise application orientated teaching. Educators need to go into depth/detail with geomorphology and complete the syllabus. The section on physical geography is centered on the understanding of concepts. Educators should base lessons around this conceptual framework.
<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 was the most popular question in section B. Candidates struggled with the cartoon (3.4) and the graph (3.5). The Rasch analysis recorded 50 candidates with no marks for question 3.5.3. This was the paragraph question where candidates had to comment on the contribution of manufacturing to the GDP. 80% of the candidates in the Rasch analysis scored no marks in question 3.6.1. This question related to the concept of the Industrial Developmental Zone. Candidates also performed poorly in cartoon (3.5) where they could not grasp the urban problem of traffic congestion. Candidates did answer the short question (3.1 and 3.2) fairly 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>
The urban problem highlighted in the cartoon was clear yet candidates still confused it with air pollution. Candidates struggled to interpret the message conveyed in the cartoon and were confused by the word “attitude” in question 3.4.3. Most candidates were unable to apply their knowledge of traffic congestion to the question asked. The words in the speech bubbles were literally interpreted. Question’s 3.5.2 and 3.5.3 were poorly answered. Candidates struggled to make sense of the graph. Question’s 3.5.2 and question 3.5.3 were higher order questions and would not seem out of place in an economics question paper. The Rasch analysis reflects that no candidate was able to obtain full marks in this question. A rigid memo condemned most candidates to getting no marks for question 3.6.1. Candidates in most cases explained what IDZ was but the memo insisted that words “export drawn industries” be included in the answer.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Candidates need to be taught in the “language of geography”. This is especially so this section

of people and places. Candidates will always struggle with question papers at this level if this is done. Urban discussion requires pictures/Dvd's and graphic representation to expose candidates to the nature of urban life. This especially so for candidates from the rural districts of this province. Candidates also need to be exposed to higher order questions in their assessment tasks.

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

Candidates struggled here with questioning technique's. They cannot distinguish between "comment", "state", "give" and "discuss". Rural candidates struggle with urban concepts. The lack of contemporary knowledge also played a part in candidate's struggling with certain questions. Candidates need to keep abreast of these issues in the newspaper and other technological resources. There has to be a link between theoretical knowledge and the "real" world.

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

Question 3.3 on population movements is a geographical topic candidates are exposed to continually in their school careers. It is experienced first-hand in rural and urban settlements. It is surprising then to note that candidates still get confused with "push" and "pull" factors. Teachers and subject advisors should encourage research projects linked to the movement. This would enable candidates to do research and experience issues first hand. The urban problem raised in the carton (3.4) and other urban problem's could be researched hands on by candidates as part of their formal assessment. The same could be done in rural areas. This is a topic which candidates should score good marks. Subject advisers could facilitate these research topics.

**QUESTION 4**

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

This question really combined candidates theoretical knowledge with contemporary knowledge issues. It was supported by an open memorandum which made allowances for "other reasonable answers". Candidates lack of interpretation of cartoons was again evident in 4.3. This cartoons "illegal immigrants" was again misinterpreted by candidates. They focused on what they saw and not the gist of the cartoon. They were helped in question 4.3.3 and question 4.3.4 by their real life experiences of foreigners in our country. The question on aids (4.4) was well answered. Candidates could use general knowledge to answer 4.4.2 and 4.4.3. Candidates did struggle with the paragraph question (4.4.5) on the social impact of aids on rural settlement problems. The question on the formal/ informal sector was well answered. Candidates were helped by the fact that a similar question did appear in the 2012 paper. Candidates inability to interpret and extract data from graphs come to the surface in question 4.6. The Rasch analysis reveals that candidates performed poorly in questions 4.6.4 and 4.6.5.

**(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 confused in the cartoon by the reference to an "ail spill". The cartoon required them to think deeper. Most of the candidates were unable to do this. Most of their responses were aimed at the "ail spill" and not the issue of "illegal immigration". A common misconception in the aids question (4.4) was that the eating healthy could prevent and was a solution for aids. Candidates were confused by the words "rural settlement patterns" in the paragraph question on Aids. This question poorly structured and did not help candidates.

Candidates answered 4.6.4 and 4.6.5 poorly because they lacked insight and knowledge of contemporary issues. Some candidates also struggle with to differentiate between the simple concepts of “import” and “export”. Candidates common responses was to use “increase” or “decrease” to explain answers.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teaching should include case studies drawn from different text books and other contemporary sources such as newspapers etc. Candidates should be exposed to this on a regular bases. Teachers should be encouraged to expose candidates relevant films as a source of knowledge. An example of this would be the film “yesterday” which really does highlight most of the issues related to this question.
<b>(d) Describe any other specific observations relating to responses of learners.</b>
Candidates draw on their personal experiences as a frame of reference when answering questions. This did help until cartoon questions on this question but it can never be relied on to pass. Candidates need a hard theoretical content base to be successful.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers need to complete on the work schedule in depth. Subject advisors should play an active role in maintaining the pace of work completed in the schedules. This has to be determined at the beginning of the academic year. Subject clusters should also arrange for common tasks so that all learners assessment conform to a high standard. Emphasis must be place on all three cognitive levels of questioning. Cluster sessions should also provide an opportunity for subject advisors and trackers to facilitate the sharing of resources.
<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>
<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>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<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>
<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>
<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>

(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>GEOGRAPHY P2</b>
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**SECTION 1: (General overview of Learner Performance in the question paper as a whole)**

The question paper is within the guidelines and Policy Statements.  
Also embedded in the paper is the Principles of NCS such as Outcomes-based, High knowledge and High skills, Integration, applied competence, progression, credibility and quality.  
Although the question paper was within the capability of the candidates, Geography Paper 2 was not well answered. Generally there seems to be a drop in the marks. Basic mapwork skills are still lacking and GIS still poses a challenge to learners, this indicates that educators still battle with this section of the work.  
According to the RASCH Analysis (100 scripts-sample) of 2013, there is also a difference in the average marks obtained between the various districts.  
Higher order thinking remains a problem, throughout the question paper.  
Even Question 1- which is Multiple Choice, poses a problem when application skills are needed.  
The overall percentage for the Question paper and a sample of 83 candidates from Districts 401-411 were 35%.  
The following Analysis was taken from the RASCH Analysis. Each Question and sub-question was taken in consideration when getting a percentage or average.  
The markers report further encouraged what the RASCH model indicates in percentage and average.

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Question 1 consists of Multiple Choice questions where basic Map work skills are needed.</p> <p>There seems to be a drop in the Average from 2011 to 2012. Some questions posed a real problem for candidates, this question consists of multiple choice questions, where basic mapwork skills are needed.</p> <p>Questions 1.4, 1.5 and 1.10 had the lowest average, 40% and below.</p> <p>All the other questions had an average of above 60 percent.</p> <p>Candidates need to be taught that in Multiple Choice you start eliminating the most unlikely option first.</p>



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

**Question 1.4 – Average 40%**

- Candidates could not work out the stream order
- This is a skill that needs to be taught in class
- Learners simply guessed the answer because they were lost here.

**Question 1.5- Average 25%**

- This was simply reading of contour lines by providing the slope
- It has become clear that candidates can not interpret the contour lines very well.

**Common errors in the question were :-**

- NOT reading the whole areas indicated on the map.
- The candidates simply go to one area on the same contour line. The slope might be steep or gentle depending from which point you look.
- Candidates are not reading the slopes from the lowest value to the highest value.

**Question 1.10 Average 40%**

This skill needs to be taught in lower grades so that the candidates progress with this. In Higher grades it is merely tested and reinforced where necessary.

Candidates didn't even know that they could come to the correct answer by merely eliminating the unlikely choices. This shows that the skill is not taught properly at lower levels.

The rest of the question was merely READ-OFF TYPE of questions, were well answered and it was well answered Average there was above 60%.

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

- With practice and continuous testing, candidates will get used to mapwork.
- **Head of Departments at schools**, should make sure that map work is taught properly from Grade 8 onwards.
- The new CAPS curriculum for Grade 8 is more precise in the outcomes that candidates should achieve and master.
- It is suggested that map work must be done by a Geography specialist in these formative years of candidates.
- Please use a 360° protractor from early on, because this will eliminate another calculation if the True Bearing is more than 180°. **[Protractors can be photocopied onto a transparency]**
- To understand the basic map work skills, learners first have to understand that a map is in reality and is not just a piece of paper.
- The map has its own language, and like a language, one first has to understand its basics.
- The basics of map work is the understanding of the map references, which explain what is on the map.

- -I believe that learners should see these symbols in reality, or pictures thereof.
- This makes the map real.

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

Questions 1.4, 1.5, 1.8 and 1.10 caused major problems for learners.

These questions required learners to intergrade reality with the map.

It was problematic, especially in Question 1.10. Very few candidates obtained full marks here.

Question 1.5 and 1.8, required the learners to integrate the Orthophoto map and the Topographic map, Here learners also scored very low marks.

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

- The subject advisor should identify the school , where marks are low and have special classes/workshops for the educators to help and empower them in the teaching of Geography , especially Map work.
- - Map work is not an event, but should be done continuously throughout the academic years of Geography candidates.
- Lesson plans should be designed in such a way that the theory is integrated with the map work.
- Multiple choice questions about map work skills and reference should be designed, so that candidates get used to this type of questioning: candidates tend to guess rather than apply their knowledge and skills in this type of question.

**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 totally messed up by the candidates.

95% of the candidates knew what the Formulae were, because they could give it in their answers.

Learners should realise that the 'rough work page' is there for rough work. They should still answer the question on the spaces provided in the question paper. They lost a lot of marks by not transferring their answers, step by step.

All questions had an Average percentage of below 50%.

**(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 – Ave of 52%**

Although there could have been some confusion about which area needed to be calculated, the candidates obtained the highest percentage for this question.



However, the following mistakes were made by candidates:-

- The measurements and use of rulers are questionable.
- Converting the measurements on the map to real distances by implementing the formulae is a problem.
- Careless mistakes by candidates like reading wrong from the calculators cost them their marks.

2.2 Determining the Magnetic Bearing and True Bearing by determining the Magnetic Declination was a struggle by candidates.

Those candidates that know the skill, scored full marks here but less than 1% of candidates obtained full marks.

**The following few errors were noted:**

**Question 2.2.1 – Ave of 10%**

- Candidates struggle with the use of a protractor
- They start from the wrong point which means they cannot read direction properly.
- When using a 180° protractor, candidates forgot to add the 180° to the degrees that they got.
- The use of a 180° protractor is a problem. It requires another skill.

**Question 2.2.2 – Ave of 33.3%**

- Candidates in general knew what the steps were in calculating the Magnetic Bearing
- They get confused with the years given on the map
- They forget or omit the “Minutes” sign
- They do not convert the minutes into degrees “°” and minutes
- They don’t know if they should add or subtract the average change from the last Magnetic Declination taken.
- They don’t insert the degrees (°), minutes (′) and direction (W/E) into their final answer when doing the magnetic bearing

**Question 2.3 – The Ave for the whole question is 45%**

Candidates simply could not answer correctly, what seemed to be one of the easiest questions.

This skill is taught in Grade 8.

There is also a strong correlation between this question, 1.1 and 1.10.

When determining location on a map, latitude and longitude lines are used. Candidates failed to do this.

**The following few errors were noted:**

- Mixing the latitude and longitude lines
- Leaving South (S) and East (E) out from their answer, as well as the degrees(°) sign.

**Question 2.4 – Ave of 40%**

Question 2.2.1 and 2.4 have a strong relationship and both require a learner to move/begin at a specific point.

This confusion can be easily taught in class- **the word 'from' is your starting point.**

**Overall, the candidates could not give clear direction. This really was shocking to observe.**

#### **Question 2.5.1 – Ave of 2%**

The use of the line-scale to determine distance should be done in conjunction with the use of the formula.

##### **The following few errors were noted:**

- Learners answer in km- using the formula (the question required distance in meters)
- Candidates did not even attempt this question- which is a clear indication that they were never exposed to do a line distance by using the line scale.

#### **Question 2.5.2 – Ave of**

2.5.2 The reading of the contour lines or other height indicators were very poor.

Candidates simply could not answer this question out of low candidates, from the RASCH model, only 4 candidates could master this answer.

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

Calculations and techniques should be done with the necessary step

-In unofficial tests, learners should be penalized for NOT doing the following:

- Giving the formula
- Not putting in the units, degrees, minutes, km, metres
- If steps are needed, learners should follow all of them to get to the final answer (deduct marks if step are not followed).
- Make sure that learners have the correct stationery like 360° protractors, rulers, pencils, rubbers etc., when doing map work especially calculators and techniques like Grid location, map reference etc.
- Learners should be taught that measurements must be done with care and apply the correct scale to the measurements.

#### **For Calculations the following is suggested:**

a) Gradient -

$$\begin{aligned}\text{Formula} &= \frac{VI}{HE} \\ &= VI:HE\end{aligned}$$

(follow steps this way and a ratio of 1:?? Will be reached.) NOTE; no final conversion)

Learners should be taught to understand the theory or reality about gradient

b) **Vertical Exaggeration-**

make sure candidate knows how to convert from the following

mm to metres

cm to metres

km to metres

Why Vertical Exaggeration is done

**NOTE:**

**In CAPS (GR10), Learners  
already start drawing simple  
cross-sections**

c) **Distance-**

Use of the line scale

eg.



-use a piece of paper to measure the distance

-implement the formula –

Map distance (cm) X  
scale

100 000

=km

Map distance (mm) X  
scale

1 000

=m

Note how the denominator changes when converting to either kilometers or meters

d) **Area**

Length x Breadth

(In essence, there are two distances to be multiplied)

The drawing of simple cross-sections is highly recommended

Candidates should not only be able to draw cross-sections, they must also identify or plot features taken from the Topo or Orthophoto map on the cross section

NOTE: Sometimes the cross-section is given and candidates will be required to identify features, describe reason for certain occurrences like mesa, Valtys etc.

These are just few examples given above.

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

- The correlation between reality and maps is very poor
- Very important/ vital techniques or skills taught in early grades could not be answered by the candidates e.g. question 2.3 and 2.4. (these two questions are tested in Grade 8 already).

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

The suggestions at "b" above should be implemented

**QUESTION 3**

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

In Question 3, the theory is applied on the map

Candidates still struggled with basic terminology like seasonal rainfall, commercial farming, fluvial processes, drainage patterns etc.

Although the language improved it still remain a problem.

Candidates cannot express themselves clearly, although examiners make all the effort to keep the language in the question paper as simple as possible.

The only questions which had a percentage higher than 50% were 3.5.1, 3.6.1 and 3.6.2.

These questions however were lower order, read-off questions.

The rest of the questions had scores below 50%.

On the whole, Question 3 is a major problem for the candidates, especially when action verbs like; Explain, Comment, Apply etc. are being used in the 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 3.1- 37,5%**

Learners understand the term seasonal rainfall but cannot apply it to the map. They get confused with agricultural activities.

**Common Errors**

- They write 'cultivated lands'- This is very vague (WHAT ABOUT CULTIVATED LANDS?)
- They don't understand the difference between Perennial and Non-Perennial rivers
- The concept of irrigation is a challenge

**Question 3.2- (50%)**

This Question was very easy. Candidates messed it up by not reading properly and being in a hurry.

The concept of crop farming and its features, should be the first lessons taught in Geography map work.

**Common Errors**

- Learners misinterpret the question
- When answering the question, they make a general statements, like when they refer to the relief- they are not specific e.g. they only answer 'slope' instead of 'gentle slope'.

### **Question 3.3 - (50%)**

Average from 3..3.1 (40)

3.3.2 (30)

The concept of forestry was tested in this question. Candidates generally didn't understand how to read this from a map.

Fortunately, the map indications favoured those who read the map.

### **Question 3.4- (The Average for this question was 15%)**

This question required candidates to apply their theoretical knowledge about fluvial process. Actually it tested the characteristics of the fluvial cycle and the landform/ features found in these stages.

Question 3.4.1, had an average of 10% - this was the lowest of all the questions in Question 3.

Candidates simply could not read this question. This gives the impression that fluvial features are not taught very well at school level.

Question 3.4.2 was answered a little better.(Ave 20%)

### **Question 3.5.3- Ave of 35,5%**

Posed a real challenge to candidates

The difference between 'Rocks' and Rock type should be clarified

Rock types usually is Sedimentary, Igneous or Metamorphic

Examples of the different Rock types is Rocks.

Candidates seemed confused, because different responses were offered here.

With drainage patterns, it is important that the correct Rock Types and their orientation is taught.

### **Question 3.7 – Ave of 44.2%**

Identification of Landscape Zones is a major concern

Although the memo was reasonably "open" in the identification of zones, candidates still name characteristics, in features of zones.

#### **Common Errors**

- Naming the zone a building e.g. school
- Being confused between a recreational area and a zone

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

Subject content and language must be used in class

- The continuous testing of theoretical knowledge gain on a map (application) cannot be over emphasized.
- Specific lesson plans should be worked for educators
- The SBA task should be standardized, so that everybody can do the same thing.

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

When doing the RASCH model per district, it was clear that average percentage may differ from district to district.

- The content gap is quite evident between the different districts in the Eastern Cape.
- The language used in class must be the same language that will be used in the question paper, which is for now, English or Afrikaans

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

- Excursions are very helpful tools
- With effective planning an excursion will help a lot in making Geography relevant, interesting and alive.
- The use of Data projectors (if available) is recommended.
- Set the questions on maps, using the 1:50 000 and 1:10 000 South African maps
- We know that workshops are held to improve the capacity of educators. It is important that an area/ content of Geography is targeted per year.

**QUESTION 4**

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

In comparison to 2012, GIS was poorly answered

Candidate's response to terminology was poor.

Despite the visual help in Question 4, candidates still failed to recognise obvious features like 4.1.1 line symbols,

- 4.2.1. Polygons.
- 4.2.2 Camera resolutions,
- 4.2.5 Basic GIS terminology
- (Data Analysis) etc.

In two questions 4.2.3 and 4.2.5 the answers were actually given, and most candidates still failed to give the correct responses.

Question 4 was answered the worst this year. This really disadvantaged the candidates in terms of achieving a pass percentage.

The responses of learners in this question was really disappointing

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

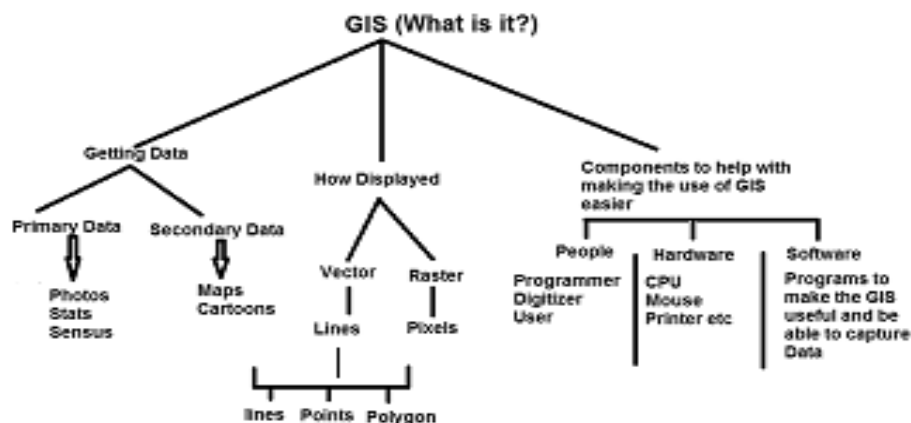
- Learners could not identify line, area or point features

- They don't know the difference between Raster and Vector methods
- Data layering as a definition was poorly answered.
- Application of Theory was non-existent

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

- There is a clear guideline in the SAG.
- Application of the theory should be taught
- Paper GIS, with appropriate terminology should be used
- e.g. Data layers; Data layering
- Identification of Layers, should be taught like layers of -topography (contour lines)
  - Drainage (Dams, Rivers, Lakes etc)
  - Vegetation (cultivated lands; woodlands;(natural plantations etc)
  - Infrastructure- roads, railway, power lines etc.
  - Settlements- Built up areas etc.

The following schematic illustration might help with the basic understanding and teaching of GIS



Terminology to understand

- Data layering (paper GIS)
- Data manipulation
- Data Processing
- Remote sensing
- Buttering
- Data Integration
- Data querring
- Data standardization

NOTE: Application of Theory

Users of GIS- Government

- Public sector
- Businesses
- Manufacturing
- Agriculture

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

All observations are mentioned already

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

Mentioned already



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Basic Education  
REPUBLIC OF SOUTH AFRICA

## CHIEF MARKER/MODERATORS REPORT ON MARKING NSC 2013

SUBJECT	HISTORY P1
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### **REPORT 1: CHIEF MRKER'S REPORT**

#### **SECTION 1:**

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

The learner performance in Paper 1 was encouraging even though Question 1 was challenging. The standard of the paper was acceptable as the content was compliant to the Subject Assessment Guideline. Questions 2, 3 and 4 weighted heavily on interpretation which required learners to extract and interpret sources. Question 1 did not comply with the required cognitive levels as there were no Level 1 questions in this section. Some level three questions varied between moderate and difficult. The language was acceptable and learner friendly and the explanation of difficult words must be commended. However certain questions could have been better phrased to make historical sense. Learners found it very easy to extract information (Level 1) from sources and to define basic definitions. Questions relating to usefulness, reliability and limitations and comparison (Level 3) of pictures and cartoons were still problematic for most candidates.

There was an over emphasis on usefulness of sources but it worked out in favour of the candidate as most candidates achieved a level 2 or 3 in the paragraph questions. The essays were straight forward but required a specific line of argument. Even candidates who wrote narratives were able to pass the essays. Most candidates who were prepared and well taught achieved above average marks. Very few candidates attempted the second essay.

#### **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?**

The question was poorly answered. 1.1.2, 1.1.3, 1.2.3, 1.3.1, and 1.3.2 were poorly answered. The responses to question 1.1.5 were moderate to very good as most candidates could identify the similarities between the sources. Questions 1.2.1 and 1.2.2 were well answered. The paragraph question (1.4) was well answered.

Both essays were well answered as learners had no problem writing what they knew on the Cuban Missile crisis.

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

The intent of question 1.1.2 was not properly captured in the manner in which the question was phrased.

Learners do not understand the concept “limitation” (1.1.3).

Reliability of sources (1.2.3) requires candidates to interrogate the nature of the source. It is clear that this skill is not taught properly at school.

Questions 1.3.1 and 1.3.2 were poorly answered because the source was not properly contextualized.

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

Educators must teach the whole theme of the Cold War and not just focus on the case study. (Cuba)

Teachers should explain, with examples, how capitalism and communism operates within society

Explain the positives and the negatives of capitalism (example rich vs poor)(accumulation of wealth vs exploitation of working class)

Explain the positives and negatives of communism (example no private ownership vs access to basic needs like housing, education and health services)

Tension and mistrust started when Cuba chose communism above capitalism

Explain the importance of the strategic arms race between the USA and USSR and show that the USSR was behind in this race.

Explain how the USSR used Cuba to level the playing fields with regards to the nuclear arms race and at the same time protecting Cuba and communism against American aggression

Discuss the placement of the missiles; the American response (blockade) and the compromise to save the world from a full scale nuclear war

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

Straight forward extraction of answers directly from the sources remains a huge challenge.

Second language candidates battled to construct meaningful structured sentences, but tried very hard to express themselves within their capabilities.

In the light of the above statement it is of paramount importance that markers read the **whole answer** slowly and carefully because they tend to miss quite a number of marks, thinking that the answer is irrelevant after reading the first few words.

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

Teachers: Study the Subject Assessment Guideline

Familiarise yourselves with the cognitive demands

Set SBA tasks according to the SAG

Teach students how to write a paragraph and essays using introduction and conclusions

Apply to be a marker – this will help and give you insight in how essays and paragraphs should be marked

Must focus on empowering learners with skills to answer Level 3 questions

Subject Advisers: Supply all teachers in your district with a Subject Assessment Guideline

Build capacity by supplying teachers with enrichment material

.....Set SBA tasks according to the SAG to improve learner performance

Conduct workshops on essay/paragraph marking and answering of level 3

questions  
Crash course on Level 3 skills

## QUESTION 2

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

Most questions were well answered mainly because it required straightforward extraction or interpretation from the sources.

Question 2.4 was poorly answered.

Questions 2.5.1 and 2.5.2 were straightas most candidates managed to get above average marks.

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

Question 2.4: The question was ambiguous in the sense that candidates could not relate Arusha Declaration to the Ujamaa policy. Specific reference to the policy of Ujamaa could have been made and it would have been better understood.

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

Colonial Tanzania exploited natural resources and labour and paved the way for socialism. Explain Nyerere's aims with regards to African socialism and his noble plan for Tanzania Compare socialism and capitalism in terms of how they operate in society. Ujamaa had very good intentions but the implementation thereof was not good.

Explain the positive impact of Ujamaa (health and education)

Explain the negative impact of Ujamaa

Explain the aims, implementation, peasant response and impact of Ujamaa on Tanzania

Explain to what extent Ujamaa was a success or a failure

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

Learner responses are a reflection of what and how the content is taught in class.

Candidates gave a balanced report on Ujamaa.

- e) **Any other comments useful to teachers, subject advisors, teacher development etc.**  
Questions regarding photographs and cartoons must rely on visual clues in the sources to guide learners; example "What evidence is there in the source that suggest that Ujamaa was a success"? Use two visual clues from the source to answer the question.

If visual clues are used in the questioning it should help with identifying similarities and differentiation

Resources in the textbooks are limited. Teachers and subject advisors should research this topic and supply the districts with a resource pack.

### QUESTION 3

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

Question 3.1 and 3.2 were well answered because it required straight forward extraction and interpretation.

Question 3.3.4 and 3.3.5: Responses were moderate as most candidates scored 2 out of 4.

Question 3.1.3: and 3.1.4: were well answered

Question 3.5.1: Moderate responses received.

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

Question 3.3.4: Candidates could not link the speech to the granting of civil rights. The quoted his speech instead of answering the question.

Question 3.3.5: Candidates gave two responses with the same meaning.

Question 3.5.1: Some candidates only focused on the Jim Crow laws and Roza Parks

Candidates focused on the events but not on the impact of such events.

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

Start this topic by explaining the difference between a federation and a union

Explain the difference between federal government and state government.

Explain the Jim Crow laws and how it negatively affected Blacks especially in the South.

Explain the different non-violent protest action and show how it brought about change.

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

A fair number of candidates included the protest actions of the 1950's in their essays. This included the Brown versus the Board of Education, Little Rock Nine and Roza Parks and the bus boycotts. Although this laid the platform for further successes of the Civil Rights campaign, It must be noted that these actions are not included in the SAG for examination purposes.

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

Subject Assessment Guideline states clearly that teachers must focus on the 1960 period for examination purposes but when they teach the topic they must include actions of the 1950 as it laid the platform for the successes of the 1960's

### Question4

- (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 easy to moderate and the candidates scored good marks. Questions 4.1.1 and 4.2.1 were well answered because they required straight forward extraction.

Question 4.1.2, 4.1.3 and 4.2.3 were well answered because they required simple interpretation.

Question 4.1.4 and 4.1.5, received moderated responses as most candidates managed to get 2 out of 4 marks.

Question 4.3.1 and 4.3.2 received moderated responses.

Question 4.3.3 was difficult to answer.

Question 4.4 received excellent responses.

Question 4.5 was poorly answered.

Question 4.6.1 and 4.6.2 (extended writing), were well 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 4.3.1, 4.3.2 and 4.3.3 because they required a deeper understanding, interpretation and analysis.

Question 4.5 (paragraph), it was poorly answered because the candidates misinterpreted the question. They focus on Steve Biko instead of focussing on the government reaction to Black Consciousness.

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

Read sources carefully and underline or highlight the most important words or phrases.

Instruct candidates to read their instructions properly and to reflect on the mark allocation.

Encourage candidates to write more responses than what is required.

Questions relating to similarities and differentiation should be explained thoroughly by teachers.

Workshop a question paper with candidates without asking them to provide the answers; but rather hone in on the intent of the questions. Ask the learners to identify the intent of the question and guide them to the desired response that is required.

Educators must teach the wider impact of the Soweto Uprising on South African politics.

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

Direct quotation without interpretation, remains a common problem.

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

When teaching Black Consciousness teachers must explain the political vacuum between 1961-1969. This is an attempt to give a proper context and a fuller understanding of the circumstances surrounding the emergence of Black Consciousness. The topical must be taught in the correct political perspective. Its influence on the politics of the country in general must be emphasized as well as its impact on the youth of the country.

**REPORT 2: EVALUATION OF THE QUESTION PAPER AND THE MARKING GUIDELINE BY INTERNAL MODERATOR.**

**1. STANDARD OF THE QUESTION PAPER:**

**(a) Compliance to SAG and Examination guidelines:**

The question paper was of an acceptable standard and complied with the SAG with regards to content, structure, format and the assessment of the LO's and AS' cognitive levels of Grade 12 learners.

**(b) Cognitive level:**

The required level application should be

**Level 1 10% = 5 marks**

**Level 2 40% = 18 marks**

**Level 3 50% = 22 marks**

Level 1 questions assessed the basic comprehension of sources and required candidates to extract relevant information from the sources

Level 2 questions assessed interpretation and understanding of sources and required candidates to use the source and their own knowledge to explain historical content.

Level 3 questions assessed analysis and the evaluation of sources and required candidates to engage with the nature of sources to assess their usefulness, bias and reliability

There were no Level 1 questions in Question. (Cold War)

**COGNITIVE LEVELS THEREFOR WAS NOT COMPLIANT:**

**L1 = 0**

**L2 = 22**

**L3 = 23**

There was an over emphasis on the following two skills:(A) Usefulness

(B) Similarities (support)

Only 3 historical concepts were assessed and there was not a single question pertaining to differences of opinion or contrasting views; thus the paper was not balanced with regards to cognitive compliance.

**(c) Difficulty level of question paper:**

The familiarity of the topics, the language and the application of the three levels of questions determines the degree of difficulty of the paper. All three factors were evident in this paper, except for Question 1

Therefore, I conclude that the question paper was fair to a great extent and only disadvantaged candidates who answered question1.

**(d) Coverage of prescribed learning Outcomes and Assessment Standards.**

Generally, the question paper covers the prescribed Learning Outcomes and Assessment Standards.

No questions on LO 2 AS 1(historical concepts as social constructs)

No questions on LO 3 AS 1(interpretation of stats)

## 2. FAIRNESS OF QUESTIONS:

Were there any questions that were unfair? List them and substantiate why each one was unfair.

Although questions 1.4 and 3.4 were unfair because usefulness and paragraph writing are in essence two different skills that should be tested separately, the learner responses were encouraging..

Question 1.3 was, in general, difficult to answer because the source was not properly contextualized. In the light of the above it was very difficult to answer question 1.3.2 because candidates did not know who uttered the words "**this hurts me more than it hurts you**".

There were no visual clues to help the candidates to arrive at the correct answers.

## 3. LANGUAGE.

Is the language used appropriate for Grade 12 learners? List questions that were linguistically complex and show how these questions can be re-phrased.

The language was appropriate and easy to understand. There were no ambiguous questions.

The explanation of difficult words in brackets must be commended.

Some questions could have been better phrased eg. Question 1.3.2: With reference to Khrushchev's words "this hurts me more than it hurts you"; explain how the missile crisis affected Khrushchev's career.

## 4. LENGTH OF QUESTION PAPER.

Were candidates able to complete the examination within the allocated time?

The length of the sources had a negative impact on second language candidates as it was way too long. This required lots of reading and resulted in some learners rushing to finish the paper in time or leaving out certain questions.

## 5. USE OF APPROPRIATE TEXTS:

Were the texts/ contexts used appropriately? Substantiate.

Generally, the textual and visual sources used were appropriate. Sources were properly contextualised except Source 1C. In cases where the visual sources were not entirely clear, an effort was made to give written clarification.

## 1. MARKING GUIDELINE.

Is the mark allocation for all questions appropriate? If no provide examples.

Does the marking guideline cater for all alternative responses?

If No please list all correct responses which were not included in the memo.(indicate the question number and response)

Yes, the mark allocation for all questions is appropriate.

Yes, in all four questions, the marking guideline caters for alternate responses, which are referred to as 'any other relevant response'.

Pre-marking for-national standardization was done and as far as possible all alternatives/amendments were made to the initial memorandum.

## 2. RECOMMENDATION.



Based on my experience as an Examiner, Senior Marker and Analytical Moderator, I recommend (based on the responses from candidates) that the raw marks be accepted as is.

Raw Marks Accepted	x
Adjustment Upwards	
Adjustment Downwards	

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**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>HISTORY P2</b>
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### **SECTION 1:**

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

The question paper was well answered by the candidates such that the pass percentage has improved as compared to 2012. Although the Extended writing questions were a bit difficult, the consensus that was reached at National allowed PROVINCES to make concessions in their marking as per agreement. The first 3 days visit by Dr. Pillay Internal Moderator National and UMALUSI also assisted in the smooth running of the marking.

Marking of questions was smooth and any inconsistencies were immediately dealt with and corrected through further discussions and extra information from the textbook to assist novice and old markers that were experiencing problems on certain themes.

### **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Candidates answered this question well on all Source- based more especially the schools that have taught the Theme well. Those schools that have glided through the Theme have suffered more especially on the ESSAY where candidates dwelled too much on the effects on the Cold War on the USSR less information on South Africa.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Question 1.1.2. The concept <b>Cold War</b> was also problematic; candidates only gave the literal meaning of Cold War not based on the content. This is blamed on the teachers. Question 1.2.1. Candidates were unable to answer the question on <b>the cartoon</b> as they failed to analyse and link with the content based on time of the collapse of communism. Perestroika and Glasnost explained more rather than the effects of them on NP and ANC.

Question 1.2.2. Candidates failed to explain the reaction of the USA based on the relationship with the USSR during the Cold War.
Question 1.4.1. Candidates could not <b>answer why</b> instead wrote on Perestroika and Glasnost.
Question 1.4.2. Candidates failed to interpret this quote instead wrote on whites hating blacks no content.
Question 1.5.1. Candidates failed to understand sensible leaders and copied source, ,o interpretation.
Question 1.5.4. Candidates could not support on Agree or Disagree based on not knowing the question.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers should be monitored and it should be made sure that they teach ALL themes so that candidates may not be disadvantaged during the exams. As they do not know how their themes will be questioned in the exams.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Cartoons were problematic on all themes as candidates <b>literally</b> interpret cartoons. This is due to the way educators deal / teach/ analyse cartoons. Cartoons should be analyzed and linked to the content. Suggestion is for educators to check the internet for cartoons and also videos on TRC, MANDELA, STEVE BIKO, and others from the YOU tube. This assists learners to be exposed to all information for all the different themes.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must devise their year plan at the beginning of the year and make sure that all sections are given adequate time and attention. It's the quest to complete the syllabus before the June Examinations that causes many educators to rush through some topics which they may consider to be less important. Subject advisors can assist novice Grade 12 educators by organising content-gap workshops, . Also use experienced educators from neighbouring schools to mentor new teachers. The cluster groups can also serve this purpose. Also the experienced Chief Markers and Moderators should be given a chance to assist in their clusters use their experience from the memo discussions to give more experience to teachers on how to deal with themes.

<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>
Few candidates answered this question. Source based were easy as answers could be extracted from the sources. The paragraph question where candidates had to write on the usefulness of One source was problematic as candidates were not accustomed to answer such questions. They wrote on all sources. The essay on question 2.7.2. was answered poorly answered due to content gap and time frames.
<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 2.2.2. challenging “ To give an arm and leg’ is an English expression which may be confusing for FAL 2<sup>nd</sup> language group.</p> <p>2.3.3. The Use of re-imagined in this context is confusing, re-built would be less ambiguous term for reconstructing infrastructure.</p> <p>The photograph was taken in 2010 – eight years after the death of Savimbi when a peace settlement had finally been reached in Angola. The question asks about ‘after the 1990s so it is unclear whether learners should focus on the period of the Civil war after the 1990s or the period after the settlement also after the 1990s.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>Theme had less information from the text books educators should consult alternative material such as the internet and journals.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <p>Question 2.4. They wrote on all sources.</p>
<p><b>QUESTION 3</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>Candidates have done fairly well on this Theme. The question required a line of argument but when the memo was discussed at National it was anticipated that learners might not argue but write a narrative essay. Consensus was reached that candidates be credited even if they wrote a narrative essay thus they have done so well as marks were ranging from 20- 26 . Some even totalled the essay.</p> <p>The Cartoon was not answered well by those who could not analyse it.</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>Lack of analysis skills by learners and teachers.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>Educators to be assisted by experienced ones to analyze sources and the use of internet should be done on daily basis for both learners and educators.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <p>They were able to link the picture on the cartoon with Mandela but could not link it with the date on the cartoon that was 1994. Question 3.1.5,. 3.1.6, 3.1.7.</p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <p>Internet , journals, You tube and the combination of other textbooks could assist in the knowledge gap and content.</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>Candidates answered this question fairly well except for the essays where they could not give proper examples of perpetrators and victims. Essay was supposed to be an argumentative essay but concessions were made to give credit even if it</p>

was narrative essay.
<b>Question answered well but candidates battled with answering the essay type questions as they failed to present Examples on both the perpetrators and the victims.</b> Q.41.1. Concept was jumbled they couldn't explain this concept.
<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>Concepts should be clearly explained in class before the Theme is taught.</p> <p>Question 4.4.1. The question asks why Mandela and Tutu looked surprised this confused candidates and the cartoon on the fish they literary interpreted the ugly fish and not linked it to the content.</p> <p>By looking at Mandela and Tutu some couldn't make it out how they expressed themselves only a good candidate was able to get this correctly.</p>

**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>HOSPITALITY STUDIES</b>
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### **SECTION 1:**

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

The performance of learners in the whole paper is average, ranging between level 3 and level 5.

### **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Most learners performed well in question 1 especially in 1.1. (Multiple choice), 1.2. (Matching items) and 1.6. Most of the learners has lost marks in question 1.3.1 where they were supposed to provide the missing word that clearly indicated that there is a huge gap in understanding the Hospitality Studies terminology. In question 1.4 where they had to choose the correct answer in a given list of statements, they would give the correct statement with the incorrect letter or vice versa. There were learners who could even provide their own statements other than those given in the list. Most learners could not answer question 1.5 as expected. This question was supposed to be the easier question as they were to match the statements with the terms given in a box.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Section A (Question 1) is mainly concentrating on Hospitality Studies terminology. Learners seem not to be familiar with the type of questioning or even the terminology used in Hospitality Studies. In question 1.3.6. and 1.3.10. most learners confused Chaffing dish with bain- marie and Table d' hôte menu with A la carté menu. Learners confused the terms and thus lost a lot of marks. Learners had a lot of spelling mistakes when writing the terms that lead in changing the context/meaning of the term or word.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>

Each and every topic in Hospitality Studies has its terminology. Teachers should start by terminology and emphasise the terms during their practical lessons. It is advisable that learners should have a separate exercise book to capture all the terms they come across during each theory and practical lesson. Teachers should set these types of questions in their daily assessment tasks.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some learners have changed the letters given in the question paper for them to use when answering. It was popular that learners would guess and provide two letters and/or two answers for one question.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should include all types of questions when setting their informal and formal assessment tasks. Schools are advised to do thorough school based moderation of question papers to uplift the standard of papers written for SBA so that learners could be exposed to all the types of questions throughout the year.

<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>
This question was fairly answered by most learners as most learners managed to collect marks there. Most learners managed to get more than 50% in 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>
Few problems that could be highlighted in question 2 is that most learners could not identify the type of burn in question 2.1.1 and that affected their responses in question 2.1.2 as this was a follow up question. The learners who could not identify the type of burn have lost 5 marks for these questions. In question 2.2 learners do have knowledge of professional appearance but could not apply that information by looking at the picture. Learners could not answer 2.2.2 regarding professional ethics though it is a straight forward lower order question. In question 2.3 learners confused the unprofessional behavior with professional ethics. In question 2.4 Learners have knowledge of marketing tool, business plan and career opportunities but they could not apply that information to the extract given in the question paper.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers should put emphasis on different types of burns. They should show learners the differences and similarities between the types of burns. Teachers should make use of pictures, extracts or case studies when they are assessing learners to familiarize them with such types of questions. It was evident that there is still a challenge concerning use of terminology as learners could easily confuse professional appearance, professional ethics and unprofessional behavior.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In question 2.2 when learners were evaluating the picture of a chef, they mentioned things like shoes, make-up, and nails, which were not visible in the picture. This made it to be clear that they could not apply the information, as they were just listing the guidelines on professional appearance. In question 2.4.1. most learners provided the guidelines of designing a visual marketing tool instead of giving methods of promoting a product/business (Champs Fried Chicken)

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners seem to have more information pertaining Question 2 (Hospitality Concepts and Health and Safety) but they could not use that information in the extracts and pictures given in this question. Subject advisors should develop tasks that exemplifies these types of questions with extracts and pictures for teachers to use in their daily assessment tasks.
<b>QUESTION 3</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
This question was fairly answered by most of the learners, and that is where they collected most marks. Question 3.1 is about costing, there is a great improvement compared to previous years regarding learners' performance. In question 3.2, learners were supposed to compare the storage of information on a computer and manually. Most of them answered this question by giving advantages of using a computer instead of comparing it while others could not even give comparison between the two. Question 3.3 required the learners to give details that appear on a requisition form, most learners confused this question with the guidelines to be considered when receiving stock. Question 3.4 is more of a practical question, most learners performed poorly in this question. Learners performed very well in question 3.5 although some of them could not tabulate their answers as required by the question, this led to some learners losing marks as they left out some information. Learners could not rearrange the courses in their correct order in question 3.6.1. Most of them combined Soup and Hors d'oeuvres as one course instead of separating them accordingly. Most learners gave their responses on general menu planning instead of giving aspects for planning a formal dinner in question 3.6.2.
(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 experienced a big challenge regarding comparison, which was evident in question 3.2 and question 3.5 learners were given examples of how to tabulate their work in question 3.2 and 3.5 but they could not adhere to the instructions. Poor performance of learners in question 3.4 may be linked to lack of practical lessons as this question required the reasons of failure when preparing éclairs. In question 3.6.1, learners were confused by the use of "and" in the listing of courses e.g. Soup and Hors d'oeuvres
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Hospitality studies teachers should learn to be language teachers as well, by teaching learners verbs used in Bloom's Taxonomy. This will help learners to understand the verbs used in questions so as to be in a better position to give expected answers. Teachers should emphasize to learners the importance of reading instructions provided in the question paper, be it Tests, Class works, Projects, PAT, etc. and that should be practiced in class throughout the year. Theory and practical lessons should be taught together and not be separated.
(d) <b>Describe any other specific observations relating to responses of learners</b>
It has been observed that Theory lessons are separated from practical lessons hence learners could not answer well in question 3.4 and 3.6.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Bloom's Taxonomy should be used as a guide when setting questions even in daily classroom activities, so that learners could be familiar with the verbs. Teachers should do their practical lessons together with theory lessons, and during these practical lessons they should explain the processes, procedures and terminology – Theory of practical. Subject advisors should ensure that practical lessons are done and the theory of practical is included in those lessons.



<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>	<p>This question was poorly answered. In question 4.1, learners could not identify the dish that was illustrated in this question. That led to learners being unable to answer all the follow up questions from 4.1.1 to 4.1.6, which totalled to 9 marks. Learners understand the different types of vegetarians but could not relate them to the menu given in question 4.2. The concepts “Legume and TVP” in question 4.3 and 4.4 were challenging to learners as they could not explain them and give proper examples of them. Question 4.5 is about Pastries of which learners confused the “Puff pastry” in 4.5.1 to “Choux pastry. All the follow up questions were poorly answered as Choux pastry instead of puff pastry. This confusion resulted in a loss of 10 marks. Learners were given a recipe in question 4.6 to use as a source for answering question 4.6.1 to question 4.6.5, some learners could not use it at all as their performance was terrible bad in this question.</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>Learners’ performance indicated that they do not have an idea of the dishes illustrated in question 4. This question was about commodities and learners experienced a challenge in all the commodities asked in the question paper e.g. Meat, Pastries, Vegetarian dishes and desserts. Learners showed lack of understanding in various techniques applied during the preparation of the above mentioned commodities. Common errors in question 4.1 and 4.5 indicated confusion regarding the picture of a lamb as beef or pork, and a picture of the cream horn as choux pastry filled with cream, whilst others confused it with a croissant. Lot of application was required in this question and some learners could not attempt this question.</p>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	<p>Teachers should look for different pictures of dishes from the internet and paste them in a chart in class, so that those they cannot produce in their practical lessons could be exposed to learners. Teachers are advised to teach theory of practical when they are doing practical lessons in all commodities. Assessment on theory of practical is recommended where teachers could have pictures and menus for learners to use in class as examples of exposure in these types of questions. Learners will familiarize themselves with these types of questions throughout the year and that will improve their performance in the near future.</p>
<b>(d) Describe any other specific observations relating to responses of learners.</b>	<p>Terminology is still a big challenge for learners in all topics, e.g. rolled cut, vacuum-packed, deboned, TVP, legumes, cream horns, profiteroles etc.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	<p>Teachers should emphasize the techniques and terminology used in the preparation of various products in each commodity. It is recommended that practical lessons should be planned at the beginning of the year, so that a theory lesson of a commodity be followed by a practical lesson.</p>

## QUESTION 5

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

Learners performed poorly in this question, due to not being able to apply the information, as most of sub questions required application more than just having knowledge and information about the topics. Again lack of understanding of terminology surfaced, as most learners in question 5.1 could not explain “profiteroles” and could not show understanding of egg-based desserts and serving styles. In question 5.2 most learners have tried their level best in answering question 5.2.1 up to 5.2.3. They had a problem on recommending local commodities to be used as a topping for a snack. Most learners managed to identify the type of beverage in question 5.3.1 but struggled with the correct serving temperature. They confused the beer glass with wine glass in question 5.3.3. They gave answers in question 5.3.3 and 5.3.4 as wine instead of beer. Their responses in question 5.3.6 referred to beer instead of wine as labelled as A in the picture.

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

Lack of understanding of terminology e.g. ‘profiteroles’ and ‘banqueting’. The learners confused beer with wine. In question 5.1.3 they mentioned any type of dessert whereas egg-based dessert was specified in the question. Learners mentioned job opportunities in general without relating to banqueting as required by the question. They had a challenge in recommending local commodities in question 5.2.4. Some learners evaluated the picture in question 5.2 as not suitable for cocktail as they referred to them as big and not bite size. Learners confused beer with wine and that caused problems.

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

Teachers should start every chapter by unpacking terminology related to that particular chapter. Weekly practical lessons are recommended to link theory and practical, for learners to understand the concepts better. Learners should be exposed to different types of glasses so that they could be able to differentiate between the different uses.

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

Some learners have no concept of temperature, for an example they will say that beer should be served at over 100°C. Some learners have no idea of using the trolley for serving food/desserts at tables. In question 5.1.5 some learners focused on decoration of a venue rather than creating a pleasant atmosphere. Some learners confused opening mise-en-place with closing mise-en-place. In question 5.2.5 learners focused on one factor instead of naming three factors. Some learners included general guidelines of planning a menu instead of factors to be considered when choosing a snack.

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

Teachers cannot prepare all the dishes during practical lessons therefore learners should be exposed to variety of dishes through the use of pictures, which will help the learners during examination. Teachers should frequently make use of these pictures when setting their own assessment tasks.



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**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

SUBJECT	LIFE SCIENCES P1
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### **SECTION 1:**

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

#### **QUESTION 1:**

The majority of learners performed satisfactorily in this question, except for Question 1.4 (pedigree diagram). The average from the Rasch analysis for question 1 was 26 out of a total of 50. Learners seem to be accustomed to the type of questions which concentrate on multiple choice, terminology, AB matching and interpretation of diagrams. However, learners do not follow the instructions on the question papers. It is also clear that learners try to guess the answers to multiple choice questions that very often require higher thought processes and analyses. Learners often lost marks due to incorrect numbering and skipping of questions.

#### **QUESTION 2:**

There was a general improvement in performance. Learners scored 67 % for Question 2.1 (DNA replication) and 49 % for Question 2.2 (protein synthesis). Question 2.4 (monohybrid cross) was also answered fairly well (48 %) but the overall performance in Question 2.3 (meiosis) was only 36 %. It seems as if many learners did not read their questions properly and most had difficulty explaining certain phenomena that occur during meiosis.

#### **QUESTION 3:**

Most learners attempted the question but Questions 3.1 and 3.2 were poorly answered. Learners scored a mere 31 % for Question 3.1, showing a lack of understanding of the topic of genetic engineering. They answered the question like a language comprehension test instead of interpreting the information and applying their knowledge to the situation.

For Question 3.2 (Mendel's experiments) learners achieved an overall of only 29 %. Learners had difficulty in analysing experimental design and many learners did not know how to determine ratios.

Question 3.3 (allopatric speciation) was fairly well answered with an average of 45 %.

#### **QUESTION 4:**

Learners performed poorly in this section, with the exception of Question 4.1. An overall average of 35 % was achieved.



Question 4.1 on natural selection yielded a performance of 45 %. Most learners seem to have mastered the skill of drawing line graphs but had difficulty in identifying the dependent and independent variables. Learners also demonstrated a good knowledge of natural selection but failed to apply this knowledge to the situation at hand.

An average of 14 % was attained for Question 4.2 on the Out of Africa hypothesis. Most learners misinterpreted the question.

The essay Question 4.3 on human evolution was poorly answered with an average of 33 %. Learners experienced problems with interpreting this question. Many of them mentioned the features of the skull but failed to link it with the significance of the change.

## **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?**

#### **Question 1.1**

The Rasch analysis for this section was 56 %.

Questions 1.1.5 on blood groups and 1.1.10 on species vs populations were not answered well.

#### **Question 1.2**

Learners answered this section very well, achieving 58 % overall. This is a great improvement from last year's 38 %.

Most mistakes occurred with 1.1.2 (polyploidy) and 1.1.4 (heterozygous).

#### **Question 1.3**

The Rasch analysis for this section was 50 %, which is a 15 % improvement from last year's 35 %. Question 1.3.6 on the inheritance of blood groups was poorly answered.

#### **Question 1.4**

The entire question was poorly answered with an average of 44 %. Many learners lost marks because they were unable to interpret the pedigree diagram and confused it with sex-linked disorders.

**(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** Often questions are negligently answered by guessing the correct term instead of diligently working through all the possible options. Some learners don't follow instructions or accidentally skip questions.

**1.1.5** Learners do not understand the inheritance of blood groups.

**1.1.9** Some learners did not know how to interpret the graph.

**1.1.10** It was clear from this question that learners do not understand the difference between “population” and “species”.

**1.2** In some cases spelling was a problem for e.g. learners could not spell haemophilia or cloning. Sometimes the misspelt word means something else (e.g. outerzone instead of autosomes) and then learners cannot be credited.

**1.2.2** “polyploidy” – many learners wrote triploidy or tetraploidy, but this cannot be accepted since the statement does not specify a particular number. Only the comprehensive term polyploidy in this case is acceptable. Some learners wrote aneuploidy because they did not read the definition probably – it clearly specifies “extra sets” of chromosomes.

**1.2.4** Many learners did not know the definition for “heterozygous”.

**1.2.6** Some learners wrote only “fingerprinting” instead of “DNA fingerprinting”.

**1.3** The questions with the poorest responses were 1.3.1, 1.3.6 and 1.3.8 which are all on genetic terminology. Learners clearly have a lack of understanding of this topic and specific terminology.

**1.3.3** Most students lost marks because they became confused when confronted with “lost/deleted” nitrogen base. They don’t seem to know that additions or deletions lead to frame shift-mutations while inversions or substitutions usually lead to point mutations.

**1.3.7** Learners interpreted the question as referring to a singular characteristic instead of applying it to both A and B.

**1.4** Learners were not able to interpret the pedigree diagram and therefore were not able to write the genotypes for the individuals. Many learners gave their answers as sex-linked and therefore could not be credited.

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

There must be more emphasis on terminology in class. Students need to write frequent tests regarding terminology. Teachers should have the students complete a terminology section in their workbooks on each chapter. Learners should practice writing and saying the words as well to improve their spelling.

The section on genetics needs to be covered in more depth. Teachers must provide learners as far as possible with a list of sex-linked diseases. Learners should be given many opportunities to solve a variety of genetic problems, including pedigree diagrams.

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

Learners lost many marks due to not following instructions, accidentally leaving out questions and incorrect numbering. Some learners also lost marks because they did not cancel answers that were incorrect.

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

There needs to be more focus on the improvement of exam writing skills e.g. reading skills and following instructions. Teach learners to do multiple choice questions through elimination. Show learners the correct layout for answering an exam paper. Learners should be taught to look at the mark allocation of questions to see how much they need to write. Help learners to identify key words in questions so that they can interpret and answer them correctly.

These skills should be instilled in learners from grade 10 level already.

**QUESTION 2**

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

**Question 2.1**

With the exception of 2.1.2, this section was very well answered with a Rasch average of 67 %.

**Question 2.2**

This question was generally well answered except for 2.2.2 where many learners were not able to label the diagram correctly. Protein synthesis remains a problem, but the results for this topic have improved from 35 % last year to 49 % this year. This proves that the workshops at the beginning of the year are vital.

**Question 2.3**

This question was poorly answered, especially 2.3.4 on non-disjunction and Down Syndrome.

**Question 2.4**

Many learners lost unnecessary marks with the genetic cross. A disappointing outcome.

**(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

**2.1.1** Some learners did not identify the process but described the step of “unzipping” instead.

**2.1.2** Most learners did not read the question properly and wrote “where” instead of “when” DNA replication occurs. Many learners don’t know that DNA replication occurs before cell division i.e. during interphase.

## 2.2

**2.2.1** Protein synthesis is still a problem and misunderstood by most candidates. Some learners are still mixing up transcription and translation or wrote “Stage 2” which cannot be accepted.

**2.2.2** Many learners found the reading and interpretation of the diagram difficult. Learners do not know the terminology for protein synthesis well enough.

**2.2.3** Some learners only recorded the base triplet and not the corresponding amino acid.

## 2.3

**2.3.1** Many learners identified A only as a chromosomes instead of “homologous” chromosomes.

**2.3.3** Most learners described what happened in diagram X but refrained from relating it to diagram Y and thus lost out on marks. It was supposed to be a comparison

**2.3.4** Many learners do not understand non-disjunction, while some explained polyploidy instead. Some learners did not understand the questions or were not able to express themselves clearly. Most learners did not see the link between the introduction to the question (which refers to chromosome pair 21) and this subsection and therefore did not mention it in their answer in (a) or identify the disorder as Down Syndrome/Trisomy 21 in (b). Many students swapped the answers to 2.3.4 (a) and (b).

**2.4** The average of 48 % for this question is the same as last year, but the general format used by the candidates were better. Some learners are still not sure of the format and mix up the various steps. There are still learners that cannot differentiate between genotype and phenotype.

The question was stated slightly differently this year. Many learners did not read the question carefully enough and started off with the  $P_1$  generation instead of  $P_2$ . Learners did not indicate  $P_2$  and  $F_2$  and certain concessions were made. This concession for  $P_2$ (parent) and  $F_2$ (offspring) will not be accepted next year.

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

Teachers need to emphasize the correct format for genetic crosses and get learners to practice more in class. The genetic cross given in the memorandum should be used as a



teaching tool to guide learners. To get full credit, learners are to provide the  $P_1/P_2$  and  $F_1/F_2$  labels and the “meiosis” and fertilization labels in the correct positions, provide all four gametes correctly, as well as both the parental and filial genotypes and phenotypes. Teachers need to adjust questions so that learners can get used to start off from the  $P_2$  generation as well.

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

Learners do not understand genetics and multiple generations.

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

More workshops are required on protein synthesis and non-disjunction as well as the correct format for genetic crosses.

Teachers should provide students with a basic structure/format for the genetic crosses and get them to practice more.

Subject advisors need to provide more material to assist teachers and learners, keeping in mind the introduction of dihybrid crosses for CAPS in 2014.

Please note that question 2.4 was stated slightly differently this year. Many learners did not read the question carefully enough and started off with the  $P_1$  generation instead of  $P_2$ . Learners did not indicate  $P_2$  and  $F_2$  and certain concessions were made. This concession for  $P_2$ (parent) and  $F_2$ (offspring) will not be accepted next year. Teachers need to adjust questions so that learners can get used to starting off from the  $P_2$  generation as well.

The moderator’s report and memorandum should be discussed with matric teachers following the external marking session. This will provide them with valuable information regarding marking strategy and alert them to the common errors made by learners. Teachers will then be able to use the memorandum more effectively as a teaching tool.

**QUESTION 3**

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

The Rasch analysis for this section was 35 %. It was generally poorly answered. Learners struggled with terminology and calculations.

**Question 3.1**

The entire question was poorly answered. There is a general lack of understanding of genetic engineering and many learners tried to answer it like a comprehension test. They were unable to relate their knowledge to the extract provided. There is a serious lack of reading skills.

**Question 3.2**

This question was poorly answered. Learners were not able to do very simple calculations (ratios) and do not have a sufficient understanding of experimental design.

### Question 3.3

Well answered by most students.

**(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

**3.1.1** The term genome was very problematic. Only 20 % of learners were successful. There was a lack of understanding of the specific term and they lost marks. Incorrect responses included “all DNA” or “all chromosomes” in the organism, “entire genetic make-up” or “all genetic material” in an organism. Many learners explained the process of genetic engineering.

**3.1.2** Learners did not follow instructions and therefore did not compare genetic engineering and selective breeding. Students thought that they should quote from the passage or get the answer from the passage given. Learners could not see the relationship or difference between genetic engineering and selective breeding. Learners had to read carefully to get the answer to this question.

**3.1.3** Learners do not understand the process of genetic engineering.

**3.1.4** Many learners confused “value” and “advantages” and swopped the answers of 3.1.4 and 3.1.5 around. Learners don’t know what “herbicide resistance” means.

**3.1.5** Many learners focused on the economic advantages instead of the direct effects on the crops. Some learners did not read the question properly and did not address crop production but referred to the role of genetic engineering in the farming of livestock and production of medicine.

**3.1.6** Learners do not understand the process of genetic engineering. This question as well as 3.1.3 indirectly refers to the disadvantages of genetic engineering.

#### 3.2

**3.2.1.** Many learners swopped the ratio around – “1:3” instead of “3:1”.

**3.2.2** This was poorly answered. Many did not know the meaning of the word ratio or how to calculate it. Learners did not take notice of the examples from the table and therefore their answers were not to 2 decimal places. Some rounded it off to the nearest whole number which made both X and Y three thus they were unable to identify the trait with the closest phenotypic ratio. Many did the correct calculation but did not give the final answer in ratio form. A marked number of learners gave the ratios but failed to mention which of X or Y was the closest to the expected phenotypic ratio thus losing marks.

**3.2.3** Only 9 % of candidates had this correct. More attention needs to be given to sampling techniques and experimental design.

**3.2.5** Learners experience problems with experimental design. Most learners were unable

to identify the fixed variables (factors that need to be controlled). Some had very vague answers.

**3.2.6** Learners don't know the difference between "genes" and "alleles". Students referred to "gametes" that would move to separate cells. Some explained the Law of Dominance instead.

**3.3** Most learners could answer this well. Some wrote only the definition without the description. Some learners confused allopatric speciation with sympatric speciation or natural selection. Some confusion arose between "population", "species" and "organism". Many learners started their description with 2 species instead of 1 population of the same species.

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

Learners were poorly prepared for this section.

Teachers need to strengthen the learners' understanding of the terms allele, gene, gamete and genome, population vs species.

More explanation and work to be done on genetic engineering.

Learners need more exposure to calculations, case studies, scientific investigations and the writing of paragraph type questions (higher order questions). They also need to be taught how to interpret tables.

Learners must be taught to round off to 2 decimals. Teachers must also explain what is meant by ratio, how to calculate it and that there is difference between 1:3 and 3:1.

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

Learners have a vague idea of genetic engineering, experimental design and speciation, but lack understanding.

Many learners have difficulty in answering paragraph type questions and are not able to express themselves in a logical manner. Some just write what they know, not what is asked.

Reading and mathematical skills are clearly lacking.

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

Workshops are needed on genetic engineering. Teachers should be developed on how to approach terminology and case studies.

Teachers should use current articles and set questions on those which could serve as case

studies so as to improve the learners' understanding of genetic engineering. Teachers should also develop themselves and stay abreast of current developments. Other resources such as scientific journals are readily available on the internet. Learners must be encouraged to make use of these to increase their own understanding.

Using old exam papers to prepare learners is a useful tool. However, teachers should not just hand out the memoranda with it. Learners need to think for themselves first, instead of just memorising the answers. The skill of critical thinking is essential in answering case studies.

#### **QUESTION 4**

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

##### **Question 4.1**

The Rasch analysis for 4.1.1 was 64 %, indicating that most learners have mastered the skill of drawing line graphs fairly well.

4.1.2 and 4.1.3 were not well answered because most learners were unable to identify the dependent and independent variables and thus swopped the answers around.

4.1.4 was fairly well answered, but learners failed to apply their knowledge of natural selection to the specific situation.

##### **Question 4.2**

This question was most poorly answered because learners misinterpreted it.

##### **Question 4.3**

The essay was poorly answered. Learners focused mainly on the features of the skull and many misinterpreted the question.

(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**

**4.1.1** Many learners transposed the axes i.e. they swopped the variables on the X and Y axes. The caption of the graph must have BOTH variables. The scale of the X and Y axes must be equidistant (i.e. have regular intervals). Many learners plotted the "height of the seedlings" instead of the "survival of the seedlings", indicating that they did not read and follow the instructions. Learners found it difficult to interpret the table.

**4.1.2** Most learners swopped the dependent and independent variables.

**4.1.3** Very few learners identified the copper/distilled water solutions as an independent variable, because it was not very obvious from the table. They failed to refer back to the introductory information.

**4.1.4** The Rasch average for this question is only 26 %. Learners have a basic knowledge of natural selection but could not apply their knowledge to the specific question on copper tolerance. Their explanation was too general and they did not mention the variation as copper tolerance and copper intolerance. Some referred to long and short roots. Many students did not read the question properly and therefore did not refer to Group 1 only, so they lost marks. Some thought that natural selection only started after the seedlings were collected and treated with the different solutions.

**4.2** The Rasch average for this question is 14 %. The question was misinterpreted. Many learners wrote the “Out of Africa” hypothesis, instead of linking the mutations in the Y-chromosome to male ancestral lineage as evidence of the hypothesis. Most learners wrote about the fact that the Y-chromosome does not undergo crossing over and the difference between the X and Y chromosome and how it relates to gender.

**4.3** Learners did not read this question carefully and did not realize that they had to compare the structural changes to the skull. They were asked to write about changes to the skull, but they wrote about everything from head to toe, thus losing marks for relevance. Many wrote about the skulls of all the human ancestors. Most learners were able to provide examples of structural changes, but they are not able to explain the significance of these changes. Learners are unable to differentiate between “skull”, “cranium” and “brain”. They do not know the difference between “eye brows” and eye brow ridges”. Some also wrote about the C-shaped and U-shaped teeth instead of jaws. Many learners did not understand what was meant by the word “significance”.

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

Teachers need to teach learners how to structure an essay.

Learners need to practice drawing graphs and must be taught how to identify the independent and dependent variables. Teachers can use the memoranda as tools when teaching graphs – learners can then see how marks are allocated.

Learners should get case studies on natural selection with different variations so they can learn to apply their knowledge to different contexts.

Teachers should not just focus on teaching the differences between humans and their ape-like ancestors but also the significance of these changes.

Learners’ reading skills need to improve so that they can analyse questions and interpret them correctly. They should work through old exam papers so that they can get used to the formulation of the questions and learn how to identify key words.

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

The questions were poorly numbered, making it very difficult for markers to distinguish between the different sub-sections.

The language abilities of the learners fail them, seeing as they know what they want to say,

but have difficulty expressing themselves in the correct way. Many did not use the correct terminology.

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

Learners must be given instructions and exercises on writing essays and writing skills.

Subject advisors need to organize workshops on writing skills and how to answer essay questions. They must also provide more worksheets and support material on evolution, especially when starting CAPS with all the new concepts.

There has been a reduction in marks for graphs. There will also be only one graph in CAPS.

The rubric for assessing the presentation of the essay has also been changed. Marks are now given for relevance, logical sequence and comprehensiveness.

A concession was made for bipedalism (walking upright). This will not be accepted in future.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>LIFE SCIENCES P2</b>
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### **SECTION 1:**

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

Generally, the performance of the learners is not good. The average mark of the selected 100 scripts is 61 and the average percentage is 41. The average percentages for the four questions are all below 50 and they are as follows: - Question 1: 48,4 %; Question 2 : 38 %; Question 3 : 31,4 % and Question 4: 36,3 %.

The worst performed question is Question 3, even though the others were also not performed well. In some centres, it was clear that the learners were not taught because they did not answer the questions and in those centres where the learners answered, most of their responses were incorrect.

Some of the reasons why the learners performed poorly in the paper were that they were unable to read and understand what was required by the question and as a result, they gave irrelevant information, which was not worth awarding marks. They do not read the instructions properly, for example, where they are required to give answers in the form of letters, they wrote words instead, and this makes them lose marks. Although some learners scored full marks for the drawing of the motor neuron and the graph, there are still those learners who were unable to identify that neuron B is the motor neuron and as a result they drew structures that were very different from the motor neuron and others did not draw anything at all. Those who managed to draw the motor neuron also included labels which are not stipulated in the examination guidelines. Our learners lack interpretation and analytical skills, which would enable them to answer the higher order questions. In some centres, it is evident that the syllabus was not finished or the learners did not have a Life Sciences teacher for the greater part of the year. The majority of learners have a language problem where they are unable to comprehend what is required by the question as a result the tendency is to give an answer which is not relevant to the question asked, e.g. in Question 4.1.1 the learners were required to state ONE function of gibberellins that led to the results that were obtained in the investigation. The learners gave the general functions of gibberellins instead / described the results shown on the graph.



## 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>
<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>Generally the question was poorly answered even though good marks were obtained by the learners in schools where teaching and learning took place. A huge number of learners from quite a number of schools performed poorly in this question. The average percentage for this Question is 48.4. Question 1.2 was the poorly performed question, as most learners did not know the biological terms. The average percentage of this question is 36. The average percentage for the A/B question is 40. The other sections of the question ranged between 53 and 57 %. The responses of the learners are an indication that there are certain topics that were not covered at all.</p>
<p><b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b></p> <p>Learners were unable to identify the dependent variable in question 1.1.5 even though they have been given a hypothesis, which has the answer to the question. In 1.1.6, many learners failed to analyse and interpret the information on the table to be able to come up with a conclusion. In 1.1.7, some learners did not add marked and unmarked fish in the second capture and as a result, they ended up having their answer as B. There is still a problem with our learners in knowing the difference between validity and reliability because some of them gave a response, which would make the investigation reliable rather than decreasing its validity.</p> <p>There are still learners who do not know the biological terms. In 1.2.1, some learner's responses were direct count instead of census. Some had a problem of the spelling where they wrote sensors, which had a very different meaning. In 1.2.2, many learners wrote carrying capacitor instead of carrying capacity. In question 1.2.5 learners confused the ovule with the ovum / ovary / embryo.</p> <p>Question 1.3 was also poorly performed by the learners. It was evident from their responses that many of them were guessing and not exactly knowing the correct item/s in Column II. In Question 1.4, some learners were able to identify the different phases in the graph but there are still those who did not get the mark for phase D as they wrote leg instead of lag phase and logarithm instead of logistic phase. In 1.4.2, the question was based on the arrows at A and not the dotted lines. Many learners gave the answer as carrying capacity instead of environmental resistance and their answer was wrong because the questions were based on arrows and not the dotted line.</p> <p>For 1.4.3 even though the type of growth curve is clear, there were those who referred to it as the geometric growth curve. In question 1.5, some learners could not match the descriptions with the letters in the diagram. For those who managed to answer the question the majority wrote the letter F for 1.5.3 instead of E. It was also noted with concern that our learners do not read the instructions and they lose marks even if they know the answer. The answers to Question 1.5 was supposed to be letters but some learners decided to write the names of the structures instead of writing the letters.</p>

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

Question 1 is a question, which assesses concepts across the whole syllabus. Learners must be sure of the terminology used in Life Sciences. In the Multiple Choice Questions (MCQs), the learners must be trained to know the answer to each of the questions posed even before they look at the options given. They must just simply choose the symbol which corresponds to the correct answer from the given options. They must also be taught to read the stem of each of the questions given and try to analyse it. For example in question 1.1.5, the learners were given a hypothesis where they were supposed to have identified first, which of the two variables given was a dependent and which one was independent and it would not have been difficult for them to answer the question. Learners should be taught how to draw conclusions from the given data or from the data that they would have generated themselves when conducting scientific investigations. Learners must be given many exercises on terminology, it must be emphasized to them that they must write the correct spelling for these terms because sometimes the spelling they use means something else in Life Sciences, and therefore do not get credit for such mistakes.

- Glossary of terms must be written and revised for each section of the syllabus.
- Regular testing (informally and formally) on terms – emphasis also on the spelling of the terms.
- Exposure to exam type questioning by using the past examination question papers.
- Guidance in following instructions especially with learners experiencing a language barrier.

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

Language is posing a big problem and it causes learners to spell words incorrectly or not answering the question at all. Life Sciences teachers must teach Life Sciences in English and must work with the language teachers to overcome this challenge. Some learners left blank spaces instead of answering the question. There is also a tendency of wrong numbering of questions by the learners.

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

**QUESTION 2**

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

Generally, the performance of this question was also below average. Out of the 100 scripts sampled, the average percentage is 38. Some learners struggled to give the labels of the structures in the diagram. Some learners did not draw a motor neuron but just a structure with labels. It was also a problem providing the caption of the diagram. Question 2.2s Performance was the worst in this question with an average % of 29.

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

Even though some learners managed to provide the labels for the structures in the diagram the majority of learners mixed up the labels and as result they lost marks. In 2.1.3 instead of

giving a reflex action, the learners gave a response without a stimulus or vice versa, either e.g. touching a hot surface or pricking your finger with a sharp object. In 2.1.4, some of the learners who managed to draw the diagram could not give the caption of the diagram and provided some of the labels, which are not part of the examination guidelines 2011. They could not differentiate between the sensory neuron and the motor neuron. In Question 2.2, most learners struggled with coming up with the planning steps which need to be considered before the investigation but instead gave the method to follow when conducting the experiment or precautions taken when conducting the experiment. In identifying the dependent and independent variables learners struggled e.g. for the dependent variable they wrote woodlice instead of the number of woodlice also for the independent variable they wrote environmental conditions instead of the amount of moisture some only indicated the dry or the moist conditions (mentioning only one of these). They were unable to identify the factors that needed to be kept constant.

Question 2.3 was difficult for most of the learners. Learners could not link the graph with the structure and functioning of the various parts of the eye. They were unable to explain the difference between the light and dark-adapted eyes. Many learners identified region X as either the optic nerve or the retina. Some of those who managed to identify the blind spot were unable to indicate why there is zero acuity of vision in the blind spot.

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

Learners must practice drawing diagrams and provide captions and labels. Learners should be taught how the neurons differ functionally and structurally. Learners must be made to engage in activities with scientific investigations. They must be able to design the scientific investigations and interpret the information based on the scientific investigations, which have been done by other people. They must also be given many translation activities where they would translate information from a graph to a table and vice versa.

They must not expect to get the known diagrams of the eye for example but must be prepared that the information could be presented in another form e.g. the graph. Learners should be exposed to a variety of skills.

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

Poor understanding of the English and its usage by the majority of the learners. Lack of application and analytical skills more especially in Questions 2.3. Planning of the scientific investigations seems to be a huge problem and this shows that practical work is not done properly in our schools.

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

Conduct workshops on how to administer scientific investigations. Take learners through a series of scientific investigations to enable them to understand the various variables; dependent, independent, and controlled variables. They must also be taught how to ensure that investigations are reliable and valid.

**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 the worst performed amongst the four questions. The average % from the 100 learners is 31.4.

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

In 3.1, the learners struggled to interpret the graph and most chose B as the answer to 3.1.1. As for the explanation in 3.1.2, they gave reasons outside of the graph like the poor living conditions, high infant mortality rate, there are many survivors in the early ages of survivors, the number of survivors decreases rapidly because of economic factors and other factors, etc. Most analysed it as a survivorship curve. In 3.2 the learners answered better although some learners misunderstood the term "poaching" and explained culling or just did not know the definition. Some of those who defined poaching did not use the word "illegal" and therefore had to lose a mark. There was confusion amongst some learners between 3.2.2 and 3.2.3 where they provided the answer for 3.2.2 in 3.2.3 and vice versa. In questions 3.2.4 and 3.2.5 the answers that were expected needed the learners to give an explanation, they were unable to give the reasons and therefore they lost the marks for not motivating the answers, e.g. The rhinos became extinct (3.2.4) or arrest illegal poachers (3.2.5).

Question 3.3 was misinterpreted and probably the learners could not read the information from the table correctly. Most learners indicated that the two birds were not in direct competition because the shag was swimming near the surface and the cormorant near the bottom of water. Some of the learners referred to the two birds as eating different prey. Some of these learners mentioned that the birds are swimming at different depths. Those who were able to say that they were feeding at different depths left out the word "generally." Some said they do not feed on the same animals. For the resource that the birds were competing for, the answer for most learners was "mountain cliff" instead of space or nesting area. Generally, they knew the type of competition. Some learners were unable to identify interspecific competition instead, they wrote intra or interspecific competition or intrespeciation. Question 3.4 was also not fairly answered by the learners. Some of them wrote "ecological" instead of primary succession and they did not know the role of pioneers in succession. Some had a challenge of spelling, e.g. pione for pioneer. In Question 3.5 learners were expected to explain what might happen to the population size of the carnivorous fish that feed on the herbivores if the local seaweeds are replaced by *C. taxifolia*. The question tested their understanding of the relationship between the organisms in a food chain. They misunderstood the question such that they answered as if the population size dies due to the shortage of food. Some also said the carnivores / herbivores will become extinct instead of using "decrease." In 3.5.2 learners mentioned that chlorine was toxic to the environment or water instead of the organisms living there.

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

All the sections of the syllabus must be taught so that the learners could respond to the questions based on them. Learners must be provided with a variety of question type both in the formal and informal assessment tasks. They must not only experience the questions based on tables and paragraphs when they write the examinations. Life Sciences teachers must work hand in hand with English teachers as it is a language of learning and teaching more especially for those learners whose Home Language is not English. Reading skills must be promoted even in the Life Sciences classes. Teachers must provide learners with current information from various publications and create resource corners where such information can be accessed by learners. Use case studies provided in the Life Sciences textbooks. Provide opportunities for learners to debate about current issues which are Life Sciences related.

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

Lack of reading, comprehension, and analytical skills.

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

Workshops to be conducted for teachers on how to assist learners in reading the comprehension tasks and how to answer them.

#### QUESTION 4

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

Generally, the question was not well answered by the majority of the learners even though there are some learners who performed exceptionally well in this question. It was also a cause for concern to see some learners not attempting Question 4.3 even though the same question was there in the trial examination paper of 2013.

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

Question 4.1.1 was poorly answered. Learners misinterpreted the question and gave the general functions of gibberellins without linking the answer to the question. Most learners described what was observed in the graph without explaining what caused the results.

In question 4.1.2 the learners could not do a simple calculation and they only obtained marks for units although some learners did not even write the units. Learners were unable to read the information from the graph to get the two values. Some learners got the values correct but instead of subtracting 80 from 120 they did the other way round and this would have led to a negative answer but they were clever enough not to put the negative sign in front of the answer. The responses of learners in Question 4.1.3 showed that they still do not know the difference between the reliability and validity of results.

In 4.1.4, learners were unable to use the results given in the graph to explain the effect of auxins in the growth of lateral branches. They gave the functions of auxins in apical dominance, phototropism, and geotropism.

In 4.2.1, most learners knew how to draw the histogram but there were several problems encountered, e.g.

- Having a graph without a caption and those who have written the caption mentioned one variable.
- Labelling of the axes – most learners do write the labels of the axes but they do not write the units for those labels.
- Scaling in the axes – many learners simply write the values that are given in the data irrespective of the intervals in-between those values. In this graph the problem was with the values of the y – axis.
- Some learners are still transposing the axes and that makes them to lose marks.
- There are still learners who cannot identify which variable is dependent and independent in the given data.
- Some learners cannot differentiate between the histogram and the bar graph as a result their graphs were bar graphs.
- Learners still do not understand that when drawing the bars, their width should be equal.

In 4.2.2, the learner's responses showed that they do not understand the endocrine system properly. Many learners did not know the hormone whose deficiency results in diabetes mellitus. They also confused the Islets of Langerhans with the organ Pancreas. For the hormones, that influence the glucose level it was evident that they could not differentiate between glycogen, which is a storage carbohydrate, and glucagon. Some of the learners gave very wrong hormones e.g. oestrogen, progesterone, etc. Sometimes the spelling would be glycagon or glucogen.

Question 4.3 was not attempted by some learners and those who attempted it could not write the sequence of events of the menstrual cycle properly. In most cases, the hormones were haphazardly placed within meaningless sentences. The structures or glands did not correlate with the hormone secreted e.g. a hormone secreting another hormone (follicle

stimulating hormone secreting progesterone). The learners also used the words like secrete and stimulate in the wrong context, e.g. the Graffiaan Follicle stimulates oestrogen.

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

Learners must be exposed to data interpretation and translation tasks, e.g. changing data from tables to graphs and from graphs to tables and drawing graphs or interpreting information from a graph and linking it with what they have learnt. Learners must be exposed to investigative methods and questions relating to reliability and validity of the investigation. Learners must be made to identify the dependent and independent variables from the tables as well as graphs. Learners must be trained to use rulers and measure their scale to have equal interval as well as the same width of the bars.

Learners must be taught how to apply Life Sciences knowledge and not only memorising the facts.

Content gap workshops focussing on graphing skills and the scientific method must be conducted to assist the teachers who also seem to be struggling with these. Teachers must also be work shopped on how to write essays so that they in turn train their learners in writing essays, which would be presented logically with relevant information, and being comprehensive in relation to the aspects that have been assessed in a particular essay. Teachers must make sure that extensive revision is done with the learners before they write the examinations (in fact this should be done with each task so that the learners would know how they are expected to answer the different types of questions). Learners must be taught to organise their answers in a logical sequence.

Teachers must ensure that all the sections of the syllabus are covered and learners are assessed on these during the course of the year to check whether they understood what was taught.

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

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



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>MATHS LIT P1</b>
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### **SECTION 1:**

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

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



Teachers must devise their year plan at the beginning of the year and make sure that all sections are given adequate time and attention. It's the quest to complete the syllabus before the June Examinations that causes many educators to rush through some topics which they may consider to be less important.

Subject advisors can assist novice Grade 12 educators by organising content-gap workshops, inviting guests from other provinces or from industry, or SARS to give educators some insight and motivation. Also use experienced educators from neighbouring schools to mentor new teachers. The cluster groups can also serve this purpose.

## 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 **Bank Reconciliation** and **Debtors Age Analysis** (30 marks; 10% of the paper).

Once again, these are topics that receive little attention in Grade 12 only because they are expected to be covered quite extensively in Grade 11 (beside Age Analysis). It must be understood that Grade 12 learners are required to analyse and interpret, and not prepare reconciliation statements. This skill is lacking. It was also sad to note that preparing the Bank Reconciliation Statement was also not up to standard.

The average mark from the sample of 100 scripts was  $^{14}/_{30}$  (46%)

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

Very few learners explained the GAAP principle involved. Learners are taught to write INTERNAL CONTROL to almost all explanation type questions. This time the question stated "provide internal control measures..." and this reduced their options to answer the question. In Question 2.2.2, learners still do not understand the requirements to prepare a reconciliation statement and the process of rectifying differences. They bring in many foreign items (for which they were penalized).

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

For the bank reconciliation, it might be necessary to go back to basics and enact the banking system (role playing). Learners must not simply do exercises mechanically. They need to understand the processes/steps involved and be given different scenarios to study and analyze.

Debtors Age Analyse is not done effectively in many textbooks. Thus far, they were only required to analyze given information. It is time we get learners to prepare an age analysis from debtors' ledger accounts so that they can see the logic behind its usefulness to a business selling goods on credit. Linking this to the charging of interest to the overdue portions of the accounts is also helpful.

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

2.3 Learners do not understand the difference between credit terms and credit limits. They identify the same problem with different debtors (the question requested two different problems).

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

Do not take anything for granted, assuming that it was done in previous grades. Encourage

some self-study in this topic. Design an assignment or case study that will require learners to explore the banking procedures and come up with practical solutions. It is also important to be aware of current banking practices as changes do take place. When teaching Debtors Control reconciliation with the Debtors List, incorporate the Age Analysis and illustrate how this is a useful management tool.

Internal controls and management accounting concepts must not be taught in isolation. It should be brought into every section of the syllabus, together with ethical issues. Do not rely totally on past year examination papers – try to create new/innovative ways of testing the same principles; with the knowledge that examiners are constantly doing the same. Subject advisors can assist with designing common tasks to assist inexperienced educators.

### QUESTION 3

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

(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.**

### QUESTION 4

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

(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.**

**QUESTION 5**

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

(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.**

**QUESTION 6**

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

(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.**



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>MATHS LIT P2</b>
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### **SECTION 1:**

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

According to the responses of the learners, it seems like the question paper was not too easy, especially for learners with a language disadvantage. Overall the question paper was answered very poorly. The learners approach this question paper with a negative attitude. The main concern to this question paper is that there is too much reading and with a lack of language skills they will find it difficult as they will not be able to interpret what is being asked.

### **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Question was answered very poorly, although there were some learners who showed a good understanding. This question entailed mostly Space, Shape and Measurement and normally they don't fair well as they see this LO as a challenge,
<b>(b) Why was this 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 were not to convert units.</li><li>• Learners always get confused when it comes to the circle, especially when it comes to the radius and diameter, eg. Don't know that the radius is half the diameter and vice versa.</li><li>• Correct substitution also cost the learners the losing of valuable marks.</li><li>• The also have a lack of calculator skills.</li></ul>
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"><li>• Educators should emphasizes and drill the understanding of the terminology of radius and diameter.</li></ul>

	<ul style="list-style-type: none"> <li>The emphasis should also be on conversions of 1-dimensional (length), 2-dimensional (area) and 3-dimensional (volume).</li> <li>The meaning of squaring and cubing should also be drilled.</li> <li>Educators need to bring the real life shapes to the classroom where learners can visualize, which can also help them with understanding.</li> <li>The continuous practicing of space and shape, but more Level 3 and 4 questioning.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	<ul style="list-style-type: none"> <li>Learners find it difficult to substitute in given formulae.</li> <li>Learners are changing formulae to suit their needs.</li> <li>Still using <math>\pi</math> on calculator and ignore instruction to use <math>\pi</math> as 3,14.</li> <li>Learners mix units such as multiplying meters and centimeters instead of converting to the same unit.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	<ul style="list-style-type: none"> <li>Workshops by Subject Advisors to train teachers in their shortcomings of Space, Shape and Measurement.</li> <li>Educators to work in their clusters and exchange ideas for teaching and learning.</li> <li>Common assessment tasks for all schools set by either Districts, Clusters or even Provincial.</li> </ul>

<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>	
	This question is all about finances. It was generally poorly answered though there was well marked scored in some centres.
<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>	
	They were not able to comprehend, organize and interpret the information that was given in writing and tables. They were mixing up the claim and cost table. They just took any part of information without bearing in mind the question and do any kind of operation (+; -; ÷; x).
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>	
	<p>Let learners get use to:</p> <ul style="list-style-type: none"> <li>Getting information in table form;</li> <li>Interpret the tables in order to answer any question whether: <ol style="list-style-type: none"> <li>Formulating a formula,</li> <li>Substitute correct values from tables into formulas,</li> <li>Applications for tax brackets (finding of the right bracket and correct calculations with bracket).</li> </ol> </li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	Most learners don't think, or reason before they answer.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	

After every textbook problem, learners must get question papers concerning specific topics so that they can get use to question paper format.

### QUESTION 3

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

Question 3 was all about data-handling and again it was also 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.**

Big numbers was involved in the given data and again in tables. Learners just again did not read correctly and interpret the tables correctly. Language disadvantage (second language) also played a role, because the learners who answered in their home languages did better in this question.

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

Teachers must work more often with these in class and test learners to work with big numbers and information in table forms.

Drill learners in problems where they will have to give justifications/opinions in words.

More scale problems must be practiced in classwork, homework and tests.

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

- Learners do not read the question carefully.
- When they answer, they just take any value they see anywhere in the question or the table and do any operation (+; -; ÷, x).
- Some concepts they still don't understand (for example: trends, median, quantities, etc.).

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

Teachers in neighbouring schools, districts, etc. must communicate and co-operate with subject advisors. They must learn from one another for the interest of the learners. Subject advisors can give more questions around this as well.

### QUESTION 4

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

This question was all about space, shape, measurement, drawing of graphs and interpretation of graphs. It was poorly answered by the 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 don't apply what they was taught:

- They work with units and mixed them up (they don't convert or did not remember how to do it or was clearly never taught how).
- Apply the importance of radius (r) when it comes to formulae of a circle.
- They can't give a formulae out from information (a graph).
- They don't understand basic terminology like: perimeter, area, etc.

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

Learners must learn off by heart the formulae of the different shapes and start to understand the difference between length (cm, mm, m, etc.), area (mm<sup>2</sup>, cm<sup>2</sup>, etc.) and volume (mm<sup>3</sup>, cm<sup>3</sup>, etc.) and the conversion for:

a) length

b) area



c) Volume.
<b>(d) Describe any other specific observations relating to responses of learners.</b>
Learners are careless when it comes to simple questions like: <ul style="list-style-type: none"> <li>- Substitution in given formulae,</li> <li>- Follow given directions to find a place, etc.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
They must work on a plan on how to get learners interested, disciplined in working on class and at home.
<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 about interpreting graphs. It was 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>
<ul style="list-style-type: none"> <li>- Language barriers played a role here. Interpretation of the question, example: 1.1.5. The question was about driving school, but learners referred to schoolwork.</li> <li>- Learners were not cautious enough in making a study of the graphs.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
More problems about interpreting graphs. It should be practiced with learners extensively.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners are careless. They don't read with understanding. They just answer. Some learners attempt problems not even having a calculator in a final examination or otherwise they don't know how to operate the calculator. No calculator skills at all.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Cluster leaders should establish forums that can devise challenges and suggestions to help subject advisors to have an understanding of what is happening at grass root levels. More common projects need to be assigned to learners. A thorough study of the work done in Gr.10 and 11 is necessary to prepare Gr.12 learners.

**ASSESSMENT & EXAMINATIONS**

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# NSC 2013 CHIEF MARKER'S REPORT

<b>SUBJECT</b>	<b>MATHS P1</b>
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## 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. Analysis of the sample of 100 scripts drawn from good, average and weak centres indicates that candidates performed best in routine questions [1, 2, 4, 8] and worst in questions requiring applications [5, 6, 9, 10]. 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. It is clear that functional notation is not properly understood. Other areas with which candidates coped poorly were inequalities, infinite series, inverse functions and calculus applications. 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.

As indicated last year, it is important that teachers ensure that lessons include "What if . . . ?" and "Why . . . ?" type questions so that learners can become used to thinking more broadly about the underlying mathematical concepts in their work and learn to apply knowledge.



## SECTION 2:

**(a) & (b) Comment on candidates' performance in individual questions and possible reasons for performances.**

### **QUESTION 1**

The solving of quadratic equations and inequalities is tested. This routine start to the paper enabled candidates to make a confident start – performance in the sample supports this contention. Questions 1.1.1 & 1.1.2 (a) were the best answered questions. It is necessary to note that working must be shown in order to earn full marks.

All candidates attempted Question 1. 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. It was a relative easy factorization. Learners should not use their calculators to give answers only. All calculations should be shown. Full marks were not awarded for answers only.

1.1.2(a) This question was answered well. Substitution of the negative b-value proved problematic for many candidates. Learners should note that  $-b$  should be substituted as  $-(-5)$  and not just  $-5$ .

If the candidates substituted incorrectly it often results in  $\Delta < 0$ . Educators should remind learners that if  $\Delta < 0$ , they should understand and state that there is no real solution.

All calculations should be shown. Full marks were not awarded for answers only.

Do not accept that learners know how to use their calculators.

1.1.2 (b) This is a well-designed question to test whether candidates understand the concept of  $x = 0$  being a further solution and that division by zero is not allowed. It was answered poorly with not many candidates receiving full marks.

A common error was to divide by  $x$  instead of taking  $x$  as the common factor. Ruther errors were attempts to use the quadratic formula to solve this cubic equation or to use the derivative to solve the equation. Not all candidates that wrote  $x$  as the common factor could see the connection between (a) and (b).

1.1.3 The negative factor raises the level of the question and requires more understanding from the candidate. Many candidates were unable to conclude the solution to the inequality correctly. When the “-3” is removed by division, the direction of the inequality sign must change. It is important not to omit the “or” from the solution:  $x < -7$  or  $x > 5$ . Some candidates were able to provide the correct graphical solution (on the number line), but concluded incorrectly. Drawing a parabola is considered a method of solving the inequality and should not be regarded as the solution.

1.2 This was one of the better answered questions on the paper. It is a very predictable question and the fact that there were 3 easy options for substitution and no fractions helped candidates to score fairly good marks. The lack of basic mathematical skills prevented many from achieving full marks.

Candidates must guard against interchanging the  $x$  and  $y$  when factorizing or when using the formula. Educators should include equations where the unknown is not always  $x$ .

In the case where  $x = y + 2$  was substituted into  $y = x^2 - x - 10$  many candidates did not include the brackets for  $-x$  as  $-(y + 2)$ .

1.3 Candidates used many strategies to simplify the given expression. The question required the denominator to be expressed as a power of 3 and divided into the numerator (which could first be factorised). Performance in the question was not good as many candidates made errors, often not knowing that  $9^{1006} = 3^{2012}$ . It is clear that learners should practice basic applications of exponential laws more.

## QUESTION 2

Questions 2.1 and 2.2 provided straight forward, yet comprehensive testing of Geometric Series. Performance in these questions was reasonable, although some candidates made calculation errors. The introduction of the 0 terms raises Question 2.3 to the problem solving level and performance was poor. While Question 2.4.1 was well answered with many candidates making the substitutions required, Question 2.4.2 was one of the worst answered questions.

2.1 Most candidates who attempted this question scored only two out of a possible three marks. Most candidates concluded  $x^2 = 441$  as  $x = 21$  and omitted the  $\pm 21$ . This is the same error as in previous years.

2.2 Candidates were required to use the appropriate Geometric Series formulae. Many were successful. No marks were awarded if Arithmetic Series formulae were used

2.3 Although this was not an unfair question it was an unfamiliar question to many candidates. Many candidates were unable to observe that the odd terms are all 0, while the even terms form an arithmetic sequence. Consequently the  $n$  which needed to be used in summing the series was 250 and not 500. It is important that learners see number patterns in various contexts when studying this section. Sequences which feature combinations of different types should be included in practice examples.

2.4.1 The correct application of sigma-notation needs to be practiced. Many candidates substituted  $k = 1$ , not noticing that the values of  $k$  start at 2.

2.4.2 Candidates either did not determine  $r$  correctly, did not interpret the question correctly or were unable to set up and correctly solve the inequality:  $-1 < 4x - 1 < 1$ . Candidates did not show much understanding of the criteria for the sum to infinity to exist. It is clear that more time needs to be spent in dealing specifically with infinite sequences during the teaching of number patterns.

### QUESTION 3

Question 3.1 is a well-designed test of Arithmetic sequences covering all cognitive levels. While Questions 3.1.1 and 3.1.2 were well answered, 3.1.3 and 3.1.4 were amongst the worst answered questions on the paper. Most candidates attempted these questions.

3.1.1 Candidates were able to use the linear or arithmetic pattern methods

3.1.2 This was one of the best answered questions. Candidates were able to derive the terms

3.1.3 Candidates clearly did not know what a “remainder” is.

3.1.4 This question required higher order thinking. In summing the terms divisible by 3, candidates were unable to extract the required sequence. Those who did, were able to determine the new  $n$ -th term, calculate the number of terms ( $n = 34$ ) and then calculate the sum. A common error was to try to use the given sequence, thus summing 100 terms instead of 34.

Candidates were unable to apply their knowledge of arithmetic sequences to the context. More practice is required.

3.2 This was an innovative question to test quadratic sequences and was reasonably well answered. Many candidates used standard methods of finding the  $n^{\text{th}}$  term and hence the required terms.

### QUESTION 4

This straight forward question on the parabola was well answered, although many candidates who were able to calculate the intercepts correctly in Questions 4.1 and 4.2 were unable to draw the graph in Question 4.4.

4.1 Most candidates could give the  $y$ -intercept. Educators should encourage candidates to give the intercepts in coordinate form.

4.2 Educators must emphasize the importance of stating  $y = 0$  and setting up an equation to solve for  $x$ . Candidates once again lacked the basic skill of factorizing a quadratic expression.

4.3 Candidates struggled to calculate the correct  $y$ -value for the turning point. Substitution of and calculations with fractions should be practiced regularly. Educators should once again not assume that learners know how to use their calculators. In teaching this section in grade 11, it is important that learners are made aware of the symmetry of the graph which makes quick checking of the  $x$ -coordinate of the turning point (Question 4.3) and the  $x$ -intercepts possible – the  $x$ -coordinate of the turning point is midway between the  $x$ -intercepts.

4.4 Some candidates were not able to deduce the shape of the graph from the given equation by looking at the co-efficient of  $x^2$ . Such basics should be drilled.

Educators should provide a variety of questions on functions so that the learners can familiarize themselves with the various ways of testing functions. Don't repeat the same type of questions when testing functions. This was a very easy question and definitely not the norm.

## QUESTION 5

Candidates did well in Question 5.1.1 which is a routine question requiring substitution. Many also knew that the log function is the inverse of the exponential function (Question 5.1.2). Questions 5.1.3 and 5.1.4 were experienced as higher order questions and poorly answered. Candidates clearly were unable to interpret the functional notation and to read the required information off the graphs.

Question 5.2 was a simple yet effective test of the inverse and function concepts which clearly distinguished between candidates who understood the concepts and those who did not. Both Questions 5.2.1 and 5.2.2 were very poorly answered. This indicates the need for reinforcing both concepts as each prescribed function is revised.

5.1.1 It was stated that  $k > 0$ . Learners should take note of these restrictions and not include  $\pm$  in this case.

5.1.2 Writing the function as  $y = \log_6 x$  or  $y = \frac{\log x}{\log 6}$  was accepted.

5.1.3 Candidates did not recognize the effect of the asymptote on the  $x$ -values.

5.1.4 The notation seemed unfamiliar to many candidates and educators should familiarize learners with similar questions. The graph of  $g^{-1}$  was given, so only the horizontal shift had to be applied.

5.2 Candidates showed a lack of understanding of vertical and horizontal lines. Candidates who lacked the correct mathematical language could not express themselves in motivating their answer in 5.2.2. Simple graphs like the vertical line [originally taught in grade 9] need revision.

## QUESTION 6

The unfamiliar form in which the equation of the hyperbola was given, raised the cognitive level of Question 6.1. Only Question 6.1.3 was well answered. Question 6.2 was a concise way of testing the exponential function and was relatively well answered.

6.1.1 The equation given as  $f(x) = \frac{x-d}{x-p}$  was unfamiliar to most candidates and the question was poorly answered. Many candidates got the sign of  $p$  wrong and did not do the substitution required to find the value of  $d$ .

6.1.2 This was one of the two worst answered questions on the paper. Very few candidates tried to do the algebraic manipulation required – simply using a common denominator.

Many candidates that attempted this question stated that  $f(x) = \frac{a}{x+1} + 1$ , substituted  $B(2; 0)$  and showed that  $a = -3$ . This was awarded no marks. The equation of the horizontal asymptote is not given and assuming certain values to answer a question is not accepted.

6.1.3 Candidates were able to score marks by reading a coordinate of  $P$  off the given graph.

6.1.4 This question was asked in a novel way and was poorly answered. Candidates showed no understanding of reflection about the line  $y = x + 2$ . The need to investigate symmetry when studying a curve is again evident.

6.2 Many candidates did not show an understanding of the relationship between the asymptote,  $y = 1$  and the value of  $q$  and instead substituted  $p$  as 1. Candidates who were able to determine the value of  $q$  and make the required substitution often made calculation errors.

Learners must not only practice the sketching of functions but also determining the equations in various forms.

Educators should revise function more often in grade 12 as the bulk of this module is completed in grade 11.

## QUESTION 7

The clear wording of this question and the avoidance of ambiguity must be commended. Despite this, candidates still showed a lack of understanding of the language and concepts involved. There is clear need for learners to be trained in the language of financial mathematics – a glossary of terms could be drawn up and provided for educators to use in class.

7.1.1 This question was poorly answered with candidates either not knowing the appropriate formula or not understanding the difference between nominal and effective interest rate. This is grade 11 work which clearly needs revision. When doing so it is important that learners not only be given a formula, but also understand the concept involved.

7.1.2 This question was better answered, but again a lack of thought about answers in context was evident with many candidates confusing years, quarters and months. Although generally using the correct formula, candidates also confused the use of nominal and effective interest rates. errors were made in the manipulation of the equation and in the application of logarithms

7.2.1 Candidates lacked the basic skill of calculating 30% of R18 480, a skill taught in primary school and repeated in grade 8 or 9. Many simply multiplied  $30 \times 18\,480 = 554\,400$ . The senior syllabus is very time consuming and educators do not always have the time to practice all the basic skills. Grade 9 and lower educators should drill all these basic skills.

7.2.2 This question required a straight forward use of the present value formula. Candidates who chose the correct formula scored marks here. A significant number, however, made calculator errors. The need for practice in applying knowledge within a context is again evident.

More practice and drilling in financial maths is necessary so that learners can distinguish between the different formulae. Educators should use the different terminologies in class. The learners must read the financial maths question very carefully and make sure that they understand what is asked.

## QUESTION 8

Question 8.1.1 was one of the better answered questions, while 8.1.2 and 8.2 were poorly answered. Candidates were penalized one mark for incorrect notation in Question 8.

8.1.1 This was one of the better answered questions. Differentiation from first principles has become a routine question and this is to be expected. Many candidates, however, still make notational errors which indicate a lack of understanding of the underlying concept of finding a limit. The following common errors were made:

$$\lim_{h \rightarrow 0} \frac{[3(x+h)^2 - 4 - 3x^2 - 4]}{h}$$

This resulted in the constants not cancelling. Candidates knew that this should not happen and simply changed the expression to continue. Learners should realize that if the constants do not cancel that they have made an error and should work through their solution to correct the error.

Educators should note that omitting the brackets in the following step is not mathematically correct:

$$\lim_{h \rightarrow 0} (6x + 2h) = 6x$$

Educators must note that candidates were penalised if  $f'(x)$  was not shown as part of the formula.

8.1.2 Given that finding the average gradient should be taught every year from grade 10, it is surprising that Question 8.1.2 was not well answered. Candidates often did not know how to calculate the coordinates needed. Determining  $x$  when given  $y$  must be practiced more.

8.2 This question again highlighted the difficulty candidates have in working with exponents. The basic rule of division which requires both terms in the numerator to be divided by the denominator was also not known by many candidates. Algebraic foundations which are not properly laid in earlier grades adversely affect candidates when they need to do calculus. In this question the differentiation rules were known, but the algebra required for earlier steps was not.

8.3 This question was reasonably well answered, although many candidates did not read the question properly and proceeded to find the equation of the tangent when only the gradient was asked.



### QUESTION 9

This question was poorly answered. Candidates showed an inability to apply knowledge. It is evident that too many learners do not understand calculus concepts and all the possible applications. A thorough understanding of these was necessary to achieve good marks in this question.

9.1 This question was very poorly answered. The key was to understand that 2 deductions are possible from the fact that  $P(-1 ; -1)$  is a turning point:  $f'(-1) = 0$  and  $f(-1) = -1$ . It is important to state this explicitly. Most candidates could not make these deductions which should be taught as a matter of course.

9.2 This question was slightly better answered with candidates being familiar with equating the derivative to 0 in order to calculate the turning point. Too many candidates were unable to carry out this standard procedure. Candidates must read the question. It only asked for the  $x$ -coordinate of the turning point of R. Many candidates did unnecessary work by also calculating the  $y$ -coordinate. To be awarded full marks candidates had to make a final selection of  $x = \frac{1}{3}$ .

9.3 This question was also very poorly answered with functional notation again not understood and much unnecessary working done. There is a need for teachers to revise the notation every time a new function is considered. It is key to understanding questions.

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. It is important that learners be given experiences which promote understanding rather than recipes.

### QUESTION 10

The question is well constructed and similar to examples which occur in many textbooks. Many candidates, however, did not even attempt it. It seems as if they decided in advance that they cannot do "word problems". Performance in the question was poor. Although the actual calculations were relatively easy, language barriers possibly played an important role in candidates not understanding the content of the question.

In teaching calculus, teachers should encourage learners to do many application problems, so that they develop an appreciation for its power and confidence in the methods.

As the given equation is quadratic, it would be good revision in a teaching situation to ask learners to determine the answers by using as many different methods as they can.

10.1 This question simply required equating the derivative to zero in order to determine when the maximum occurs.

10.2 In order to solve this question,  $r$  is equated to zero.

**QUESTION 11**

Most candidates attempted this question and managed to score marks on 11.1, 11.2 and 11.3.

11.1 This question was reasonably answered. Very few candidates were able to correctly identify the constraint  $y \leq 5x$

11.2 Candidates were able to draw in the vertical and horizontal lines, but struggled with the others.

11.3 Question 11.3.1 was well answered, but not Question 11.3.2 with few candidates using the objective function (search line) correctly

11.4 This was the worst answered question on the paper. In order for P to be maximised at all points with y between 100 and 160, the gradient of the search line must be the same as that of

$$5x + 4y = 800. \text{ Therefore } \frac{-a}{b} = -\frac{5}{4}.$$

This section is **not** in the CAPS syllabus and so will not be examined in the November 2014.

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

Basic Algebra and Geometry from the GET phase affects FET performance. Basic skills must therefore be drilled in grades 8 and 9.

Topics covered and completed in grade 10 and 11 should be revised 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 of asking the same question. Paper 3 will be useful in preparing candidates for probability which will be examined in paper 1 next year.

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 use of the correct formula.

Integrate topics for higher level questions.

Candidates copy formulae incorrectly from the formula sheet.

A glossary of terms used in exam papers and more specifically in financial mathematics, number patterns, probability (for 2014) and calculus applications should be compiled and studied.

Ensure that learners are assisted in understanding concepts rather than being given recipes

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

Calculation errors cost marks

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.

Candidates are urged to set work out neatly with a clear line or space between questions

Candidates must note that working must be shown and that answers only are often not awarded full marks.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Educators must treat 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 stems from these grades.
Educators need to constantly upgrade their own mathematical knowledge and skills. Communicate with educators for surrounding schools and contact subject specialists.
If available, make use of technology in teaching certain 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.

**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>MATH P2</b>
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### **SECTION 1:**

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

Many learners did not do well in statistics. This is perhaps because many questions demanded learners to understand and interpret, not just draw or calculate, as has been more the case in the past. Box and whisker diagram and ogive were already drawn in questions 1 and 3 respectively; only interpretation was needed and a lot of candidates struggled in these questions. Mean and standard deviation was already calculated in question 4 and candidates had to interpret hence they struggled.

Those candidates not fluent in English (or Afrikaans) were severely handicapped here (and elsewhere in the paper) (a) by an inability to read and comprehend, and (b) by not being capable of expressing themselves well in a second or third language.

Many learners collected a lot of marks in question 5 though some struggled to link the angle of inclination with gradient and were also challenged in question 5.3 which demanded them to calculate the area of a triangle which they seem not to have expected. Many candidates struggled with question 6, though they were expected to collect a lot of marks from this question. Question 6.7 was the most challenging for them in this question.

Some candidates also struggled with Transformation Geometry in question 7 and 8. Many of them struggled to express themselves in 7.3 and 8.1. Question 8.4 was the most challenging in question 8, and very few successful responses were seen. 'The wheel on the Cartesian plane' seems to have challenged a lot of candidates in question 9. Why would one put a wheel on a Cartesian plane?

Lack of basic trigonometric skills was evident in questions 11 to 12. Most learners still struggled to deal with basic trigonometric definitions and identities in question 10. Reduction formula and identities once again proved to be a challenge for many candidates in question 11. The Pyramid also confused many learners in question 12. They seemingly expected to calculate the volume and surface area though they were expected to use sine and/or cosine rules. Spatial and/or three-dimensional visualisation is obviously still a big concern.

Questions 9, 11 and 13 were the most poorly answered questions with average percentages of 15, 22 and 18 respectively.

## **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).**

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

#### **QUESTION 1**

**This question tested the five number summary and box and whisker diagram interpretation.**

ALL learners attempted this question but most of them did not get full marks as expected. This is because more interpretation was needed this time especially in 1.2 and 1.3. They may have been confused by the terms 'in excess of' in 1.2 and 'least variation' in 1.3. Interpretation in statistics demands better understanding and language usage.

#### **QUESTION 2**

**This question tested bivariate data (scatter plot) with its interpretation.**

All candidates attempted this question. Most of them got some marks (1, 2 or 3) in 2.1 but some of them struggled to draw the line (curve) of best fit in 2.1, describing the trend and estimating the probability in 2.3 and 2.4 respectively. The description which was expected in 2.3 had to be in context (comparing blood alcohol level and rate of having car accident) and most learners simply gave statements like: 'exponential', 'direct proportion', etc and these were not accepted. Once again most learners struggled to interpret the scatter plot. Some candidates were confused by the legal limit that was provided in brackets in 2.4. It is clear that most candidates are not able to interpret in statistics, which is the main purpose of doing statistics. Most learners also struggled to express themselves when required to do so – language issues.

#### **QUESTION 3**

**This question tested interpretation of cumulative frequency curve (ogive).**

Most learners attempted this question but did not do well. Some were able to read from the ogive that at 15 minutes, cumulative frequency is  $\approx 104$  in 3.1 but did not understand that it was supposed to be  $140 - 104 = 36$ . Most learners also struggled to read from the ogive the number of people between 8 and 12 minutes. Questions 3.1 and 3.2 were rather repetitive, in the sense that the same skill was tested in both. They expected to be asked about a range between two given points and that was not the case. It was surprising to note that most learners also struggled to get 3.3 correct. It looks like learners are not properly taught/ do not understand grouped data, they expect some questions (eg: mode) to be asked only when ungrouped data is given. Once again, it is clear that most candidates are not able to interpret in statistics, which

is the main purpose of doing statistics.

#### QUESTION 4

**This question tested the understanding/ interpretation of mean and standard deviation.**

Almost all candidates attempted this question since they had to mention any one school in 4.1 but most of them struggled to get the correct answer (School B) with a reason. Most learners also did not get 4.2 correct. Only about 15% of them got it correct. They were not able to use the curves given since most of them are not doing Mathematics Paper 3 (which is where distribution curves are dealt with in details). Similarly, 4.3 and 4.4 were challenging for most learners as they demanded a lot of interpretation. Once again, it is clear that most candidates are not able to interpret and express themselves in statistics.

#### QUESTION 5

**This question tested basic Co-ordinate Geometry (grade 10 and 11). The understanding of the angle of inclination was very important in this question.**

This question was attempted by ALL learners and many of them scored good marks. The understanding of the angle of inclination was expected to be used. Most candidates did not recognise that if they are given the angle of inclination, they can easily find the gradient. Rounding is also a challenge for some candidates, they were clearly told to round to the nearest integer value but they left their answers as 1,999... instead of 2.

Some candidates still struggle to use midpoint formula effectively, especially if the midpoint is one of the given/ known points. Most learners did well in 5.1.3 (determining the distance of PS) but those who did not get the equation in 5.1.2 struggled. Some candidates still struggle to work with distances as they struggled in 5.2 and 5.3. It seems the calculation of the area in 5.3 was unexpected as many candidates did not get this right. The use of ratio in 5.2 (and in 6.7) confused some learners – basic skills from earlier grades are always needed. Many candidates assumed that TR was the height and that was not the case. Overall, however, this was one of the better answered questions in this question paper.

### QUESTION 6

**This question tested Co-ordinate Geometry on circles (grade 12). The understanding of properties of quadrilaterals was very important in this question.**

This question was attempted by all learners. Many candidates struggled to show (by completing the square or any other acceptable method) that the co-ordinates of M were (3;-1) but the fact that these co-ordinates were given did make it possible for them to continue and answer follow-up (next) questions. Some learners did not recognise that

-4 was the y-intercept of the line MR and as a result they wasted a lot of time trying to use long method(s) to find the equation; it seems that they are hidebound by using formulae. A number of learners were not able to show that  $q = 2 - p$  in 6.4 because they were not able to use the fact that the product of gradients of perpendicular lines is -1. Some learners were not able to explain why the values of p and q were 6 and -4 respectively in 6.4. Candidates must be encouraged to show all calculations, as answers only will not be necessarily awarded full marks (Instruction 4). Many learners also struggled to calculate the area of a circle in 6.6 (it was absolutely amazing how many candidates used  $\frac{1}{2}\text{base}\cdot\text{height}$  !!) and also to find the ratio in 6.7.

### QUESTION 7

**This question tested the understanding of Transformation Geometry focussing on rotation and reflection.**

All learners attempted this question. This was one of the questions where candidates were expected to do well but about 50% did not. Some of them wanted to make sure that the transformations in 7.1 and 7.2 gave the same result though this was not, in fact, so. In 7.3, it seemed that learners expected that the order would not matter and therefore wanted Ziya to be correct but this, of course, was not the case.

### QUESTION 8

**This question tested the understanding of Transformation Geometry focussing on rigid and non-rigid transformations.**

All learners attempted this question. A number of them struggled to describe the transformation and to find co-ordinates of  $R'$  in 8.1 and 8.2 respectively. Some candidates struggled to recognise that the scale factor of enlargement was 4 since the ratio of area was 16:1. Question 8.4 was a serious challenge for most of the candidates and was easily the worst done part-question in the paper. It was not obvious that candidates had to equate distances since the transformation was rigid. They assumed that they had to use the formula to find the equation.

**QUESTION 9**

**This question tested rotation about the origin through any angle in Transformation Geometry.**

Not all candidates attempted this question. Some seem to have been intimidated by ‘the wheel on the Cartesian plane’. Most learners battled to get full marks in 9.1 as they failed to convince why they got  $\square = 195^\circ$  as they were asked to show – often all the steps would be mathematically correct up to the final justification that the rotation was indeed  $195^\circ$ . Only the anticlockwise rotation formula was given in the formula sheet and this formula contains  $\square$ , but there is also a  $\square$  on the diagram on the question paper. Perhaps  $\alpha$  could have been used to avoid this confusion. Only about 50% of the learners attempted 9.2 and most of them did not get it right. They could not link speed to distance and time and distance with degrees; hence this was one of the most challenging questions for candidates though, at first glance, it does not seem any harder than a Grade 8 ratio question!

**QUESTION 10**

**This question tested the understanding of basic Trigonometry (Definitions).**

Not all candidates attempted this question though it was one of the questions from where candidates were expected to collect easy marks – the diagram was already drawn. It seems basic Trigonometry in grade 10 and 11 is not revised thoroughly in grade 12. Reduction formula and compound angles also challenged candidates in 10.2 and 10.3. Several candidates wasted time simplifying the answer in 10.3 when actually there were no marks allocated for this in the memo – an instruction to this effect should have been provided in the paper.

**QUESTION 11**

**This question tested the understanding and use of Trigonometric Identities (compound angles, double angles, etc) as well as general solutions.**

This question was attempted by all candidates, but most generally struggle to use reduction formula thoroughly. They struggled especially to reduce the numerator in 11.1 because many thought  $\cos^2(90^\circ + \theta) = -\sin^2\theta$  which was not the case. Some candidates still struggle to solve general solutions. This is because they battle with identities. It seems they are drilled to replace  $\tan\theta$  by  $\sin\theta/\cos\theta$  every single time, which does not always be the easiest way of leading to the desired solution. Once again, it was evident that candidates struggle to apply Trigonometric Identities in 11.3 and 11.4. Question 11.4 proved to be one of the most challenging questions in this question paper. There was more than one way of doing 11.4.1, getting different answers as long as learners were able to use identities and algebraic skills they acquired in earlier grades but most candidates did not get the correct answers.



**QUESTION 12**

**This question tested Trigonometric Functions and their graphs.**

All candidates attempted this question. Some candidates were only able to draw the graph of  $g$  and struggled to draw that of  $f$  in 12.1. They did not expect that the graph of  $f$  could be a vertical translation. Some learners were unable to write down the period in 12.2. Once again, describing the transformation challenged many learners in 12.3. In 12.4, candidates were expected to interpret the graphs and once again, they struggled.  $f(x)$  in 12.4 also confused a number of candidates, but was an entertaining application.

**QUESTION 13**

**This question tested the understanding and applications of sine and/or cosine rule(s) in three dimensional figures.**

Many candidates did not attempt this question, perhaps because time was up. Some of those who attempted it must have thought of volumes and surface areas they did in earlier grades. They failed to demonstrate the understanding of the properties of polygons (especially triangles and quadrilaterals). Some of them may have been confused by the terms 'apex' and 'face'. Some learners also thought that 2 500 BC was the length of one of the sides of the pyramid – that was disturbing!

**(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.
- 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).
- 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.
- 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.

**SIGNATURE OF CHIEF MARKER** : .....



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## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# CHIEF MARKERS REPORT ON MARKING NSC 2013

## INSTRUCTIONS FOR COMPLETION

- The reports on Qualitative Analysis of Learner responses and Evaluation of question papers are intended to:
  - Provide an in-depth analysis of the nature of learner responses, which will facilitate feedback to teaching and learning.
  - Provide an evaluation of the question paper and marking guideline, which would serve as inputs into standardization process, conducted by Umalusi.
- The report must be completed by the internal moderator in conjunction with the chief marker and senior markers, incorporating inputs from markers as well. The internal moderator is however, finally responsible for this report.
- The report must be completed in detail and single word responses will not be accepted.
- Where additional space may be required, use a separate page which must be appended to the report.
- The final report must be approved by the Head of Examinations in the province.
- The report must be submitted to the Department of Education (for attention: Mrs BT Mangcipu: email: [Mangcipu.b@dbe.gov.za](mailto:Mangcipu.b@dbe.gov.za) ; fax: 0865410127 fax hours after marking is completed.

<b>SUBJECT</b>		<b>PHYSICAL SCIENCES</b>	
<b>PAPER</b>		<b>01</b>	
<b>DURATION OF PAPER :</b>		<b>3 HOURS</b>	
<b>PROVINCE</b>		<b>EASTERN CAPE</b>	
<b>REPORT 1: ANALYSIS OF LEARNERS' RESPONSE</b>			

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 2014.

In order to assist the internal moderator with the analysis of learner responses, the internal moderator must analyze, per question, a random sample of 100 scripts. This entails recording the responses (i.e. marks obtained) by learners from these 100 scripts on a per question basis. From the analysis, a detailed explanation must be provided **per question** on this template. You may include sub questions where necessary. **Please use a separate sheet for each question**

Your responses will be based on two parts:

**Section 1:** General overview of Learner performance in the question paper as a whole

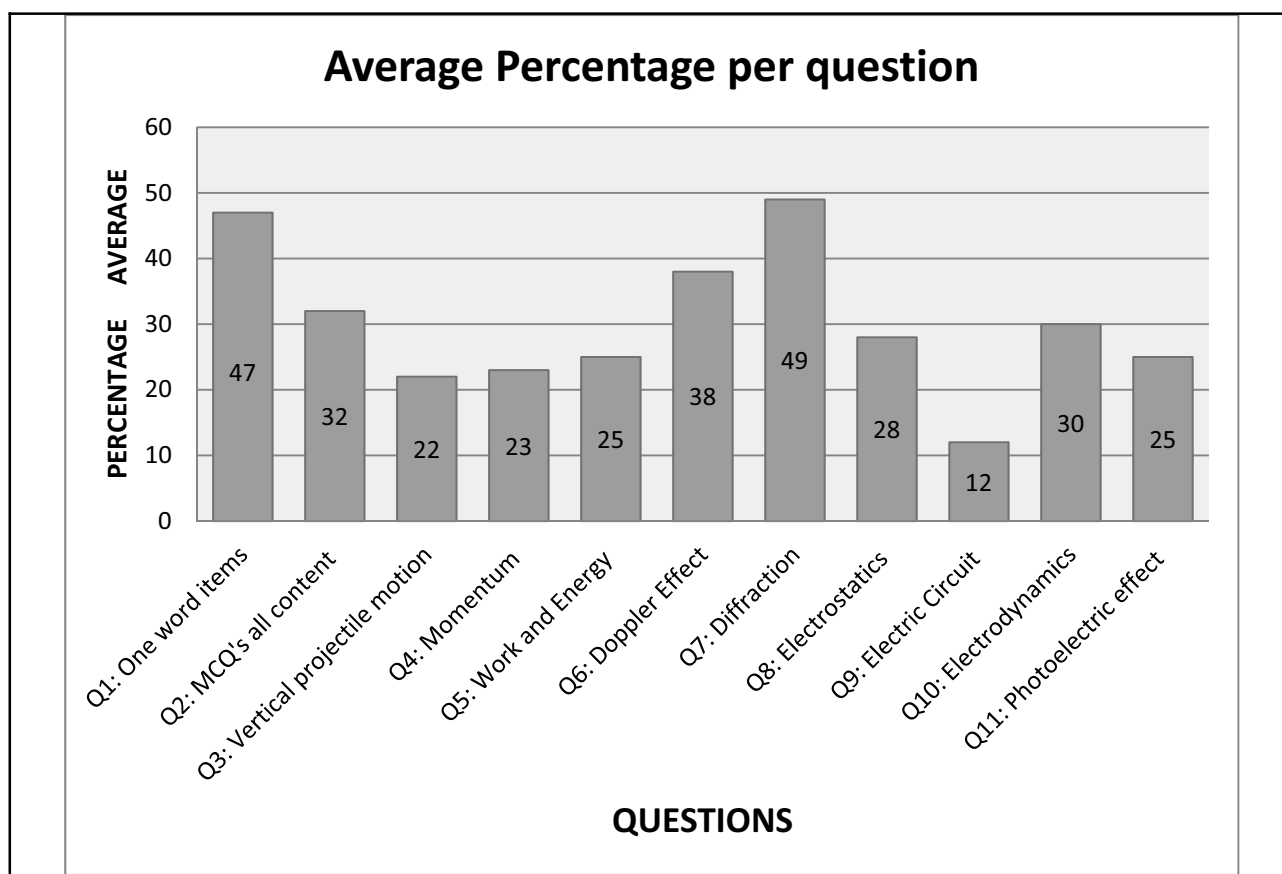
**Section 2:** Comment on candidates' performance on individual questions (Detailed explanations must be provided **per question** as follows: (You may include sub questions where necessary)

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion 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

### **SECTION 1:**

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

The general performance in this paper was slightly better compared to previous year's performance.
The number of well prepared learners who obtained high level in performance standards in the level range 6 & 7 has increased significantly. However a large number of learners struggled to answer the paper. The learners who were seriously lacking the knowledge and the required skills, performed very badly in level one and level two questions; which were purely recall type questions. There are still too many learners getting zero marks in the reasoning and recall type questions, which is evidence of a lack of preparation on the part of those learners.
Learners presenting vague answers for certain simple straightforward questions(question 6) is a clear indication that inadequate teaching and learning is taking place in some of the schools.
One of the major contributing factor for this, is the lack of suitably qualified physical science educators in some schools. Some learners are still not spending enough time on the theory part even though there was much support offered by the Department of Education and the community at large by providing them with extra teaching and learning materials.
There is also a serious lack of mathematical skills among the learners especially in interpreting graphs, applying trigonometric ratios and solving problems using equations.
Although well prepared learners answered question 9 (Electric circuit) well and obtained full marks, it was overall the poorest answered question in this paper.
<b>Average percentage per question from a sample of 100 scripts selected randomly.</b>



## **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>SECTION-A</b>	
<b>QUESTION 1 : ONE WORD ITEMS</b>	<b>46,6%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>	
<b>Questions 1.1 ,1.2, 1.3, 1.4 and 1,5</b>	
All questions answered fairly well.	
From the evidence obtained from the sample of 100 scripts analyzed, nearly 50% of the learners wrote the answers correctly.	
<i>(b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>	
Questions 1.1, 1.2 and 1.3 are some questions requiring basic concepts taught in grade 10 and 11. Learners do not revise topics that are needed for the NSC examination from previous grades.	
<i>(c)Provide suggestions for improvement in relation to Teaching and Learning</i>	
The best way to make the learners study the basic concepts is through frequent informal tests.	

Prepare a list of correct definitions covering the entire syllabus and ensure that they learn these basic concepts on a daily basis.
The drill method can be used to reinforce knowledge of basic concepts, definitions and laws.
Revise the basic concepts from grade 10 and 11 before starting a related topic in grade 12.
Teachers should emphasize correct spelling of scientific terminologies in class.
<i>(d) Describe any other specific observations relating to responses of learners</i>
Question 1.1 Required knowledge of one of the most basic concepts from motion studied in grade 10. The common incorrect answer was displacement.
The common incorrect answer for question 1.2 was wave front.
The common incorrect answer for question 1.3 was magnetic field.
The common incorrect term used to answer question 1.4 was Ultra violet, and radio waves.
In question 1.5 some learners used terms that sounded close to the correct answer
Common mistakes were trushold frequency, tresold frequency, threswhole frequency. But work function was the most common wrong answer given.
<i>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Neighboring schools must form a cluster and develop work sheets containing one word item, and questions covering the recall and knowledge aspects of definitions, laws, principles and units. Teachers should teach the prescribed contents according to the NCS , SAG and examination guidelines and not leave out any sections of the content.
<b>QUESTION 2 : MULTIPLE CHOICE QUESTIONS                      31,9%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
Questions 2.1, 2.2, 2.4, 2.8 and 2.10 were well answered by majority of the learners.
According to the sample of 100 scripts analyzed, more than 80% of the learners excelled in these questions.
Question 2.1 A simple recall question that was well answered by learners.
Question 2.2 A cognitive level-1 question that was well answered by learners.
Question 2.3 A cognitive level-2 question that was poorly answered by learners.
Question 2.4 A cognitive level-2 question that was well answered by the majority of learners.
Questions 2.5 A level-1 question based on the most basic concepts from waves studied in grade 10. It was moderately well answered.
Question 2.6 A cognitive level-3 question. This question is from the grade-11 electrostatics topic. Most of the learners struggled to arrive at the correct answer. There is a clear indication that this topic is not revised at some of the schools.
Question 2.7 A level-2 question that was poorly answered by learners.
Question 2.8 was a simple recall question that was well answered by the learners.
Question 2.9 was a very poorly answered question in the multiple choice section.
Question 2.10 was moderately well answered by the learners.
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common</i>

<i>errors committed by learners in this question, and any misconceptions.</i>	
Question 2.7 and 2.9 were poorly answered by learners.	
The lack of the skills required to interpret a graph and to arrive at a conclusion could be the reason for the poor performance by learners in question 2.7	
In Question 2.9 many learners chose option C instead of the correct option D.	
Learners are not going through the basic concepts on electricity, that they learned in the previous grades; hence the question was poorly answered.	
From the statically analyzed report, obtained from the random sample of 100 scripts, this question was rated as the most poorly answered question.	
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>	
Multiple choice questions of different cognitive levels from past examination papers should be included in the formal and informal tests.	
The technique of eliminating the incorrect answers from the options given, so that to arrive at the correct answer, should be taught to learners.	
Interpretation of graphs of different shapes from various contexts in all knowledge areas available from past examination papers and various text books, should be practised more frequently.	
<i>(d) Describe any other specific observations relating to responses of learners</i>	
The pattern of answering shows that far too many learners were doing guess work to answer multiple choice questions.	
<i>e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>	
Educators should provide learners with sufficient examples to develop the skills for answering multiple choice questions.	
<b>SECTION-B</b>	
<b>QUESTION 3</b>	<b>22,1%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>	
Question3.1	
This question was poorly answered, with a significant number of learners getting zero mark.	
Question3.2.	
This question was poorly answered.	
Question3.3.1	
This question was poorly answered.	
Question3.3.2	
This question was poorly answered.	
Question3.3.3	



This question was poorly answered.
Question3.4
This question was poorly answered.
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
3.1
Many learners who wrote the correct value to the answer answer did not indicate the unit of velocity, and hence lost the mark. Learners failed to apply their knowledge to interpret the velocity change happening to the ball from the given graph once the ball bounced from the floor. Hence they answered the question incorrectly.
3.2
The first part of the question was moderately well answered. But the correct explanation was not always given .
3.3.1
Question3.3.1 and 3.3.3 were cognitive level-3 question which demanded more application of the learners knowledge. Learners with less mathematical ability found this question more challenging and hence performed poorly.
Not using the downward motion as positive as it was instructed in the question.
Using incorrect sign convention for velocity and gravitational acceleration.
Using the wrong formula from the set of equations of motion, to try and solve the problem.
Incorrect substitution into the formula.
Not writing the correct unit for the final answer.
The initial and final velocities identified incorrectly.
Question3.3.2 was a cognitive level-3 question. Learners do not have an in depth knowledge With regard to impulse, elastic and inelastic collisions.
3.4 The common mistakes were:
<ul style="list-style-type: none"> <li>• Not labeling the axes.</li> <li>• Drawing a velocity- time graph instead of the position-time graph</li> <li>• Not drawing the graph using the floor as the zero position.</li> <li>• The starting position of the graph was labeled with the wrong value; instead of the calculated value in question 3.3.1.</li> </ul>
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Learners should be taught to indicate the sign conventions for directions at the beginning of the problem.
Practice more projectile motion type problems, with different scenarios like question with bouncing balls and then learn to draw sketch graphs.
Solve problems based on position-time and velocity time graphs.
<i>(d) Describe any other specific observations relating to responses of learners</i>

Lack of ability to visualise the situation and transform into the necessary terms used in an equation.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Promote the use of a Cartesian plane when drawing graphs. This will enable the learners to assign positive or negative sign for direction.
<b>QUESTION 4      22,7%</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
4.1 This question was poorly answered.
4.2 This question was moderately well answered.
4.3 This question was poorly answered.
4.4.1 This question was answered poorly.
4.4.2 This question was answered poorly.
Explanation type questions are still difficult for the majority of learners due to their lack of basic knowledge of the concept.
(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 Most of the learners wrote East as the direction. They were unable to correlate that, since the boy is on a frictionless surface and that when he throws an object forward, his motion will be in the opposite direction.
4.2 The common mistakes were: Incorrectly naming the law. Many learners wrote the name of the law correctly but could not correctly state it.
4.3 The common mistakes were: Writing the formula incorrectly, that was not given on the data sheet. Many used the wrong formula $\Delta p = mv_f - mv_i$ . Unable to assign the correct sign to the directions, because of their lack of understanding of the vector nature of momentum. Omitting the unit and direction for the final answer.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should emphasize the importance of certain key words when teaching definitions. Assist the learners in understanding the law before they were asked to memorize it.
(d) Describe any other specific observations relating to responses of learners
Momentum and impulse are taught in grade-11. Hence it should be revised thoroughly, as it is examinable in grade-12.

<i>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Ask the learners to memorise the formula $m_1v_{i1} + m_2v_{i2} = m_1v_{f1} + m_2v_{f2}$ as it is not given in the data sheet.
<b>QUESTION 5      24,5%</b>
5.1 This question was moderately well answered.
5.2 This question was poorly answered.
5.3 This question was fairly well answered.
5.4 This question was poorly answered.
5.5 This question was poorly answered.
5.6 This question was poorly answered.
<i>b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
In question 5.1 The majority of the learners stated the law of conservation of energy or the law of conservation of momentum, as the answer.
Learners could not distinguish between the law of Conservation of Mechanical Energy, the law of Conservation of Energy and the law of Conservation of Momentum.
In question 5.2 the majority of the learners could not write the law of Conservation of Mechanical energy equation, correctly.
Common mistakes were: Incorrect formula. Omitted substituting the zero in the equation.
The common mistakes given in Question 5.3 were; $F_{g \text{ parallel}}$ , $F_{g \text{ perpendicular}}$ , $F_{\text{applied}}$ $W_{g \text{ parallel}}$ , and $W_{g \text{ perpendicular}}$ .
In question 5.4 most of the learners wrote the incorrect answer as 'Y to Z.' instead of 'Z to Y' Learners were unable to identify that frictional force is acting on the crate in the opposite direction on the rough surface YZ and that its direction is from Z to Y.
In question 5.5 The majority of the learners could not calculate $W_{g \text{ Parallel}}$ and $W_f$ .
Since the angle $\theta$ is not given in the question learners who lacked trigonometrical skills could not answer this question correctly.
Problem solving using the Work-energy theorem is really a challenge for learners.
The common errors were: Omitting the subscript 'net' in $W_{\text{net}} = \Delta K$
Omitting the subscript 'net' in $F_{\text{net}}$ . And using $\cos 0^\circ$ instead of $\cos 180^\circ$ .
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Ask the learners to draw a free body diagram and using the diagram to solve the problem.
<i>(d) Describe any other specific observations relating to responses of learners</i>
Learners must be taught to use the formula from the data sheet.
Learners must be taught to write the equations correctly including the subscripts.
<i>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Educators who are not comfortable with the Work-energy theorem topic must seek help from other educators and subject advisors.

<b>QUESTION 6</b> <b>38,4%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
6.11 This question was poorly answered.
6.2 This question was fairly well answered.
6.3 This question was moderately well answered
6.4 This question was poorly answered
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
Question 6.1 Learners are familiar with the medical use of Doppler effect but does not know the names of the medical instruments that make use of the Doppler effect.
The common mistakes were:
Mentioning the use of the Doppler effect in medicine rather than writing the name of the Instrument. Question 6.2 Majority of the learners did not understand this question properly.
They substituted $340\text{m.s}^{-1}$ (the velocity of sound) in the formula instead of calculating the value of $V$ (velocity of sound).
The common mistakes were:
Doppler effect formula written incorrectly.
Incorrect substitution of values into the formula.
Omitting the correct unit for the final answer.
Question 6.3 and 6.4 The majority of the learners could not identify the relationship between wavelength and frequency.
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
When teaching the Doppler effect explain to the learners what is represented by each symbol in the Doppler-effect formula.
Poor knowledge of the symbols used in the formula tells us that the educators are not explaining it thoroughly to the learners.
<i>e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Teach the learners to use the equation provided in the data sheet as it is.
<b>QUESTION 7</b> <b>48,5%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
7.1 This question was fairly well answered.
7.2 This question was moderately well answered.
7.3.1 This question was moderately well answered.
7.3.2 This question was moderately well answered.

7.4 This question was moderately well answered.
7.5 This question was moderately well answered.
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
Most of the learners could not identify the dependent and independent variables.
Due to language problems, some learners were not able to develop an investigative question properly.
The answer for Question 7.5 was either correct or incomplete.
Some learners could not differentiate between diffraction pattern and interference pattern hence they mentioned that there was a broad bright central band in an interference pattern.
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Familiarize learners with the patterns for diffraction and interference through practical demonstration.
<i>(d) Describe any other specific observations relating to responses of learners</i>
Emphasis should be placed on the terminology like; degree of diffraction, maxima, minima.etc
<i>(e)Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Conduct practicals for single slit and double slit experiment to demonstrate diffraction and interference.
<b>QUESTION 8      28,1%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
8.1 This question was poorly answered.
8.2 This question was poorly answered.
8.3 This question was moderately well answered.
8.4 This question was answered poorly.
8.5 This question was answered poorly.
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
In Question 8.1 many learners drew electric field pattern for two charges instead of drawing the electric field pattern for a single positive charge.
In question 8.2 many learners could not identify that the electric field around a single charge is non-uniform.
In question 8.3 The majority of the learners did the calculation fairly well except that most of them were unable to provide the direction of the electric field correctly.
The majority of the learners answered question 8.4 by guess work. They could not identify the charge of the object B using the net charge and its direction.
In question 8.5 The majority of the learners did not understand what net electric field was and so were unable to answer the question correctly.

<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Static electricity was taught in grade-11 and hence should be revised thoroughly as it is examinable in grade-12.
Provide learners with questions to practice static electricity problems using net electric field.
<i>(d) Describe any other specific observations relating to responses of learners</i>
Learners should know that only the electric field between two parallel plates is uniform.
Learners could not identify the correct formula $E = KQ / r^2$ to solve the problem.
Many learners made calculation errors as their skills in using a calculator were poor.
The marks lost are really wasted mark.
<i>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Attention should be given to develop sound skill in the use of a calculator, especially with exponential numbers.
<b>QUESTION 9      11,6%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
This question is the most poorly answered question in the entire question paper.
9.1 This question was poorly answered.
9.2 This question was extremely poorly answered.
9.3 This question was extremely poorly answered.
9.4 This question was extremely poorly answered.
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
Question 9.1 The majority of the learners wrote the definition of emf, instead of explaining the meaning of an emf of 12V, in terms of energy transferred and charge.
Question 9.2 The correct equation $P = I^2 R$ was used only by a few learners to calculate current.
Question 9.3 A cognitive demand level 4 question. The majority of the learners could not identify which resistors are connected in series and which are in parallel. The $3\Omega$ and $9\Omega$ resistors which are connected in series inside the parallel combination were not identified by most of the learners. Hence they could not solve the problem correctly.
Question 9.4 The majority of the learners lack the skill to explain what their understanding of electric circuits is. Learners could not explain the relationship between resistance, current and power correctly.
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Attention must be given to calculations based on series and parallel connections.
In grade-11 the teaching of electric circuits must include the concepts EMF, lost volts and internal resistance.

<i>(d) Describe any other specific observations relating to responses of learners</i>	
Learners should be taught to use the formula from the data sheet and then only to change the subject of the formula after substitution.	
<i>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</i>	
Workshops should be conducted to ensure that all teachers understand electric circuits thoroughly.	
Include exercises that involve multi-step calculations or analyses.	
<b>QUESTION 10</b>	<b>30,4%</b>
<i>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>	
10.1.1 This question was fairly well answered.	
10.1.2 This question was moderately well answered.	
10.2 This question was fairly well answered.	
10.3 This question was fairly well answered.	
10.4 This question was moderately well answered.	
10.5 This question was poorly answered.	
10.6 This question was moderately well answered.	
10.7 This question was moderately well answered.	
<i>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>	
Some learners cannot distinguish between a generator and a motor.	
In question 10.1 the common errors were:	
Slit ring, spilt ring, split ring etc.	
In question 10.2 the common error was:	
Metal brushes	
In question 10.3 some learners wrote the energy conversion as chemical energy to electrical energy which tells us that they are totally confused between the energy conversion in a generator and with that taking place in an electrochemical cell.	
In question 10.4 The majority of the learners could not interpret the graph in order to find the number of rotations.	
In question 10.5 some learners used the incorrect formula $F = 1/t$ instead of the correct formula $f = 1/T$ which is given on the data sheet.	
In question 10.6 some learners could not identify that according to the graph, that at time 0,015s the maximum current occurs and hence the plane of the coil is parallel to the magnetic field.	
In question 10.7 the majority of the learners were not familiar with equations $V_{rms}$ , $I_{rms}$ and $P_{average}$ . Learners lost marks for not using the subscripts and for not substituting the values correctly. Rounding off the final answer was done incorrectly by some of the learners.	
<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>	

Learners must be taught to write the equations correctly including subscripts.
They should spend more time on the principles involved, before doing the applications.
(d) <i>Describe any other specific observations relating to responses of learners</i>
Electrodynamics is poorly taught in many schools.
Teach the learners to write the formula from the data sheet, with correct subscripts.
e) <i>Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Educator training on electrodynamics should be done by subject specialists.
<b>QUESTION 11      25,3%</b>
(a) <i>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</i>
11.1.1 This question was moderately well answered.
11.1.2 This question was poorly answered.
11.1.3 This question was moderately well answered.
11.1.4 This question was poorly answered.
11.2 This question was poorly answered
11.3 This question was poorly answered
(b) <i>Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i>
Question 11.1.1 The common mistakes were:
Photoelectrons and photons
Question 11.1.2 Majority of the learners did not know the correct formula and were confused with the concept work function and with the energy of the photon, thus making error when doing substitutions.
Used wrong values for the speed of light( $c$ ), the mass of an electron ( $m_e$ ), even though these values were given in the data sheet.
Question 11.1.3 Some learners did not have any idea about what happens to the number of photo electrons emitted per second and the kinetic energy of the photo electrons emitted, when the frequency of the incident light is changed.(i.e increased or decreased)
Question 11.3.4 The majority of the learners were unable to understand that increasing the intensity of the incident light will not affect the kinetic energy of the photoelectrons emitted. Hence they wrote either increase or decrease as the answer.
Question 11.2 The majority of the learners did not know the relationship between frequency, wavelength and energy. Hence could not choose the correct answer B and explain.
Question 11.3 Majority of the learners did not have a good enough understanding of absorption spectrum and emission spectrum.



<i>(c) Provide suggestions for improvement in relation to Teaching and Learning</i>
Familiarize learners with the formula for the photoelectric effect that is given in the data sheet.
<i>(d) Describe any other specific observations relating to responses of learners</i>
Emphasis should be placed on the terminology related to the photoelectric effect.
(d) Describe any other specific observations relating to responses of learners
Emphasis should be placed on the terminology related to photoelectric effect.
<i>(e)Any other comments useful to teachers, subject advisors, teacher development etc.</i>
Conduct practical work or PHET simulations to demonstrate photoelectric effect.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>PHYSICAL SCIENCES P2</b>
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### **SECTION 1:**

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

The question paper as whole is a fairly reasonable one. It tested enough simple recall knowledge to allow the average learner to pass easily. However, learners did not perform up to the expectation. There were too many higher order questions which prevented some good learners from attaining the elusive level 7.

There was too much emphasis on certain aspects of the curriculum (e.g. stoichiometry). No exam guidelines place the emphasis on stoichiometry to the extent that this paper demanded. There were also surprise questions that made learners to underperform. (e.g. 9.3). With some questions (e.g. 2.2) the wording was confusing and ambiguous and is evident by poor learner responses. A lot has been asked on application only, so the average learners struggled with Q 2.2, 7, 8, 9 and 10.

There is compliance in terms of assessment standards and L.O's but the text books used by learners do not have enough information which could enable the learners to answer some questions (e.g. 6.3). Repetition of similar type questions made learners to lose double the marks if they did not know it (e.g. 8.2 and 10.4.2).

There is evidence in the way that some questions are answered which suggests that there is a minor improvement in the way teachers are preparing learners for this exam.

The paper seems to be a little CAPS orientated. However learners were able to complete the examination in the given time.

### **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the</b>

<b>question well answered or poorly answered?</b>
1.1 to 1.4 moderately well answered. 1.5 – poorly answered
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
1.5 Learners did not comprehend the explanation which says “one member differs from the previous one by a $-CH_2$ group. Many wrote dysfunctional group.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Definitions have to be emphasized and tested regularly throughout the year.
<b>(d) Describe any other specific observations relating to responses of learners</b>
There is still a tendency by learners to make spelling mistakes like ‘frictional’ or ‘functional’ distillation instead of <b><u>fractional</u></b> distillation in 1.1. In 1.5 many learners wrote hydrocarbons or functional group instead of homologous series.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners must be told to pay attention to all possible definitions in the syllabus and also to focus on getting the spelling of the terms correctly.

<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>
M.C.Q – Varied from very poorly answered to average for most candidates. Small percentage of learners scored above 60% for this question. Questions from organic chemistry were very poorly answered.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
2.2 and 2.3. Learners do not have an understanding of the structure of cycloalkanes and its naming as well as organic chemical reactions.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers should revise structured questions. Give a lot of exercises on multiple choice questions and how to answer them through the process of elimination.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners make mistakes in numbering. They answer more than one question. They also skip one question which leads to wrong marking by the marker.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Learners should rather NOT answer Section A using the multiple choice grid provided on

the inside cover of the answer book because they make too many mistakes and end up losing marks.
<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>
3.1.1 to 3.1.3 were answered very well by most learners. 3.1.4 ± 90% got this answer wrong. 3.2 These questions were answered very poorly by the majority of learners. Learners still battle to get IUPAC names right.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
3.1.4 Learners do not know the closed structures and the term 'cyclo'. 3.2 Learners do not have enough knowledge about the IUPAC nomenclature system and rules. Many lost marks because of lack of hyphens and including unnecessary hyphens, commas and/or spaces. Not all of them were aware that marks are deducted for the inclusion of extra space.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Give learners proper and clear tuition on the IUPAC nomenclature system and the rules. The importance of the use of hyphens (between numbers and names) and commas (between two numbers) and avoiding extra space within the name etc. must be clearly emphasized in teaching. Isomers must be taught using ring structures as well as straight chains.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners omit hyphens in IUPAC names. Many of the learners get the naming of <b>ester</b> wrong. Many wrote <u>Easter</u> or <u>Esther</u> instead of <b>ester</b> .
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must be asked to pay attention to the Chief Markers report and act on it and make necessary adjustments to the errors picked up during the marking exercise.
<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>
Answers varied from well answered to poorly answered. 4.1. Learners confuse dependent and independent variables. 4.2 Moderately well answered. 4.3.1 and 4.3.2 answered reasonably well. 4.3.3 Poorly answered. 4.4 Moderately well answered. Average mark is 2/4
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate</b>

<b>common errors committed by learners in this question, and any misconceptions.</b>
4.1 The concept of independent and dependent variables is still not clear to the learners, probably not explained well. Most of the learners swapped the variables in 4.1.1 and 4.1.2
4.3.3 Learners seemed to have not grasped the physical properties of organic compound. They find it hard to link existing knowledge and data provided in order to answer a question. They cannot differentiate between <u>energy needed to break bonds</u> and <u>energy needed to overcome forces</u> .
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Technique of underlining of key words must be taught.
Physical properties of organic compounds must be taught well.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Many learners swapped independent and dependent variables in Q .4.1.1 and 4.1.2. In 4.4 instead of writing more energy needed to overcome or break intermolecular <b>forces</b> , learners wrote more energy needed to break the <u>bonds</u> .
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should train learners to read the text well until it is clear.
<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>
5.1 Very well answered by most. 5.2.1 Poorly answered. 5.2.2 Well answered. 5.2.3 Very poorly answered- not understood by learners. 5.3.2 – 5.3.4 Moderately well answered.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
5.2.1 Learners are not familiar with molecular formulae in organic chemistry. They always use structural formulae only. They omit the arrow in reaction equations. 5.2.3 Learners either do not understand what 'reaction condition' means or do not give importance to it.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Revise organic reactions before the exam.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In Q 5.2.1 most learners used structural formulae instead of molecular formulae.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Ensure the curriculum is covered well in time and give room for revision especially organic chemistry.
<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>
6.1.1 and 6.1.2 were answered fairly well. 6.2 to 6.6 Poorly answered. Learners struggled with calculations.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
6.2. Learners could not give the reason for 'R' being the most effective catalyst. There was no hint in the question which indicates that they should explain in terms of the graph. 6.3 Learners lost marks due to inadequate explanations. Learners were not taught how a catalyst increases the rate of a reaction by referring to the collision theory. They were mentioning only one point "catalyst lowers the activation energy". 6.4 and 6.6. Learners could not establish that the question integrates with mathematics. Learners are not taught the basic equation: <b>average rate = <math>\Delta[\text{reactants}]</math> or <math>\Delta[\text{products}]</math> divided by <math>\Delta t</math></b> . Majority substituted the concentration at 400's and 600's. Stoichiometry calculation caused a problem. 6.6 was high order question. Two sets of calculations in one question were unfair.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The concept of stoichiometric calculations must be thoroughly taught. Revise grade 11 stoichiometry in grade 12. Misconceptions should be erased by doing more practical investigations to familiarize themselves with variables.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In Q 6.2 many learners had a misconception about the shape of the graph. Many referred to "equilibrium reached fast" which is incorrect. 98% of learners did not find the change in concentration in 6.4 for calculating the average rate of decomposition. They substituted the concentration at the time.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Do not take anything for granted, assuming that it was done in previous grades. Revise stoichiometry in grade 12. Teaching should be more practical oriented especially for topics like rate of reaction.
<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>
7.1 Many could answer but could not substantiate their choice.

7.2 Very poorly answered. 7.3 and 7.4 Moderately well answered.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
7.1. Most of the learners could not link the relationship between the yield and the value of $K_C$ . Not enough focus on this in classrooms. 7.2 It was a high order question. There could have been a question with more information. Learners have very little knowledge about the concept 'molar ratio' and its applications. Most of them failed to write the molar ratio using variables and hence could not proceed. Even the simplification was complicated. Learners spent a lot of time simplifying this explanation which was worth one mark.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
When teaching $K_C$ calculations, go back to the basics of stoichiometry. Expose learners to calculations involving variables.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Learners did not use variables in $K_C$ calculations according to mole ratio and thus got it wrong.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
District office should make use of experienced teachers to mentor new educators. Content gap workshop can also be arranged so that a variety of $K_C$ calculations can be workshopped.
<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>
Answered poorly. Most learners attained less than 50% for this question.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Deducting half reactions from the redox table is not well taught. So learners could not answer 8.1.2 well. Learners are not used to half cells with platinum. Most of the learners could not put <b>pt</b> in the correct place in cell notation.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teach learners to make use of the data sheet especially standard reduction potential. Educators should integrate electric circuits in physics and galvanic cells in chemistry. This will help the learners to answer questions like 8.3.
<b>(d) Describe any other specific observations relating to responses of learners</b>
8.1.3 Learners did not use Pt in the cell notation.

<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Use questions from different text books. Use audio-visual aids while teaching topics like galvanic cell.
<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>
Very poorly answered.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Learners do not know how to use the redox table. Definitions like electrolysis and electrolyte are partly taught. Learners do not have the understanding that metals like chromium (Cr) can have different oxidation numbers. Many took the half reaction from the table randomly and ended up losing marks.
9.3 Learners are not taught stoichiometric calculations properly. This question was a high order question. They had little exposure to this type of question.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Allow enough opportunity during class work to use the standard reduction table to find half reactions and to balance redox reactions.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Very few learners got the definition of <b>electrolysis</b> right. They confuse it with <b>electrolyte</b> .
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should make sure that as many past papers as possible are revised before the exam. Learners need practice in writing half reactions.
<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>
Extremely poorly answered.
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
Lack of knowledge in half reactions and combining them to give the overall cell reaction made them lose marks in 10.3



10.4.2 It was an application question. High order question, this type of question was probably not done in class.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Expose learners to high order questions like 10.4.2.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Definition of electrolyte is not clear to most of the learners. Learners are not cancelling out the electrons ( $e^-$ ) in the overall cell reaction.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Subject advisors can assist with designing common tasks to assist inexperienced teachers so that teachers get access to a variety of questions including high order questions.
<b>QUESTION 11</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Fair performance except for Q 11.3
<b>(b) Why was this question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
11.1 Learners did not score well, although the questions were easy. It seems that not a lot of emphasis is put on this section of the work. Three questions demanding the primary nutrients were not necessary. 11.3 Learners lost marks because they do not read the question properly. E.g. "Refer to the <u>type of elements</u> ". Most of them answered 'two primary nutrients' instead of ' <b>N and P.</b> '
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Encourage learners to read texts and make proper summary. Teachers should integrate chemistry with life science and agricultural science.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Most of the learners wrote only eutrophication or its explanation but did not write the impact on humans in Q 11.4
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Recommended text books to be used by all science educators.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>RELIGION STUDIES P1</b>
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### **SECTION 1:**

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

The learners performed poorly in the question paper because the paper was very difficult. Our learners are doing English as a second language. Eastern religions are dominated in the paper. Provincial Chief Markers and Moderators also complained about this last year but there is no change. Most of our learners belongs to ATR and Christianity. Some of the questions according to the exam guidelines belong to paper 2 eg Question 5. According to the question analysis learners failed because there is 111 level 1.

### **SECTION 2:**

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

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

<b>QUESTION 1</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Well answered. The learners performed well in this question. In 1.1 it said indicate whether statement is true or false (4 marks). No matter it is true, same marks. Children knew that surely they are all false that's why they performed well. Some learners did not give a reason for their answers.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
In 1.1 some learners does not give reasons for their answers.
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must be on time in class. They must be prepared and give notes to assist the learners. Each learners must have his own textbook. Learners must use additional recouces to seek for information. Formal and informal tasks must be given to learners.
<b>(d) Describe any other specific observations relating to responses of learners</b>
They do not study the content of the subject. They did not use their creative minds. Some did not read and follow the instructions in the question paper. They answered all question instead of three. Some have a poor understanding of the questions,.

e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teacher should teach learners and be early in class. They must give learners tasks and feedback must be given.

<b>QUESTION 2</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The learners are disadvantaged because of the limitations of only 3 religions. They should have been giving an option of any religion of their choice. The performance of the learners were very poor.
(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>
Because of the limitations of the religions. Learners supposed to be given the choice of the religion they are familiar with.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
All the religions must be taught so that the learners could know them.
(d) <b>Describe any other specific observations relating to responses of learners</b>
Our learners are more familiar with the religions nearer to them. Teachers did not teach the learners all the religions.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must prepare their lessons before going to class. Teachers must have a clear understanding about the subject. They must finish the syllabus early so as to give them more time for revision. Teachers must give more tasks to learners (formal and informal). Subject Advisors must visit schools more regular.
<b>QUESTION 3</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
The question was fair to learners because they know their human rights.
(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 3.1 most of the learners used one religion from 3.1.1 – 3.1.5. A number of learners does not mention the relevant religion.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
Teachers must teach learners all religions. They must not focus on their nearer religions only must they also put focus on other religions. Learners must have books on time.
(d) <b>Describe any other specific observations relating to responses of learners</b>
In 3.1.1 – 3.1.5 learners used one religion. Some of them used more than one religion in the same statement. In 3.3 our learners are disadvantaged because they were not given a choice of other religions.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers must understand the subject very well. They should finish the syllabus at the end of the third quarter. Subject Advisors must advise and help the teachers where necessary.

<b>QUESTION 4</b>	
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>	The learners performed very well in this question. This question needs critical thinking. Because of 4.5 some of the learners did not perform 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>	Most of the learners do not watch TV programmes or listen to the radio religious programmes. They must have an interest in the media. In 4.1 – 4.4 some of the learners are not informed about about what what is happening in the media.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>	Learners must have text books. They must be in class at all times. Teachers must prepare their lessons. They must encourage learners to read. The Bahaireligion needmusch attention.
(d) <b>Describe any other specific observations relating to responses of learners.</b>	Most of the learners used reflections in 4.2 , 4.3 1nd 4.4. They are not braod minded.. No debates about the role of the media in religion was in classroom.
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>	Teachers must teach the whole syllabus and finish it on time.
<b>QUESTION 5</b>	
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>	Most of the learners did not answer this question. Those few who answered it answered it poorly.
(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 5.1 they should have been given the option to analyze any conflict they have rendered. A learner should not just analyzing , they must based it on fundamentalism and nationalism.
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>	Teachers must encourage learners to watch Tv and listen to the radio. They must teach learners to analyse and put conflict into context of religion.
(d) <b>Describe any other specific observations relating to responses of learners</b>	They do not know the conflicts in the world. Some of them just wrote about any conflict they know from TV and newspaper. Some learners ignore the headings of this question. Teachers must prepare learners for this type of questions throughout the year.
e) <b>Any other comments useful to teachers, subject advisors, teacher development</b>	

<b>etc.</b>
Teachers must teach the conflicts of most countries in the world. They must do some research on Internet and other sources. They must encourage learners to also do research.
<b>QUESTION 6</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
(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>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
(d) <b>Describe any other specific observations relating to responses of learners</b>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>RELIGION STUDIES P2</b>
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### **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) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? If poorly answered, why.</b>
<ul style="list-style-type: none"> <li>➤ This question was well answered in all the centres, especially subsection 1.1.1 to 1.1.3.</li> <li>➤ In 1.2 the candidates tended to state the hermeneutical principles without associating them with the oppression of women and as such they obtained only about 50% of the marks allocated in this question, i.e. marks for hermeneutical principles only.</li> </ul>

<b>QUESTION 2</b>
(a) <b>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 candidates performed well in 2.1., that is, reasons for sexual violence.</li> <li>➤ In 2.3. the majority of candidates had a tendency of re-writing the strategies they had mentioned in 2.2.</li> <li>➤ Some candidates just stated the various religious teachings without attaching them to any religion.</li> <li>➤ Many candidates therefore lost valuable marks in 2.2 which carried a total of 20 marks.</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>➤ The majority of learners who attempted this question either misinterpreted it or lacked the desired knowledge on the <b>teachings</b> of the different religions.</li> <li>➤ They also failed to apply the knowledge on the teachings of religions in addressing the problem of sexual violence, as was required in the question.</li> </ul>



- In some centres most candidates who did this question obtained zero out of a maximum of 20 marks allocated to the question.

### QUESTION 3

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

In the majority of centres, candidates who attempted this question performed well. In 3.1 where information on Hinduism was given, candidates mentioned Buddhism e.g. a candidate would state “Buddhism does not have a problem with the theory of Darwin” (this part is good) but would continue to state “Buddhists are polytheistic” this is Hinduism.

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

- Some candidates merely gave a list of characteristic features of the various religions listed from 3.1 to 3.5.
- They gave ‘dry facts’ that were not related to each of the sub-questions .
- Some of these candidates possibly misinterpreted the whole question.

### QUESTION 4

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

- Very few candidates chose this question; some did well whilst others did very poorly.

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

- In 4.1. the candidates elaborated more on the work of the Parliament of Religions as follows: The World Parliament of Religions plays the major role of dealing with issues related to conflict in countries like Sudan, Nigeria and the Middle East, etc.

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

- Teachers are therefore requested to engage learners on the teaching of interreligious relationships knowing that through the teaching of Religion Studies in the classroom, a responsible, morally and ethically balanced nation can be born.

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# **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>SESOTHO HOME LANGUAGE P1</b>
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## **SECTION 1:**

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

Baithuti ba sebeditse hantle haholo pampiring ena leha ho le teng dipotsonyana tseo ba sa sebetsang hantle ho tsona, dipotso tse kang 1.7. moo ho thweng a hlalose kwetsepe, 1.8. moo a hlalolang sekapolelo le 5.6. moo a ngolang polelo a e isa ho boetsuwa.

## **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 - TEKOKUTLWISISO</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Potso ena e arabilwe hantle ke baithuti. Ke dipotso tseo le tseo tseo baithuti ba sa kgonang ho di araba, jwalo ka ha ho boletswe ho karolo ya A. Hape ho potso 1.12. baithuti ha ba tlameha ho akaretsa, bona ba fana ka molaetsa. Baithuti ha bo kgone ho bapisa jwalo ka ho 1.15 moo ba neng ba lokela ho bapisa tema ya 1 le ya 2. Ba bang ba boetse ba hloleha ho araba potso ya 1.3 e neng e batla molemo oo Kami a neng a tla o tswela komiti ya boithabiso. Ba bang hloleha ho tshehetsa dikarabo tsa bona jwalo ka o 1.11 e neng e batla phetoho e bonahetseng boitshwarong ba Dillo le hore e bakilwe keng. Potsong ya 1.17 teng baithuti ba fanne ka kotsi ya ditamene ka kakaretso bakeng sa ho fana ka kotsi e hlahiswang dipudulwane tse ho tema ya 2.
<b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b>
<b>© Provide suggestions for improvement in relation to Teaching and Learning</b>
Baithuti ba kgothalletswe ho nehwa ditema moo ba tlang ho ikwetlisa teng hore ba akaretse

le ho tshehetsa dikarabo tsa bona.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Ba bang baithuti hona potsong ena, ha ba akaretse, seo ba se etsang ke ho fana ka maele a sa akaretseng sena seo ho buang ka sona kapa hona ho fana ka molaetsa j.k ngwana ya sa leng o shwela tharing. Ba hlalosa sekapolelo ka se seng j.k ho ja tlwae bakeng sa ho hlalosa ho thoba ha namane ka botlalo.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Matitjhere a leke ho kgothalletsa baithuti ho sebedisa dibuka tsa bona tsa puo moo ho leng teng ditekokutlwisiso ho ikwetlisa ho akaretsa. Masedinyana hong le dimakasine di ka thusa haholo mona.

<b>QUESTION 2 - KGUTSUFATSO</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
Potso ena e arabehile hantle hahalo. Ke bithuti ba seng ba ba kae ba sa kgonang ho fumana 40% ya potso ena. Ba bang ba bona ba fetola moelelo wa tema , mohlala ha ba lokela ho kgutsufatsa se etswang ke jwala ho ya ka tema, bona ba bua ka jwala ka kakaretso.
<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>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Baithuti ba kwetliswe ho kgutsufatso dikolong mme ba bope dipolelo tse felletseng ka ho phethahala, di be le moelelo.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Ba bang baithuti ha ho hlokeha hore ba qolle dintlha tsa tshebediso e mpe ya jwala, yena o lokisa dintlha tseo. Mohlala: ha ho thwe: motho ya nwang jwala ha a je. Yena o re, o tshwanela ho ja pele a ilo nwa jwala. Karabo ena e etsa hore a lahlehelwe ke matshwao.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Matitjhere a leke ho kgethela baithuti ditema tsa ho kgutsufatsa kgafetsa. Kgetha tema e tla ba le dintlha e se tema fela mme o be o ba kwetlise hore ba bone mohopolo wa sehlooho le o tshehetsang temeng eo. Ba kwetlise. Ba bontshe hape hore ba se lokise tema mme ha ba qolle dintlha ho yona. Ha ba ngole ka mantswe a bona ba sa fetole moelelo wa seo ho buuwang ka sona.
<b>QUESTION 3 - PAPATSO</b>
<b>(a) General comment on the performance of learners in the specific question. Was</b>

<b><i>the question well answered or poorly answered?</i></b>
Potso ena e arabehile hantle leha ho le teng baithuti ba itseng ba sa kgonang ho araba dipotso tse itseng .
<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>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ha ba kwetliswe ho dipapatso, haholo hobane le ho pampiri ya 3 e ntse e hlahella papatso.
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>Potsong ya 3.1. ho ne ho hlokeha hore ba fane ka mefuta ya dihlahiswa, mohlala: bodywashes....., ba bang ba ne ba fana ka menko e kang, gentle, original...mme ba ne ba sa fumane matshwao.</p> <p>Ho potso ya 3.3. baithuti ba bang ha ba hlakisi dikarabo tsa bona, mohlala: karabo e ne e batla mongolo o moholo/o ntshofaditsweng, bona ba ngola fela mongolo mme ba lahlehelwe ke matshwao. Moo ho thweng ba qotse polelo ha ba e qotse kaofela empa ba qotsa karolwana ya yona feela.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Dimakasine di na le tsona dipapatso, ha ba tle le tsona phaposing baithuti hore ba abelane ka tsona hote ba kgone ho ithuta tsona. Ka phaposing, ha ba kgothaletswe ho bapatsa sehlahiswa se itseng. Boikwetliso bo a thusa.
<b>QUESTION 4 - KHATHUNU</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
E arabehile hantle le yona.
<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>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
Baithuti ha ba ithute ho manolla dikhathunu leha e le tsa dipuo tse ding. Hona ho ka etsa hore ba tlwaele dikhathunu.
<b>(d) Describe any other specific observations relating to responses of learners.</b>
Ho 4.2 baithuti ba bangata ba arabile ka molao wa sekolo sa bona, e se wa naha.

<p>Ho 4.3 baithuti ha ba kgone ho bolela hore maikutlo a mosuwetsana a jwang. Yena (moithuti) o tshehetsa fela.</p> <p>Ho 4.4. dikarabo tse ding ha di kgotsofatse hobane ha ba kgone ho fana ka molaetsa.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Masedinyana ha a sebediswe hobane a na le tsona dikhathunu. Lefapha le thuse ka ho etsetsa matitjhere boitjhoriso.</p>
<p><b>QUESTION 5 – TEMA E NGOTSWENG/ PROSA</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>Potso ena ha e a arabeha hantle.</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>Tshebediso ya puo e bonahala e se e sa rutwe dikolong. Ho 5.1. Baithuti ha ba bope polelo e utlwahalang ya leakaretsi. Mohlala a re: Motho <b>yohle</b>....athe yohle o sebetsa sehlopheng sa 4 le 9 feela.</p> <p>Ho 5.4. Baithuti ba ntsha yona polelo ena ba fetole fela <b>ba mmuso</b>, sena ha se ba fe matshwao. Hape ha ba sehelle ha ho itswe ba sehelle. Ba bang ba sehella moo ho leng siyo lerui.</p> <p>Ho 5.5. Diphethoho tsa medumo ha ba di tsebe, athe ho lentswe <b>kaofela</b> ba a le arola ba re: <b>ka o fela</b>, sena se ba lahlela matshwao. Athe ba bang ba ngola <b>kahofela</b>, sena se bontsha hore ha ba tsebe ho ngola.</p> <p>Ho 5.5. ke baithuti ba mmalwa haholo ba fumaneng potso ena. Ha ba tsebe hore ha ho botjwa boetsuwa polelo e qala ka moetsuwa. Bona ba fetola leetsi lena ba le atolose, jwalo ka <b>tsekisana</b>....</p>
<p>(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>Tshebediso ya puo ha e rutwe dikolong. Baithuti ha ba latele ditaelo, mohlala: ha ho thwe a ngole polelo, ha a ngole polelo e feletse jwalo ka ho 5.4 e buang ka <b>lerui</b>. A se ke a re: <b>dikgomo tsa ntate</b>. Ha a re <b>dikgomo tsa ntate di shwele kaofela</b>.</p>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p>
<p>Hape ho potso 5.1 baithuti ba sebedisa lona leakaretsi lena leo ba etseditsweng mohlala ka lona. Ha ba ithute ho utlwisisa potso.</p> <p>Ho 5.3 ba fetola lekgethe leo karolo ya polelo e leng ho lona.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Ha re ruteng baithuti thutapuo hohle fela ka nako eo o rutang ka yona, ekaba dingolwa, pampiri ya 3 hong le ho puo ya molomo.</p>

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>SESOTHO HOME LANGUAGE P2</b>
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### **REPORT FORMAT**

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

<ul style="list-style-type: none"><li>Bahlahlobuwa ba sebeditse hantle pampiring ena ha ho bapisitse le dilemong tse fetileng.</li></ul>

#### **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>QUESTIONS 1 &amp; 5</b>
<p>(a) <b>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>Dipotso ena ke tsa mofuta wa moqoqo. Bahlahlobuwa ba ne ba lebelletswe ho ngola ka kgetho ya mantswe, karaburetso le mekgabisothokiso ho Potso ya 1, ha ho Potso ya 5 teng ba ne ba lokela ho ngola ka mekgabisothokiso le sehalo sa maikutlo.</li><li>Ha ba bangata bahlahlobuwa ba ileng ba kgetha dipotso ena, mme ho bao ba di kgethileng, ho hlokomelehile tse latelang: <b>POTSO YA 1</b><ul style="list-style-type: none"><li>✓ Ba ngotse haholo ka phetapheto ya mantswe e tsepameng e leng hlaahlela e qalang, phetapheto ya sebopeho, lebotsi, anastrofi le kgonyetso.</li><li>✓ Ba mmalwa haholo bahlahlobuwa ba ngotseng ka tatolano, apostrofi le raeme.</li><li>✓ Ha e le phetapheto ya mantswe e diehileng, mothipoloho le sehlohlolo tsona, hohang ha di hlahelle dikarabong tsa bahlahlobuwa.</li><li>✓ Potsong ena bahlahlobuwa ba ile ba tsepamisa maikutlo tabeng ya mekgabisothokiso feela, yaba ba lebala ka taba ya karaburetso le kgetho ya mantswe. Taba ena e entse hore</li></ul></li></ul>



bahlahlobuwa ba lahlehelwe ke letshwao kapa a mabedi ka ha potso e ne e na le dikarolo tse tharo. Moo ba arabileng teng ho kenyelletsa mekgabisothothokiso le karaburetso mme botebo ba ditaba tsa hae bo kgodisa, moo teng o monyetleng wa ho fumana matshwao ao, empa ba sa ngolang ka dintlha tsena tse ding mme le botebo ba mekgabisothothokiso bo sa kgodise hakaalo ba fumane matshwao a ka bang tshelela ho ya tlase.

- ✓ Bahlahlobuwa ha ba ya ngola hohang ka karaburetso ya motsamano wa mmele.

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

- Jwalo ka ha ho beletswe ho (a) ka hodimo, bahlahlobuwa ha ba a araba dikarolo tsohle tsa potso – boholo ba bona bo haelletswe ke ho bua ka kgetho ya mantswe; empa karaburetso yona, ho bao ba kgonneng ho ngola ka yona, ba e kenyelletse karolong ya mekgabisothothokiso, mme ba fumana matshwao ke hona.
- Phooso e kgolo e etswang ke baithuti ka ya hore ha ba ngola ka phetapheto ya mantswe e tsepameng, ba e beha feela e le phetapheto e tsepameng.
- E nngwe ya diphooso tseo bahlahlobuwa ba di etsang ke ya hore ba bolele feela hore ka karaburetso ya pono kapa ya kutlo sethokiso se re fa setshwantsho kapa hona ho iketsetsa modumo wa tse etsahalang, empa ha ba hlalose bohlokwa ba tsena ho ya ka ditaba tsa thothokiso hoo ekang jwale ho botswa bohlokwa ba tsena ka karetsa athe sepheo sa potso ke hore “ho thothokiso e botsitsweng” di fana ka o fe molemo; jk ‘masea a batho a lla sa mmokotsane sello’ – mona sethokiso se rata hore re ikahle modumo wa seboko sa basadi hore ke se bohloko kapa se hlomolang.

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

- Baithuti ha ba rutwe mefuta e fapaneng ya phetapheto le bohlokwa ba yona, mme ba rutisiswe tsela eo mefuta ena e bitswang ka yona; mhl: phetapheto ya mantswe e tsepameng/hlaahlela e qalang /neeletsano, phetapheto ya mantswe e tshekaletseng, phetapheto ya mantswe e rapameng, phetapheto ya moelelo, phetapheto ya sebopeho
- Baithuti ha ba rutwe mekgabisothothokiso yohle, ba tlwaele le ho sheba taba ya kgetho ya mantswe le sehlo sa thothokiso ho tle ba tsebe ho araba ha ho le teng dipotso tse amanang le tseo.
- Baithuti ha ba rutwe ka botlalo bohlokwa ba makgabane ohle, mme ho utullwe bohlokwa bo fapaneng ba lekhetha ka leng ha feela lekgetha leo le na le bohlokwa bo fetang nngwe. Ka nako e nngwe ba ngola feela bohlokwa bo sa kopaneng le lekgetha le itseng; mhl: ‘molamotjetje – o kgina moretheto’.
- Baithuti ba rutwe le ho tlwaetswa ho araba ka makgetha le bohlokwa ba ona ba itshetlehele ka dikateng tsa thothokiso e botsitsweng, ba tshetleha ka melathothokiso eo ba e hlwaieng mme ba tshetleha ka melathothokiso eo ka ho totobala, e se feela ho araba e ka ho botsitswe makgetha ao ka kakaretso; mhl: ‘batho kajeno ke metwaitwai’. Monna sethokiso se sebedisitse karaburetso ya pono e le hore mmadi a be

le setshwantsho sa batho ba sollang ba hloka moo ba ka fumanang kgutso teng. Karabo ena ha e tshwane le e reng sethokhosi se sebedisitse karaburetso ya pono e le hore mmadi a be le setshwantsho/pono ya se etsahalang. Karabo ya pele ke yona e nepahetseng ka ho phethahale hobane e hlalosa e tsheheditse ka dikateng tsa thothokiso.

#### POTSO YA 5

- Hodima tsohle tse seng di hlalositse ka hodima, mme di ntse di ama Potso ya 5, baithuti ba boetse ba haellwa ke ho fana ka sehalo le maikutlo potsong ena.

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

Tsohle di hlalella ho (a) le (b) ka hodimo.

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

- Ho ekelletsa dintlha tse ho (c) ka hodimo, matijhere a hlokomele hore a ruta a bile a utulla ohle makgetha a sebediswang ke dithothokisi ba be ba rute le bohlokwa ba ona.
- Matijhere a sebedise dibuka tse fapaneng ho ruta manollo ya thothokiso e le hore ba tle ba tsebe hantle mantswe a fapaneng a sebediswang ho hlalosa makgetha a itseng, le ho fumana a mang a makgetha a ka nnang a hlalella bukeng ya e mong mongodi empa a sa hlalelle ho ya e mong.
- Baithuti ba se ke ba rutwa ho ya ka dipotso tsa dipampiri tsa ditlahlobo feela, empa ba rutwe ka ho phatlalla dikateng tsohle tsa manollo ya thothokiso e le hore ba se ke ba sitwa ho araba ha pampiri ya selemo seo ba ngolang tlhahlobo ka sona e botsa dintho tse sa kang tsa botswa dipampiring tsa dilemong tse fetileng tseo ba neng ba rutwa ka tsona ka phaposing.
- Baeletsi ba Sesotho diterekeng ka ho fapana ba mpe ba hatelle ntlha ya nnete matijhereng ya hore dipampiri tsa ditlahlobo tsa dilemo tse fetileng ha di bolokelwe hore e be ona mokgwa wa motheo wa ho ruta, empa di bolokelwa hore ha baithuti ba se ba rutuwa ka botlalo nakong ya selemo e tshwanetseng, e be he tsona di sebediswa ho ruta baithuti mokgwa wa ho araba dipotso le ho itokisetša tlhahlobo ya makgaolakang.

#### QUESTION 2

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

- Ho ya ka dipampiri tsa dikarabo tsa baithuti tse 100 tse qollotsweng, tshebetso ya baithuti potsong ena ha e mpe hakaalo. Baithuti ba fumane matshwao a dipakeng tsa 2 le 8 mme ba mmalwa ho bona ba

fumane ka tlase ho 5.
<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>Potso e bonahetseng e phelekanyetsa baithuti ke 2.3. – ba nahanne feela hore ka ha mola 13 o re: "bo sebete sa ho beha tau setswetse" mme o na le 'sa' eo ke tshwantshanyo/papiso. Ha ba a badisisa moelelo wa molathothokiso ona.</li> <li>Ba mmalwa haholo baithuti ba nepileng potso 2.4. ka ho ngola phetapheto ya sebopelo. Ba bangata bona ho a bonahala hore ha ba tsebe 'tatolano' le 'kganyetsano'.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Baithuti ha ba rutisiswe mawa ohle a ho manolla thothokiso.</li> <li>Pahapano pakeng tsa tatolano le kganyetsano e lokela ho hlalose hantle ho baithuti, ba tle ba kgone ho e hlokomela thothokisong.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Baithuti ha ba na tsebo e batsi ka mefuta ya thothokiso.</li> <li>Ba bang ba baithuti ha ba utlwisisi phapano dipakeng tsa 'maikutlo a qholotswang ke thothokiso' le 'molaetsa wa thothokiso'</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Sheba 1 (c) ka hodimo.</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>
<ul style="list-style-type: none"> <li>Ho ya ka dipampiri tsa dikarabo tsa baithuti tse 100 tse qollotsweng, tshebetso ya baithuti potsong ena ha e mpe hakaalo. Baithuti ba fumane matshwao a dipakeng tsa 2 le 8 empa ba bangata ho bona ba wela sehlopheng sa ba fumaneng 4 kapa 6.</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>Baithuti ba bangata ba hlotswe ke karabo ya 3.3. Ha ba a bona hore ho na le Anastofi. Ha e le 'Hendiadise' yona ke baithuti ba itseng ba bonahetseng ba e tseba mme ba araba ka nepo ho bontsha hore ba e rutuwe ebile ba utlwisisa hantle hore ke eng – ho bonahetse e le sekolo se itseng seo baithuti ba sona ba e tsebileng.</li> <li>Ho 3.4. Baithuti ba mmalwa ba nepile potso ka ho bontsha paterone ya raeme e neng e hloka hala.</li> </ul>

<p>Karolwana ya ba bang ba bonahetseng ba tseba raeme ha ba ya utlwisisa potso – ha ba lokela ho bontsha paterone bona ba ngola mantswe ohle a qetellang melathothokiso a nang le modumo wa raeme, ba bang bona ba ngola feela ditlhaku tsa ho qetela mantsweng ao. Ho baithuti ba hlalositseweng mona kahodimo, ho bonahetse ba tseba hore bohlokwa ba raeme ke ho fana ka morethetho, esitana le ba fositseng paterone empa bohlokwa bona ba bo nepile.</p> <ul style="list-style-type: none"> <li>• Ho 3.5. baithuti ba bang ba nepile hore diteboho di lokela ho iswa ho Modimo, empa ba bangata ban a le mohopolo wa diteboho feela, mme sena se bontsha hore thothokiso ha ba e bale ka kutlwisiso mme ha ba kgone ho akaretsa mookotaba wa nnete wa thothokiso.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Sheba (c) ho potso 1 le 2 ka hodimo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Baithuti ha ba na tsebo e batsi ka mefuta ya thothokiso.</li> <li>• Ba bang ba baithuti ha ba utlwisisi phapano dipakeng tsa 'maikutlo a qholotswang ke thothokiso' le 'molaetsa wa thothokiso'</li> </ul>
<b>(d) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Sheba 1 (c) ka hodimo.</li> </ul>
<b>QUESTION 4 &amp; 6</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>• Ho ya ka dipampiri tsa bahlahlobuwa tse 100, tshebetso ya baithuti potsong ya bone e bohareng feela. Ba mmalwa ba fumaneng matshwao a ka hodimo ho a 6 potsong ya 4 mme potsong ya 6 teng tshebetso e bile ntle.</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 misconception</b>
<ul style="list-style-type: none"> <li>• Ho potso 4.1. baithuti ba bangata ba kgonne ho fana ka karabo ya 'kgonyetso'. karabo ya lehlaso e bile sewelo, mme ho nahaneleha hore baithuti ba tseba e le lehlaso ha feela mantswe a molathothokiso o qalang temanathothokiso a phetwa kaofela, e se feela le le leng jwalo ka mona moo ho phetaphetuweng lentswe le le leng 'tsokotsane' (sheba ho Makokonana, leqephe 215).</li> <li>• Potso 4.3. e hlotse bahlahlobuwa ba bangata – ho bonahetse ba se na lesedi hantle hore na khakhofoni ke eng, le hore hantle mantswe a bontshang sekgahla molathothokisong o hlwaiweng ke a fe.</li> <li>• Bahlahlobuwa ha ba kgone ho akaretsa mohopolo o jerweng ke thothokiso ka tshwanelo ho bontsha kutlwisiso ya thothokiso. Ho potso 6.4. bahlahlobuwa ba bangata haholo ha ba ya kgona ho fana ka o le mong wa melathothokiso e bontshang mothofatso. Ho bonahetse ba sa utlwisisi hore ho sebedisitswe Apostrofi haholo, moo ho buuwang le lefu e ka le a utlwa – mehlala eo bahlahlobuwa ba</li> </ul>

faneng ka yona e le ya 'mothofatso' ke ya 'apostrofi' mme bona ba bonahala bas a tsebe phapano ho tseo tse pedi. Ho 'mothofatso' ho buuwa <u>ka</u> se sa pheleng e ka se a phela, athe ho <b>apostrofi ho buuwa le</b> se sa pheleng jwalo ka ha e ka se a phela
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Sheba (c) ho potso 1 le 2 ka hodimo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
Sheba ho (a) ka hodimo.
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Sheba (c) ho potso ya 1 le ya 2 ka hodimo.
<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>
<ul style="list-style-type: none"> <li>Potso ena key a mofuta wa moqoqo, mme e ne e botsuwe ka mokgwa o hlakileng hantle.</li> <li>Bahlahlobuwa ba sebeditse hantle potsong ena, mme ba bang ba kgonne ho iphumanela matshwao kaofela.</li> <li>Bahlahlobuwa</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 misconception</b>
Potso ena e arabehile ka mokgwa o kgotsofatsang
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Padi ha e rutisiswe ka botlalo ke matitjhere, ho se ke ha tlohellwa hore baithuti ba iphumanele dintlha ka yona hobane ha ba na boiphihlelo ba ho etsa jwalo.</li> <li>Baithuti ha ba kgothalletswe ho bala buka makgetlo ba e badisisi ka mora hore ba rutwe dintlha tse itseng e le hore ba tiise tsebo ya bona ya ditaba tsa yona.</li> <li>Baithuti ba kgothalletswe ho tseba hantle mabitso a baphetwa le diketsahalo tse amanang le bona, ba se ke ba etsa motswebere ha ba ngola ka lebaka la ho hloka tsebo e phethahetseng.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Bahlahlobuwa ba bonahetse hore ba tseba ditaba tsa buka ena hantle, empa ha ba so ithuti hore ho tseba buka ho bolela hore o tseba ho araba potso hantle ho ya ka dihlhoko tsa yona. Potsong ena</li> </ul>

bahlahlobuwa ba ne ba lokela ho iponahatsa hantle hore ditaba tsa buka ha ba di batlise, empa ba bang ba ntse ba bontsha bofokodi ba ho se tsebe ho di otlia phatlantjhotjho – ba a di okola, ba hahare le tse ding tse sa hlokeheng . Ba tsebileng ho di otlia hloohong tsa Mohanuwa le Kotsi bohanyetsing ba bona ho Tsietsi ba tsheheditse ka ditaba tsa buka dile jwalo ka ha di le jwalo Ba fokolang bona ba ngola feela ka ho qhala dithuana ha Tsietsi le ho ja dinama tsa difariki ha hae, empa ba sa bontshe hore tsena tsohle di ne di etswa ke hobane yena, Kotsi, a tshaba mosadi – baithuti ba hopole hore ho ne ho hlokeha hore ba ngole ka bohanyetsi ba Kotsi, e se ba Mmamasolomane. Dikarabo tse phethehileng hantle ke tse thasiseleditsweng ka ho bolawa ha Tseleng ke dilalome tsa Mohanuwa le polao ya eo Mohanuwa ke Tsietsi. Hape bahlahlobuwa ba hlwahlwa ba phethetse ka qabang ya Tsietsi le Kotsi ba tseka 'kotjana' ya ntata Tsietsi, le hore bobedi bona bo ile ba tshwarana ka matshoho ha ba ha lla sethunya ho Kotsi.

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

## QUESTION 8

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

- Bahlahlobuwa ba sebeditse hantle potsong ena.

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

- Potso ena e arabehile hantle.

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

- Sheba ho (c) wa Potso ya 7 ka hodimo.

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

- Ho 8.2. bahlahlobuwa ha ba fane ka **tlhakisetso** e phethahetseng eo Nkgono Mmantsoteng a ileng a e fa Tsietsi. Bona ba re feela: 'O itse a yo botsa lebitla. Lentswe la sehlooho mona ke **'tlhakisetso'**.
- Ho 8.4. ha bahlahlobuwa ba lokela ho hlalosa ketsahalo e nngwe ya diketsahalo tse bontshang hore na Maele a reng bitso lebe ke serome a ama mophetwa wa sehlooho jwang, bona ba re feela 'o ne a na le ditsietsi tse ngata bophelong ba hae'. Ka mokgwa o jwalo ha ho letho la ketsahalo leo ba le hlalositseng.
- 8.6. ba bang ba bahlahlobuwa ha ba a kgona ho bontsha hore tikoloho eo Tsietsi a holetseng ho yona e mo amme jwang.

<ul style="list-style-type: none"> <li>Ho 8.7. seo bahlahlobuwa ba se ngotseng ke hore Tsipane o ile a thusa Tsietsi ka ho bolaya lepolesa. Nne t eke hore le ketsahalong e amang Tsipane, Tsietsi le lepolesa, lepolesa ha le ka ba la bolawa. Tsipane o thusitse Tsietsi ho bolaya dira tsa hae (Mohanuwa le Tjhaile Sekolokoto mme yena pheletso yae e bile tjhankaneng.</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>Sheba ho 7 (c) ka hodimo.</li> </ul>
<p><b>QUESTION 11</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>Ka kakaretso baithuti ba sebeditse hantle potsong ena.</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 misconception</b></p>
<ul style="list-style-type: none"> <li>bahlahlobuwa ba hlotsweng ke potso ena be mekga e mmedi; ba bang ke ba se tsebeng dikateng tsa buka ha ba bang bona e le ba tsebang ditaba tsa buka empa bas a utlwisisi moelelo wa maele a reng: 'Pinyane ha e senye motse'.</li> <li>Bahlahlobuwa ba bang ke ba fetotseng maele ba re: "Pinyane e senya motse". Ebe polelo e reng 'maele ha a fetohe' e tsamaya e felle kae? Baithuti ba hloka ho e rutwa ba be ba e rutiswe.</li> </ul>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Matijhere a eletswa ho sebedisa mawa ohle a ho ruta padi ka ha ba sa tsebe se tla botswa ke bahlahlobi. Ha ho thusi baithuti hohang ho ruta o itshetlehile feela ka dipampri tsa ditlahlobo tsa dilemo tse fetileng hobane ha se ka mehla ho ka botswang ka mokgwa o le mong. Ka ha dilemong ho hlola ho botswa kgohlano le semelo sa baphetwa, baithuti ba ngola tseo le ha di sa botswa.</li> <li>Matijhere a eletswa ho ruta baithuti ho manolla padi kappa terama ba itshetlehile ka sehlooho, baphetwa/dibapadi, diketsahalo tsa pale/terama (poloto), sekapoloto, tlhekelo, kgolo ya ditaba, sehlohlolo, mothipoloho/Tharollo, papiso ya diketsahalo tsa buka le tsa nnete.,</li> <li>Mohlahlobuwa ya tsebang diketsahalo tsa padi ya "Mme" ka botlalo o ne a le monyetleng wa ho ngola ka sephiri sa Thollo, Mme, Diseko, Bafokeng – athe he ho ka etsahala ba bang ba senole diphiri tse neng di sa hlokomeleha.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<ul style="list-style-type: none"> <li>Sheba ho (b) ka hodimo.</li> </ul>
<p><b>QUESTION 12</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>Bahlahlobuwa ba sebeditse hantle potsong ena.</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 misconception</b></p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<ul style="list-style-type: none"> <li>Sheba 11 (c) ka hodimo</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<ul style="list-style-type: none"> <li><b>12.1.</b> Bahlahlobuwa ba ntse ba bonstha ho se utlwisisi mefuta ya kgohalno.</li> <li>ba bangta ba hlotswe ho hlalosa ka moo Masesi le Mmateboho ba amehileng ka ho fapana ke lefu la Mme.</li> <li>Ho 12.4. baithuti ba bangata ha a kgona ho nehelana ka sekapoloto sa padi ba itshetlehile ka ho qala ha lenyalo la Dikeledi.</li> <li>Potso ya 12.5. e ne e hloka hore bahlahlobuwa ba arabe ba ipapisitse le bophelo ba nnete mme ba bontshe ka moo ba ka tshetlehang maikutlo a bona ka mabaka mabapi le taba ya ho sirelwa ke motho ya tla o nyala. Ba mmalwa haholo bahlahlobuwa ba bontshitseng bokgoni ba ho nahana ka ditaba tsa buka ba di bapisitse le bophelo ba nnete. Potso ena key a boemo bo hodimo hobane baithuti ba lokela ho nahana mme ba fane ka maikutlo a fapaneng, ba bontsha ka moo hona ho ka etsahalang kappa ho ke keng ha etsahahala.</li> <li>Bahlahlobuwa ba hloka tlotlontswe e nepahetseng e leng ya bohlokwa puong – ba bangata ha bay a kgona ho araba ka lentswe ‘molamo’ ho potso 12.7. Ba entse polelo tse telele tse kang; ‘e ne e le mosadi wa kgaitse di ya ...’ kapa ‘Lesole ke abuti wa Mmateboho eo mosadi wa hae e leng Diseko’.</li> </ul>
<p><b>QUESTION 13</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>Bahlahlobuwa ba sebeditse hantle potsong ena.</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 misconception</b></p>
<ul style="list-style-type: none"> <li>Bahlahlobuwa ba bang ba ntse ba na le bothata ba ho se tsebe dibapadi. Ba ngola ka dibapadi tsa terama e sa botswang ho araba di/potso tsa e botsuweng, empa teng ho ntse ho utlwahala hore ditaba tsa terama ba di tseba ka botlalo.</li> <li>Ba bang ba bahlahlobuwa ba qoqile ka papadi hantle ka ho phethahala, empa ba haellwa ke ho beha dintlha ho ya ka ditlhoko tsa potso; k.h.r. ba bontshe hore hantlentle tlhekelo, kgolo ya diketsahalo, sehlohlolo le Tharollo di hlahella kae terama.</li> </ul>



<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Sheba 11 (c) ka hodimo</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Sheba ho (b) ka hodimo.</li> </ul>
<b>QUESTION 14</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 sebeditse hantle potsong 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 misconception</b>
<ul style="list-style-type: none"> <li>Bahahlobuwa ba bangata ba hlotswe ke potso 14.2. Ba fapanya 'buiuiso' le kgohlano ya ka hare. Kamano e teng pakeng tsa tsena tse pedi, empa ha se ntho e le nngwe. Ka lebaka la bofokodi bona bo hlalositsweng bahlahlobuwa ba bangata ba ngotse dikarabo tse tshwanang potsong ya 14.2. le 14.3.</li> <li>Potso ya 14.6. ya tikoloho ha e a arabeha hantle.</li> <li>Ho 14.8. bahlahlobua ha bay a hlokomela hore potso e ne e hloka maikutlo a Mokeo mabapi le ho ya ho Ramanaka, e seng feela ngakeng ya setso le hoba ke e feka hoo bona ba boletse ha Mokeo a latoletse ruri hore ba ye, athe tjhe ha ho jwalo.</li> <li>Bahlahlobuwa ha ba lokela ho akaretsa ditaba tsa tshwantshiso ho 14.3. ba fana ka thuto.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Sheba 11 (c) ka hodimo</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Sheba ho (b) ka hodimo.</li> </ul>
<b>QUESTION 15</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 sebeditse hantle potsong 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 misconception</b>

•
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
• Sheba 11 (c) ka hodimo
<b>(d) Describe any other specific observations relating to responses of learners</b>
• Sheba ho (b) ka hodimo.
<b>QUESTION 16</b>
<b>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
• Bahlahlobuwa ba sebeditse hantle potsong ena.
<b>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconception</b>
<ul style="list-style-type: none"> <li>Bahlahlobuwa ba bangata ha a kgona ho hlalosa hore bodumedi ba Pits obo amme Molefi jwang. Bona ba bolela feela hore Pitso ke Modumedi wa Sekereste/Mokereste.</li> <li>Ha ba a tsheheta ka tsela papisong ya tikoloho ya Maseru le ya Mafotholeng.</li> </ul>
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
• Sheba 11 (c) ka hodimo
<b>(d) Describe any other specific observations relating to responses of learners</b>
• Sheba ho (b) ka hodimo.





**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>SESOTHO HOME LANGUAGE P3</b>
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### **SECTION A:**

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

Ka kakaretso potso ya pele, eleng meqoqo e arabilwe hantle. Dipotso tse arajuweng hantle haholo ke 1.1, 1.3 le 1.4

Dipotso tse ferekantseng bahlahlobuwa ke 1.5 le 1.6. Dipotso 1.7 le 1.8 ke tsa ditshwantsho, 1.7 ha e a arabeha hantle.

1.1 PAPADI E NKGHLILENG EO NKILENG KA E BOHA. Boholo ba bahlahlobuwa ba arabile hantle. Ho ipaka hore e kgethuwe ke ban aba ratang bolo ya maoto haholoholo bolo ya maoto. Le ha ho le jwalo, karolwana ya bona e ne e tsepamisa maikutlo mokgweng wa ho bapala ho feta setswalle le mefuta e meng ya dikamano.

1.2 MOQOQO KGANG.

HO KENA MATSHOLONG A BOIPELAETTSO KE MOKGWA O NEPAHETSENG WA HO TSEKA NYOLLELO YA MOPUTSO.

Sehlooho sena ha se akgethwa haholo empa ba se kgethileng ba bua ka dintlha tsa nnete jwalo ka SADTU.

HO KENA MATSHOLONG A BOIPELAETTSO HA SE MOKGWA O NEPAHETSENG WA HO TSEKA NYOLLELO YA MOPUTSO.

Sehlooho sena ha se a kgethwa haholo empa ba se kgethileng ba bua ka ditaba tsa nnete jwalo ka MARIKANA.

1.3 TJHOBEDISO KE TSELA E AMOHELEHILENG YA HO NYALA, KA LEHLAKORENG LE LENG HA E A AMOHELEHA

Ba bangata bahlahlobuwa ba kgethileng moqoqo Ho teng bas a tsebeng ho hlalosa tjhobediso ba e kopanya le lenyalo la Sesotho. Dintlha tse ngata ke tsa lehlakore la hase amohele. Bahlahlobuwa ba bontshitse ba tseba ditokelo tsa bona ka botlalo.

1.4 MEKGWA LE DITLWAELO TSA BOPHELO BOO BATJHA BA BO PHELANG MATSATSING A KAJENO.

Boholo ba bahlahlobuwa ba kgethileng sehlooho sena. Ba tsebile ho bapisa batjha ba mehleng ena le batjha ba kgale. Dintlha tse ngata ke tse buang ka batjha ba mehleng ena. Boholo ba dintlha bo bua ka kgahlamelo e mpe ya tikoloho, dithethefatsi, boitshwaro, teknoloji jj. Hobonahetse hore moqoqo ona o tobane le diphephetso tsa bona tsa ka mehla.

1.5 HA NKA BA MOKOMISHENARA WA SEPOLESA

Baithuing ba kgethileng sehlooho sena, ke karolwana e nyane haholo ya bona e tsebileng mosebetsi wa mokomishenara, boholo bo itshetlehlile ka mesebetsi ya sepolesa ka kakaretso. Ba lebala ho hlalosa karolo ya bona ya bokomishenara, ba pheta ka bobbe bo jeleng setsi haholo.

1.6 THUTO YA BOHLOKWA EO NKE KENG KA E LEBALA KA BUKA EO NKILENG KA E BALA.

Moqoqoq o kgethuwe ke bongata ba bahlahlobuwa. Ba buile ka mefuta ya dibaka le tseo ba ithutang tsona. Ba nkeha ke ho pheta pale ya buka ba lebane thuto eo ba e fumanang, kappa thuto e hlahe qetellong ya moqoqo. Ba teng ba seng bakae ba ipabotseng.

1.7 SETSHWANTSHO

Se kgethuwe ke palo e nyane. Ba bang ba lebala ho lokodisa setshwantsho. Ba bua ka sehlooho se seng ka hara sona sena. Ba bua ka sehlooho 1.4, ba lebetse ka mokoloko oo ba o bonang.

1.8 SETSHWANTSHO

Se kgethuwe ke palo e nyane, empa ba se kgethileng ha ba a kena lekoteng haholo. Ba buile ka dikoloi tse nkang bana, empa ba qetelle se ba bua haholo ka dipalangwang ka kakaretso. Ho bonaha eka bana ha ba a fumana boikwetliso malebana le mofuta ona wa Moqoqo.

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

Puo e bonahala e ntse e haella haholo. Ho bonahala eka barutwana ba kgothleditswe ho sebedisa maele meqoqong ya bona. Nnete sena ba a se etsa empa ha ba tsebe ho a sebedisa, ba follela maele a hanyetsanang ba be ba lahle moelelo. Mohlala, "Heso re hafa ka nkatana, re manyekathipa, re a sotleha." Ba bang bona ke ba sebedisang maele ka tsela e fosahetseng. Mohlala. Ho ikgisa ka nkgo, lesisitheho le ja kgoho, naha e jele setsi, lerabe fofela metsi a tjhele, ho tea menyabuketso jj . Moralo le tekolo e ntse e le bothata, moqoqong o le mong o fumana mohlalobuwa a peletile letnswa dithethefatsi ka mekgwa e mengata feela. Mohlala, **Dithethefatsi, dithithifatsi, dithethefatse**. Ha mohlalobuwa a ne a ka lekola mosebetsi wa hae, ho ne ho tla ba bonolo ho hlokomela le ho lokisa phoso ya mofuta ona. Ka nako tse ding ba qetela ka moralo, ebe jwale ha o san a molemo athe ha o le qalong o tataisa le ho tsosa tjantjello ho motshwai, ere a eya ditabeng tsa tema a be a se a ena le seo a se lebeletseng. Matshwao a puo ona ha ba a tsotelle. Ba qala dipolelo ka ditlhaku tse nyane, ha ba di phethele ka kgutlo. Nqa tse ding ba etsa dipolelo tse molokoloko tse se nang letswao hohang. Lekopanyi mme ba le sebedisa hangata le ka moo le sa tshwanelang kateng.

Ho tswa lekoteng kgethong ya bona ya dihlooho e ba behile ka mosing haholo hoba jwale ho ya ka rubric, ba bewa kगतong ya ho qetela. Le ha karolo ena e batla ditaba tsa boiqapelo, ditaba tseo di lokela ho kgolweha empa bahlahlobuwa ba ne ba bua tse sa kgolweheng haholo sehloohong **HA NKA BA MOKOMISHENARA**. Mehlala. Moetsadibe nka mo kwalla tjhankaneng, ka mo tima dijo beke kaofela. Mohla mmolai a ilo bua nyewe, nka isa setopo kgotla, a tlo bona mosebetsi wa matsoho a hae. Ya betileng yena ke mo kgaola botona hanghang, disenyi nka di kgaola maoto ka tsatsi la pele, ka la bobedi ke nne ke nyolohela ho fihlela a silwa mmele kaofela. Ba bua puo e hlhlontshang ditsebe, ditho tsa bong ba dibitsa di tshabehe di le jwalo. Ba tshwanela ho hopotsa hore Mokomishenara o ntse a tshwanela ho ela ditokelo tsa botho hloko ha a beha melao.

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

Baithuti ba tshwanela ho tlwaetswa mefuta e fapaneng ya meqoqo. Ba bonahala ba tlwaetse mefuta e itseng feela.

Mesuwe e tshwanela ho sebedisana mmoho molemong wa barutwana, ba fane malebela le hona ho etelana dikolong ho thusana. Diphutheho tsa boitjhoriso, tlaleho ya batshwai le boeletsi ho tswa ho baeletsi ba rona ba Lefapha la Thuto di ka tlisa phetoho ekgolo ntlafatsong ya diphetho. Barutwana ba kgothaletswe ho ipalla dibuka tse ngata tsa puo ya Sesotho ho ntlafatsa tlotlontswe ya bona. Sena se tla ba thusa ho araba meqoqo e kang

ona wa 1.6. Mona ba bontshitse bofokodi haholo hoba boholo bo ne bo bua ka buka tsena tseo ba ntseng ba di etsa sehlopheng seo ba leng ho sona. Barutwana ba kgothaletswe le ho etsa meqoqo ya molomo, ba kenele ditlhodisano tsa puo. Ha ba kopana le bomphato ba dikolo tse ding ba kgola malebela le hona ho lakatsa ho ba bahlodi, ke hona he, bat la ikakgela ka setotswana ho ithuteng puo ka kakaretso.

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

Potso ya 1.1 ho bonahala e arajuwe ke ba tsebang papadi ya bolo ya maoto feela. Ba bang bona ba ne ba bua feel aka mokgwa oo papadi ena e bapalwang ka teng, ba hlolehe ho bontsha se hlileng se ba kgahlile papading eo. Potso ya 1.4 yona ba hlile ba bontsha boiphihlelo bo boholo mohlomong ke hobane e tobane le diphephetso tsa bona tsa ka mehla. Ba bang ha ba etsa mokgwaritso, ba ngola moqoqo o felletseng, ba boele ba ngole o mong hape. Sena se ba amme haholo hobane ba bang ba bona ba hlolehile ho fihlella Karolong ya C ka lebaka la nako.

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

Diphutheho tsa boitjhoriso, tlaheho ya batshwai le boeletsu ho tswa ho baeletsu ba rona ba Lefapha la Thuto di ka tisa phetoho ekgolo ntlafatsong ya diphetho. Barutwana ba kgothaletswe ho ipalla dibuka tse ngata tsa puo ya Sesotho ho ntlafatsa tlotlontswa ya bona.

Setereke se lokela ho ngola ditlahlobo tse tshwang, tse hlahlojwang ke bahlahlobi ba nang le boiphihlelo, ba kgethuwang ke matijhere a seterke. Sena se tla etsa hore ba rutwana ba be boemong bo bottle, ba be malalalaotswe bakeng sa ho ngola ditlahlobao tsa makgaolagang. Matijhere a puo a lokela ko kopana ha nngwe ha kotare e qala, bat lo rera mosebetsi wa kotara eo hotle ban aba rutwe ka tsela e tshwanang.

## **SECTION B:**

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

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

### **QUESTION 2**

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

Potsong ena bahlahlobuwa ba arabile hantle haholo le ha ho bonahala hore mefuta e meng ya ditema ha ba a e rutwa hoba bongata ba bona bo kgethile lengolo. Ke palo e nyane haholo ya ba kgethileng ditema tse kang; raporoto, inthaviu le lenanetsamaiso mme ba ne ba sa bontshe boiphihlelo bo tsotelang.

Boholo bo arabile **lengolo**. Lengolong mona le teng ba ne ba sa ipabole. Ho bonahetse hore lengolo la setswalle ha le sa rutwa dikolong. Bahlahlobuwa ba ne ngola lengolo lena ka sebopeho lengolo la semmuso, ba etsa sehlooho sa ditaba. Ha ba phethela ba ngola lebitso le fane athe ba bang bona ba ne ba hlile b aba le diaterese tse pedi.

Mopeleto e ntse e le mathata. Lebitso lena **dithethefatsi**, le ne le le teng pampiripotsong, empa ba hlolehile ho le ngola.

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

Boholo bo arabile **lengolo**. Lengolong mona le teng ba ne ba sa ipabole. Ho bonahetse hore

lengolo la setswalle ha le sa rutwa dikolong. Bahlahlobuwa ba ne ngola lengolo lena ka sebopeho lengolo la semmuso, ba etsa sehlooho sa ditaba. Ha ba phethela ba ngola lebitso le fane athe ba bang bona ba ne ba hlile b aba le diaterese tse pedi.

Mopeleto e ntse e le mathata. Lebitso lena **dithethefatsi**, le ne le le teng pampiripotsong, empa ba hlolehile ho le ngola.

Bahlahlobuwa ba bonahala bas a tsebe mosebetsi wa moralo hobane ba bang ba bona ba araba potso pele, ha ba qeta e be hona ba etsang moralo. Tse ding tsa diphoso ke hore bahlahlobuwa ha ba tsebe ditlhoko tsa tem aka nngwe Karolong ena. Potsong ya **inthaviu**, ba etsa puisano feela e sa fihlelleng morero wa potso.

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

Barutwana ba tshwanela ho rutwa mefuta e fapaneng ya ditema, sena se tla ba fa kgetho e batsi ditlhahlobong. Ba tshwanela ho kgothaletswa ho utlwisa dipotso, ba di bale kaofela pele ba etsa kgetho.

Barutwana ba rutwe ho bala masedinyana, ba ka fumana malebela a ho ngola ditema tse kang diraporoto, le tse ding. Ba fuwe mosebetsi hangata molemong wa ho ikwetlisa.

Mosebetsi oo o tshwauwe, ba ipone hore ba sebetse jwang. Ba tswanela hore ba fuwe le monyetla wa ho tshwayana, haeba a tseba ho bona phoso e etswang ke morutwana e mong, sena se bontsha hore o a ruteha. Ho bala ho ntse ho kgothaletswa haholo. Tjhabana se tsebang ho bala, ho ba bobebe hore se tsebe ho ngola, hona ho tla thusa ho fokotsa diphoso tse ngata tsa ho sa tsebe ho arola kapa hona ho kopanya mantswe. Ba nne ba fuwe monyetla wa ho bua le ho etsa ditema tse jwalo ka **tlaleho/raporoto le inthaviu** ka molomo. Motho ya tsebang ho bua ho ba bobebe ho tseba ho ngola.

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

Bahlahlobuwa ba bonahetse ba sa tsebe hore ba tshwanetse ho araba potso leqepheng le letjha. Ba kopanya moralo le tema leqepheng le le leng, sena se setisa motshwai ho bona boiphihlelo ma mohlalobuwa ba tema. Mohlala; Lengolo ba leqala mpeng ya leqephe kapa ba be le aterese feela leqepheng le leng, dikahare tsohle di be leqepheng le leng. Ba ntse ba sa tsebe hore aterese e qalwa bohareng ba leqephe e lebe letsohong le letona. Diphoso tsa puo le tshebediso e fosahetseng ya puo di ntse di le ngata. Ha ba araba lenanetsamaiso ba lobokanya dintlha.

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

Diphutheho tsa boitjhoriso, tlaleho ya batshwai le boeletsu ho tswa ho baeletsu ba rona ba Lefapha la Thuto di ka tlisa phetoho ekgolo ntlafatsong ya diphetho. Barutwana ba kgothaletswa ho ipalla dibuka tse ngata tsa puo ya Sesotho ho ntlafatsa tlotlontswe ya bona.

Setereke se lokela ho ngola ditlhahlobo tse tshwang, tse hlahlojwang ke bahlahlobi ba nang le boiphihlelo, ba kgethuwang ke matitjhere a seterke. Sena se tla etsa hore ba rutwana ba be boemong bo bottle, ba be malalalaotswe bakeng sa ho ngola ditlhahlobao tsa makgaolagang. Matitjhere a puo a lokela ko kopana ha nngwe ha kotara e qala, ba tlo rera le ho hlophisa mosebetsi wa kotara eo hotle banaba rutwe ka tsela e tshwanang.

### QUESTION 3

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

Potso ya 3.1. **Papatso**. Bongata ba bahlahlobuwa ha bo a araba hantle. Ba hloleha ho bapatsa kgwebo, ba bapatsa sehlahiswa. Ba bang ba hloleha ho hlahisa dintlha tsa bohlokwa tse kang: Lebitso la kgwebo, le hore na kgwebo eo e fumaneha kae, bakeng sa ho etsa jwalo ba fan aka nomoro ya mohala le ha motho a bapatsa moroho.

Potsong ya 3.2 **Karete**. Bongata ha bo tsebe mofuta ona wa karete, ba o tshwantsha le **Posekarete**. Ba bang bona ba e ngola ka sebopeho sa **Memorantamo**

Potso ya 3.3. **Ditshupiso**. Mona ba itekile ruri. Phosonyana eo bas a ntseng ba e etsa key a ho se bolele hore ya tataiswang o tloha hokae o ya hokae. Ha ba tsebe mokgelo pakeng tsa dimitara le dikilomitara ha ba bontsha bolelele ba sebaka.

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

Ho sa tsebe sebopeho se nepahetseng sa tema ka nngwe ho ba behile ka mosing. Ba ntse ba hloleha ho etsa moralo Karolong ena, ba o etsang ba qetela ka ona. Ho na le ba ngotseng Dipapatso ka Sekgowa. Tlontswe e ntse e haella haholo. Ba sebedisa mantswe a kang: **poreisi, polekeng**. Ditshupisong, ba bang ba hloleha ho tataisa ka mantswe, ebe ba sebedisa matshwao a kang: Mafeteng → Mangolong → Senqu. Ba etsa diphoso tse fedisang pelo tsa puo tse bontshang hore tema ha e a lekolwa ho lokisa diphoso

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

Barutwana ba rutwe ho bala dimakasine, ba ka fumana malebela a ho ngola ditema tse kang dipapatso, diresepe le tse ding. Ba fuwe mosebetsi hangata molemong wa ho ikwetlisa. Mosebetsi oo o tshwauwe, ba ipone hore ba sebetse jwang. Ba tswanela hore ba fuwe le monyetla wa ho tshwayana, haeba a tseba ho bona phoso e etswang ke morutwana e mong, sena se bontsha hore o a ruteha. Ho bala ho ntse ho kgothaletswa haholo. Tjhabana se tsebang ho bala, ho ba bobebe hore se tsebe ho ngola, hona ho tla thusa ho fokotsa diphoso tse ngata tsa ho sa tsebe ho arola kapa hona ho kopanya mantswe. Ba nne ba fuwe monyetla wa ho bua le ho etsa ditema tse jwalo ka **Ditshupiso** ka molomo. Motho ya tsebang ho bua ho ba bobebe ho tseba ho ngolo.

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

Bahlahlobuwa ba bonahetse ba sa tsebe hore ba tshwanetse ho araba potso leqepheng le letjha. Ba kopanya moralo le tema leqepheng le le leng, sena se setisa motshwai ho bona boiphihlelo ma mohlalobuwa ba tema

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

Diphutheho tsa boitjhoriso, tlaleho ya batshwai le boeletsi ho tswa ho baeletsi ba rona ba Lefapha la Thuto di ka tlisa phetoho ekgolo ntlafatsong ya diphetho. Barutwana ba kgothaletswa ho ipalla dibuka tse ngata tsa puo ya Sesotho ho ntlafatsa tlontswe ya bona.

Setereke se lokela ho ngola ditlahlobo tse tshwang, tse hlahlojwang ke bahlahlobi ba nang le boiphihlelo, ba kgethuweng ke matitjhere a seterke. Sena se tla etsa hore ba



rutwana ba be boemong bo bottle, ba be malalalaotswe bakeng sa ho ngola ditlahlolobao tsa makgaolakgang. Matijhere a puo a lokela ko kopana ha nngwe ha kotara e qala, ba tlo rera le ho hlophisa mosebetsi wa kotara eo hotle bana ba rutwe ka tsela e tshwanang.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>TOURISM P1</b>
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### **SECTION 1:**

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

Question 1:

This question was fairly answered. Question 1.2 was poorly answered by the learners. The concepts are part of the new CAPS syllabus in Grade 11 and 2013 grade 12 learners did not understand the terms. Learners did a lot of guess work in this section. Question 1.5 was poorly answered.

Question 2:

The primary source for response was on two cartoons where learners had to identify the type of service and discuss the negative impact of customer service on the GTP. Learners who were able to demonstrate some insight and who applied content knowledge, scored well in this question. Learners with reading and language barriers, answered the question poorly.

Question 3:

This question was poorly answered. The majority of candidates do not know what a porter is. Question 3 has two extracts/illustrations. Poor responses were specifically received in question 3.1. and 3.2.

Question 4:

This question was based on an extract of PHASA and related to sustainable and responsible tourism. Some learners confused the 3 pillars with the marketing

Question 5:

The learners had to read two advertisements and had to choose the correct property for an entrepreneur. They had to apply their knowledge on the SWOT analysis. This question was poorly answered. The learners did not know what opportunities and threats are. Threats like natural disasters e.g. fires were mentioned by learners.

Question 6 and 7 was poorly answered. This was due to the lack of geographical background, incorrect calculations and incorrect method of calculating time zones. The graph and the list of global events and political situations was unfamiliar to learners.

Question 8:

This question was also poorly answered. The cartoon was not clear and was misinterpreted by learners. Candidates struggled to differentiate between the terms used. .

Question 9:

This question was satisfactorily answered. It was easy and fair.

## **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?**

1.1 Fairly well answered. A lack of general knowledge on the part of the learners was problematic and this led to some of the learners not performing well.

1.2 Not well answered. Learners confused some of the terms and did not know some of the answers. Some teachers felt that it was confusing. There were some CAPS concepts included in this question. Memo should have allowed for more options.

Some learners found it difficult to distinguish between 1.2.2 and 1.2.4.

Question 1.3 was answered well. Some however struggled to differentiate between Muslim and Malay. Limited language capabilities of the learner were evident.

1.4 Straight forward and well answered. Learners could have answered by reading the question carefully and interpreting the clues. Textbooks differ in the terms that they use, this caused some uncertainty.

A grey area as some of the descriptions overlapped and should have been more specific.

1.5 This question caused great confusion.

**(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 : Learners confused some of the terms. Some teachers felt that it was confusing. There were some CAPS concepts included in this question. Memo should have allowed for more options.

Question 1.5: The memo did not accept different answers, such as "winkel water/ purified or filtered water" which is a concept used by many coloured learners

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

Teachers can assist learners in exam preparation by giving them crossword puzzles to practice on.

Revise concepts on a daily basis before moving on to new concepts. Try to assist in developing the language skills of learners.

Keep learners up to date on current developments both nationally and internationally. A good general knowledge will assist in the improvement of marks.

Exemplar question papers for the grade 12 CAPS will assist in preparation of learners for exams

Updated exam guidelines should be provided to schools. The suggestion is not to simply adjust the marks upwards but to actually address the problem and give the teachers better information on how to prepare the learners.

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

Numbers 1.2 and 1.4 were not well answered as some of the learners did not understand the terminology.

Some learners gave answers that were correct but not accepted by the memo. This makes it extremely difficult to prepare learners for an exam.

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

Teachers should source information from a variety of text books. They should consult the examination guidelines and the syllabus.

Encourage learners to read on a regular basis. This will not only increase their vocabulary but also their general knowledge. Collaboration with language teachers could assist in this regard.

The language barrier issue remains a problem that is difficult to address.

In the past learners felt that it was not necessary to study hard for tourism as most of the questions were general knowledge or could be inferred from the text. This was not the case with this question paper. Teachers could assist learners by providing them with a list of action verbs (some textbooks do include this). Teachers should teach the learners to look at the mark allocation of the questions before answering.

Encourage learners to answer Section A in the book and not on the answer sheet. This makes it easier to mark this section.

**QUESTION 2**

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

2.1 Generally well answered.

2.2 Poorly answered. Learners have some idea of the White Paper but do not have a thorough knowledge of this topic. The way in which the question was phrased caused confusion (initiative/campaign. Candidates could use the same answer in more than one place and this was a problem. The translation into Afrikaans was very weak. Some of the Afrikaans learners understanding of English is very weak so they could not go back to the English translation to assist them.

The numbering of the questions (Roman numerals) led to confusion amongst some learners.

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

2.1.2 Some learners mixed the two people up affecting their answers.

Most markers felt that the cartoon was not clear enough and led to misunderstandings. The language issue was a problem for learners.

2.1.3 There was a repetition of facts in the answer. Most gave the 'training' option but did not think wider than that.

2.2 The way in which the question was phrased caused confusion (initiative/campaign).

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

Focus on concepts such as White Paper, BBBEE scorecard

Teachers should focus on content and not on interpretation as in the past.

**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 not difficult but learners struggled to answer. Some were not sure what a porter is.

3.3 was badly answered as the question was not specific about what type of characteristics were required.

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

Many learners do not know what a porter is. Questions in the past focused more on the transport industry.

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

Expose the learners to more of these types of place. It is not necessary to visit but teachers should be innovative in the way they present this work to their classes. (Guest speakers, travel magazines, videos)

Emphasize the terminology: conditions of employment, character traits

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

Some learners struggle to interpret cartoons. They are not taught to look further for the hidden clues that are evident. This and the fact that they struggle to express themselves in English leads them to quote directly from the extract and not interpret.

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

More exposure to cartoons is needed to prepare learners.

**QUESTION 4**

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

4.1 Some learners confused the 3 pillars with the marketing mix. Some of the learners provided their own examples

and did not quote the underlined phrase from the text.

4.1.1) The fact that two of the underlined parts could have matched at two different pillars, could have confused the learners. They have answered the pillars correctly, but the matching was confusing. Many learners put the 3 animals instead of the 3 pillars.

Some learners do not follow the instructions correctly, because they give their own example of the 3 pillars instead of the underlined terms in the phrase. Clear explanation between 3 pillars and marketing mix is needed to learners.

4.1.3) "Upliftment" can also include "training of people in community as guides/other jobs related to hunting..

Although the question was straight forward, the question was still poorly answered. Most of the learners confused the 3 pillars with the components of the marketing mix.

4.1.2) The learners are not clear about the benefits of legalising and hunting in communities to create employment. No full understanding of the benefits of legal hunting. Learners match economical pillar with conservation. Instead of writing people in the pillars they wrote profit. Skills development and infrastructure development should count not just jobs and money. Most of the learners do not know the wildebeest.

4.2 Some learners could not explain the acronym CITES.

4.2.1) Very poorly answered, very few kids knew it.

4.2.2) Most learners did not know the role of CITES – they gave answers like in question 4.1.4.

I suggest that at Gr.12 there must be acronyms prescribed for each year in all tourism sections.

It must be given to every teacher at the beginning of the year so that every test must have acronyms.

The learners do not understand the role that CITES is playing in the protection of the rhinos.

**(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 are not clear about the benefits of legalising and hunting in communities to create employment. No full understanding of the benefits of legal hunting.

The fact that two of the underlined parts could have matched at two different pillars, could have confused the learners. The underlined parts in the extract were not specific enough.

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

Teach learners the difference between the marketing mix and the 3 pillars of sustainable tourism.

Provide learners with a list of acronyms

## **QUESTION 5**

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

5.1.4) Learners did not know what "well-of-homely-couple"-market is. They wrote about romance on the beach because it is a couple.

The question was well answered even though the learners do not understand the words opportunity or threats.

5.1.5 Some candidates still could not apply the SWOT analysis to a tourism business. Some confused the strengths and opportunities. Clear explanation is needed to learners, they are confused in this question.
5.2.2 Even though the picture on the question paper was not clear, the learners answered well 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>
The picture is poor, because the cultural aspects are not at all clear in the photograph.
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>- 3 pillars must be taught thoroughly.</li> <li>- Learners trained not to rewrite questions as answers.</li> <li>- Teachers must bring general knowledge/ world events ext. into the classroom and into the learners "small worlds"</li> <li>- A list of abbreviations should be given to learners.</li> <li>- Market segments and SWOT to be taught thoroughly to the learners.</li> </ul>
<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>
<p>6.1- 6.3 TIME ZONES (19 MARKS) These questions were badly answered!</p> <p>DST – Many think the day is longer, not that there are more hours of sunlight.</p> <p>Calculation where they had to subtract was difficult for some.</p> <p>They struggled with time zone map – some still don't know how to use it.</p> <p>IDL – badly answered – Some wrote equator.</p> <p>6.1.2. Poorly answered. 1% of all papers marked, learners did not know the answer to this question.</p> <p>6.2.2. Very limited variety of answers.</p> <p>Majority of learners are struggling. By the look of things schools struggling show there is a content gap from teachers. There are a few schools which have done well in section D.</p> <p>They can't define the IDL from the diagram, in fact they are unable to explain the reason why it has a shape like that which is not straight. Most learners thought that the IDL from the diagram was the Greenwich median.</p> <p>6.3 Calculation not answered very well but at least learners gained marks for indicating the steps. A few simply gave the final answer which was incorrect.</p> <p>6.4 Generally well answered. Few centres had no correct answers here. Some learners were unsure of when to use the BSR and the BBR</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>
Learners do not understand the time zones. Calculations are still a problem and the learners are not able to differentiate between time and hours.
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Teach learners to follow steps and show calculations.</p> <p>Constant workshops for teachers must be given, especially in the area of time zones. Teachers have to be</p>

deployed. Teachers must give learners more calculations of time zones for them to be able to practise as much as they could. Teachers who struggle should network with others for assistance.
<b>(c) Describe any other specific observations relating to responses of learners</b>
Teachers should make sure that they understand time zone before they teach it to their learners. They should pay attention to DST and why it is used in certain countries.
<b>(d) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Language is a barrier to learners. Please pay attention to the fact that all content should be taught in English and not in the mother tongue.
<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>
Most learners did not cope with this question and a limited number managed to pass it.
7.1.1 Learners who are not knowledgeable about the history of our country did not cope well with this question. Some of the markers found the time line difficult to understand.
7.1.2 Well answered. Most of the learners focussed on the apartheid-era and coped well with this question.
7.1.3 This question was difficult to answer as they did not have insight. This was a question that required a higher order of reasoning.
7.2.1 Candidates misunderstood the question. The answers given in the memo required a higher cognitive level of thinking and could not easily be answered by even the most advanced of learners.
7.2.2 Poorly answered. It was difficult. This question required a higher cognitive level of thinking and could not easily be answered by even the most advanced of learners.
<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>
Generally learners underperformed in this question, from question 7.2.1 which is linked to question 7.2.2, learners seem not to understand this question. Question 7.2.3: almost all learners were unable to answer the question
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Familiarise learners with media and current events. Schools should also get internet resources through government support. The teachers should put more emphasis on the depth of marketing tourism in SA. It is one of the easiest chapters to teach, I think teachers tend to overlook this chapter because it is so easy.
<b>(c) Describe any other specific observations relating to responses of learners</b>
More practice on the use of cartoons is needed. Teachers should make use of cartoons to teach figurative meanings which learners should then be able to apply in context.
<b>(d) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Practise calculating FOREX with both BBR and BSR.
Emphasise that teachers should not only focus on the text books.
<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>
8.1 Poorly answered as the cartoon was misinterpreted by learners. 8.2 and 8.3: 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>
The language level was too high
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
Ensure that learners study case study scenarios for cartoons carefully. Learners should be introduced to modern technology and its use in the tourism industry.
<b>(c) Describe any other specific observations relating to responses of learners</b>
Let someone from the tourism industry speak to the class about the latest technology and the importance of quality control and its processes in the tourism industry.
<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>
Generally 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>
Candidates from rural schools did not answer as well. Many had no idea what fax2email is. They are not familiar with fax2email technology.
<b>(b) Provide suggestions for improvement in relation to Teaching and Learning</b>
In rural schools teachers should stay up to date with terminology and modern technology and teach this to learners. They should invest in visual teaching aids, like posters, to make learners familiar with this.
<b>(c) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
Teachers should concentrate on the role of staff within an organisation and their motivation and factors that has an effect on that.

**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA FIRST ADDITIONAL LANGUAGE P1</b>
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### **SECTION 1:**

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

Learners have generally performed well in this Question paper as a whole. The paper was friendly and catered for all levels of learners, it was well balanced. The language used throughout the paper was of a good standard. That has been proved by the way they have showed creativity and logical thinking. We would say the most part of the paper was challenging their way of thinking and creative presentation. It really involved them as some questions had to do with current issues and their lifestyles. The learners were able to interpret the questions with pictures with ease. The longer and shorter pieces were also interesting and most learners understood the questions. Their results ranged from level 3 to 7. There are only four learners who obtained level 3. The marking memorandum was open; it allowed the markers to mark according to the learner's approach to the essay.

### **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>
<p>(a) <b>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 standard of the paper was of a good standard and the language used in the comprehension was easy and understandable. The comprehension and the summary were relevant and informative to the Grade 12 candidates going to universities and technikons. The paper was clearly set out and they were even directed where to get answers in question 1 that is the comprehension.</li> <li>• The learners that understood the questions have performed well and have achieved some pleasing results. Mostly all the centres that have a number of candidates have managed to have level 7's and 6's except for few centres that have level 2 and level 1. The candidates that have achieved level 1 and 2 are the candidates that have failed to</li> </ul>

complete the paper and left out questions and did not understand the questions. The memorandum had accommodated the possible answers that the learners might give according to the language used in their districts.

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

- Mostly all candidates did very well in this question. Candidates mostly from all the
- centres have managed to get level 7 and 6's, except for few that have failed to answer
- all the questions due to a lack of understanding the questioning. There are questions that candidates did not even attempt
- It was poorly answered because some candidates have failed to read the questions carefully, could not give the correct answers, did not understand certain terms in the comprehension, and did not answer the questions as directed because they were referred to certain paragraphs to help them answer some of the questions. For an example
- In 1.1.4 The answer to this question was in paragraph 2 and they were directed but instead of
  - taking the whole sentence where the answer lies, they gave an incorrect answer that
  - was not in the paragraph.
- 1.1.8 This question wanted an idiom, candidates could not give the missing
  - word to complete the idiom.
- 1.1.10 They failed to get a mark in this question because they did not
  - understand the meaning of the word "ukutyhola" and gave an
  - incorrect answer.
- 1.1.12 In this question the word "ibinzana" made it difficult for them to
  - understand the question. The phrase that they were asked to interpret
  - was also difficult and most candidates instead of giving the correct
  - answer they gave a summary of the comprehension and that was
  - incorrect.
- In 1.1.14 They lost marks because instead of giving the difference between
  - "ukucinga ngengqondo, nokucinga ngeemvakalelo" They gave an
  - explanation for only one phrase and left out the second one ie okungcono made it
  - difficult for them to understand the question. They chose one ie
  - "ukucinga ngeemvakalelo" or visa versa.
- In 1.1.15 In this question candidates lost marks because they did not understand the
  - question maybe the "okungcono" made it difficult for them to understand.
- In 1.2.2 Candidates in this question were viewing a picture and some candidates could

<p>not</p> <ul style="list-style-type: none"> <li>▪ identify the weapon in the picture.</li> </ul> <ul style="list-style-type: none"> <li>• In 1.2.6 They have lost marks because they could not understand the term “odluliswa” <ul style="list-style-type: none"> <li>▪ instead of giving the correct answer they were giving the answer for 1.2.1.</li> </ul> </li> </ul>
<b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>The educators must frequently give the learners comprehension exercises with different types of texts so that the learners can be able to get new words to broaden their language skill and learn and be familiar to certain terms. They must also give them pictures to view so that they can be able to interpret them. In order to enrich the learners vocabulary the educators must choose relevant text for their learners where they will get different words that were maybe used in the rural areas in the olden days so as to expose their learners to all the original isiXhosa language and the kind of activities they did when they were young and explain to them. Some of the candidates did not know “isilingi” and its function. Educators must teach their learners idioms. They must let the learners use them in their conversation and also when they write ‘izincoko” and they must also give them tests on only “amaqhalo nezaci” so that they can take them serious.</p>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<p>My observation in this question is that our learners knowledge is very shallow when it comes to interpreting pictures and comprehending. They cannot spell , read and they are lacking when it comes to language use. Most of our learners are from the urban areas and they do not understand other terms of this language and that is why they do not achieve marks as expected.</p>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>isiXhosa not mixed with English. Educators must organize isiXhosa magazines, text to read, short story books with easy language</p> <p>And make them write isiXhosa book review at least once a term so that they are forced to read an isiXhosa book on their own in order for them to learn the language. The isiXhosa FAL learners especially the ones from the ex model C schools, isiXhosa book reviews and role plays could improve their language skill. They should speak more of isiXhosa when they get to isiXhosa classes and encourage them to speak proper</p>

## QUESTION 2

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

The aim of this question was to test language skills and summarizing skills. The language used in this passage was clear and easy to understand. The content was similar to the comprehension. The majority of the candidates did not do very well in this question. Candidates lost marks because they could not identify the main points, could not write the important points in full sentences, could not

summarize in their own words, grammatical errors, incomplete sentences, could not spell and some started sentences in small letters. Some candidates just copied the whole sentence from the passage as it is. They scored between 90 and zero percent. The candidates that have achieved zero

**(b) 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 by few candidates. The candidates that have failed to achieve good marks in this question is because they could not identify the important points, answer in full sentences, summarize the text in their own words, follow grammatical rules such as punctuation and 'ukohlulwa kwamagama'. They have not adhered to the summarizing rules. Some of the candidates did not attempt to answer this question maybe they ran out of time. Some of the candidate made up their own points from their own knowledge and understanding about the content of the text that they were given to summarize.

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

Educators should give their learners more summarizing exercises, and ask them to mark each other. Once they have marked each other, the educators should then ask them the reasons why they awarded so many marks to their fellow students. In the passage given the educators should ask their learners to identify the difficult words and give them meanings and synonyms of those words in order to improve the results in this question.

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

The candidates lacked reading and summarizing skills. They are very lazy to write in full sentences. Some had planning before the actual answer and they did not draw a line to show that, that was a draft not the actual question. Candidates should be taught to read instructions. They were asked to summarise in point form but most of them answered in a paragraph form.

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

Subject advisors should remind the teachers in their clusters about the problems that the learners encounter when answering the examinations. The teachers must teach and tell the learners how to attempt to answer this question.

**QUESTION 3**

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

- This question focused mainly on language use. They were given an advertisement to view. The performance in this question was satisfactory. The marks ranged between level 7 and level 1. Those who have achieved level 1 and 2 are the ones who did not understand the question or have not attempted to answer. The advert was clear and there were no technical problems. Some candidates could not interpret the picture and could not get 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 have performed poorly in some of the questions such as:
  - In 3.4 the candidates have failed to give the correct answer because they wrote only one word instead of the whole phrase . For an example they just said “Yongela” instead of saying Yongela amaxesha kaxakeka”
  - In 3.6 they could not give a correct answer because they did not understand the question.
  - In 3.7 the verbal extension ‘ela’ was for isixando sokwenzela” but this question required the function of the verbal extension “ela” in that sentence. They have failed to give a correct answer because they said it is “isixando sokwenzana”.
  - In 3.9 they did not understand the question instead of separating the phrase” uyayidinga” they gave the synonym of “ukudinga” and some changed the phrase to a future tense.
  - 3.5,3.7 and 3.9. Most candidates have lost marks in 3.9, I think they failed to understand the term “ibinzana” because they saw one word.This question was not clear.
  - In 3.3 mostly all the candidates performed well in this question. More possible answers came up such as i) Uncedo lwemali/Ngokukugcinela imali eqala kuma –R50 . I would suggest that these answers be added to the memo.
- In 3.4 some candidates did not attempt to answer this question and some left out the command “Yongela’ and could not get a mark.
- Question 3.7 was not attempted by most of the candidates , they did not understand the question . The question wanted a function of the suffix “ela”.
  - Question 3.9 the term “ibinzana “has been difficult for the learners to understand because to them “uyakudinga “ was a word. The have failed to score marks in this question instead of giving the correct answer they gave a synonym of the word “dinga”

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

Educators must teach learners advertising skills and they need to give learners their a variety of adverts To prepare them for these questions.

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

Some learners are not familiar with advertising skills and the knowledge of grammar is lacking.

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

Subject advisors must encourage the teachers to teach and provide learners with all that is required in their curriculum.

#### **QUESTION 4**

(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>This question was well answered the marks ranged between level 7 and level 4 except for those candidates that have not attempted certain questions. Some gave incorrect answers because there are certain terms that were difficult for them to understand.</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>In 4.6 learners could not interpret what was in the lady's hand in box 1 some said its "intsimbi" instead of "uswazi" or any other thing used for punishing a child or student. Question 4.7 was poorly answered because the candidates did not know the function of the exclamation mark.</p>
(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b>
<p>Educators must focus on teaching language use . It is important that they master it if they want their learners to achieve good results. Learners must be exposed to all types of cartoons exercises and be asked questions.</p>
(d) <b>Describe any other specific observations relating to responses of learners.</b>
<p>Learners do not understand their language and they do not even listen to the people around them so as to enrich their vocabulary and their language competence.</p>
e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<p>Subject advisors must encourage teachers in their cluster meetings to organise debates for their learners where they can pick up some of the new words, and encourage learners to read the isiXhosa magazines and listen to the way their elders eg parents speak because " uswazi " is commonly used by parents.</p>
<b>QUESTION 5</b>
(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p><b>Candidates in this question have performed poorly . The marks ranged between 80 and zero percent because some of the learners did not attempt this question and have lost 20 marks. This question was very easy but very few candidates scored full marks.</b></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>5.1 .1 required pronouns,and they could not identify them from the t 5.1.3 required conjunctions and they repeated the noun 'abantu' and they lost marks 5.1.4 wanted "amahlobo ezenzi " instead they gave verbs 5.1.8 this question required pronouns and adjectives very few learners got a correct answer and it was only the pronoun not the adjective" isimnini" 5.1.10 the synonym for the word "ukukrwempa" was difficult to get instead of giving "ukonwaya" they said "ukuzirhawuzelela" and that was incorrect.</p>

5.2.3 The response of the learners in this question was disappointing . They do not know “isilanduli” and that is Grade 8 work.

5.2.5 Required an indirect speech and they did not know the correct answer.

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

Educators have to go in depth when teaching grammar and teach the functions of the parts of speech. They must prepare their learners before they write examinations to revise their grammar starting from Grade work. Give them worksheets and they can even ask the learners to prepare sections themselves and teach the others and award marks that can be used as an prepared oral so that they can improve.

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

The learners who have achieved unsatisfactory results did not put enough effort in preparing themselves for the examinations. They lost marks on simple questions. Some of them did not finish this question and others did not even attempt to answer.

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

Subject advisors must encourage teachers to teach everything and they must give the learners isiXhosa magazines and other texts to improve the standard of language in this subject.

**QUESTION 6**

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

**(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.**





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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>XHOSA FIRST ADDITIONAL LANGUAGE P2</b>
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### **SECTION 1:**

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

Learner performance in this question paper was satisfactory in the sense that most of them scored reasonably good marks. Of all the obtained marks, there are few learners who scored marks that are below level 3. The questions in the question paper were fairly distributed. The learners were afforded an opportunity to select topics they were comfortable with, thus enabling them to display their levels of competency in those areas. The distribution of scores from level 1 to 7 is indicative of this point.

For the learners who could not obtain satisfying results, it could either be because they never prepared for their exam or they misinterpreted the questions as this was evident in most of the essay questions they chose. Few centres revealed a complete lack of understanding of almost all the genres and consequently the learners just picked any topic without giving it a thorough interrogation to see whether they will cope with it or not.

It is for the above-stated reasons that it is appropriate to say that generally, learners' performance in the question paper was satisfactory.

### **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?**

Question 1 : **Kusa kusihlwa** (Novel) : Very few candidates chose this question and out of those few, they battled to comprehend "Isimo sentlalo". The learners continuously narrated the story. From the learners' responses it became clear that they confused "**Isimo sentlalo**" with "**Impatho / indlela aphaatheke ngayo umlinganiswa othile**" ebalini. Tendency was to dwell on the hardships that Mpumelelo went through instead of looking at the milieu in the novel. None of the candidates responded appropriately to this question.

Question 3 : **Umqol'uphandle** (Novel), I have decided to deal with all the long questions first

<p>in their order of appearance in the question paper. ALL these questions (Question 1, 3, 5 and 7) have been phrased in the same way – learners were expected to dwell on the milieu – “<b>Isimo sentlalo</b>” in each genre. All the points stated under Question 1 apply to all 4 questions.</p>
<p><b>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</b></p>
<p>Evidence from the candidates’ responses revealed that the question was phrased in a manner that was beyond their level of comprehension. They could have understood and responded well to the same question if there were leading statements, for example : “<b>Isimo sentlalo siphuhliwa ngeendlela ezininzi ezifana nezi (i) indawo elenzeka kuyo ibali, (ii) ixesha kunye (iii) nendlela ababunjwe ngayo abalinganiswa ebalini.</b> Then the same question would have appealed to most learners because of the fertile soil laid for them to work on. Above all, they would have been assured of the boundaries within which to confine their arguments.</p>
<p><b>(a) Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>Teachers are advised to thoroughly teach “Isimo sentlalo” in all the prescribed genres. They should constantly engage learners in variety of approaches in preparation for unforeseen circumstances where learners are faced with an exercise they are fully capacitated to handle but because of reasons stated above, find themselves unable to cope.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>
<p>I also observed that this novel – <b>Kusa kusihlwa</b>, is not popular amongst learners. Apparently many do not have copies of the novel because their responses are not factual (in most cases).</p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Team-teaching has been found to be very effective because teachers can share information without fear of being judged. Each teacher’s strength may be recognised and be used effectively in the schools, clusters and districts. Subject advisors can assist novice Grade 12 educators by organising content-gap workshops, inviting guests from other provinces or from industries to motivate and encourage educators. Also use experienced educators from neighbouring schools to mentor new teachers.</p>

<p><b>QUESTION 2</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><b>Kusa kusihlwa (Novel) Contextual question:</b> Majority of the learners chose this question, they performed well. They seemed to have understood most questions and only a few battled.</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>This question was not poorly answered, however few candidates committed errors in questions where they were expected to state ‘another’ example e.g. <b>Question 2.1.5</b>. In this question, learners were expected to remember another incident in the story where a similar occasion (as the one cited in the question), took place. They gave the same incident</p>

(for which they lost 2 marks).
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
All that is needed for the improvement in the short questions is to encourage teachers to give daily exercises to the learners. Motivate the learners to read more and find synonyms for certain words used in the novel. Teachers should be encouraged to use words like “nini, njani” as some learners could not understand the requirements of questions 2.2.9. “Kunini apho uYolisa wadlala indima yobuzali kuNomakhwezi”.
<b>(d) Describe any other specific observations relating to responses of learners</b>
It is clear that most learners have a general understanding of the story but lacked consistency in terms of supplying the most fitting responses.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
To emphasise the importance of teaching the whole book, not to focus on the first few chapters and leave the rest in the hands of the 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 was another most answered question, candidates revealed that they absolutely enjoy the novel and can relate to the story. The only poorly answered question was <b>Question 4.2.10</b> . “UHlobo wayeyicebile kakuhle le ndlela yokubhabhisa le migewu.” (1)
<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 4.2.10 was poorly answered because of the use of non-user-friendly words like “ukuceba”, “ukubhabhisa”. Error of misconception occurred when learners understood “ukubhabhisa as a mechanism to set someone free instead of regarding it as a trap.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
The importance of encouraging learners to use some of the phrases used in the book cannot be over-emphasised.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Candidates had thoroughly enjoyed this novel as it relates to their own experiences and is very realistic. The responses showed that teachers have done well to prepare the learners for the final examination. It was very encouraging to see that the majority of learners scored good marks for this question.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
It is advisable that learners should be made to re-live the story by getting involved in the competitions to see which group best understood the genre and evaluate the manner with which the message of the story has been displayed.
<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>

<p><b>Ndiyekeni – Drama :</b> Overwhelming majority of candidates answered this question with great confidence. Although there were some overlappings in the questions, the learners still managed to do well in this genre. Questions that created concerns were : <b>Question 6.1.3. Le ncoko iqhubeka kweliphi inqanaba lesakhiwo somdlalo, 6.1.9 “Ukubandakanyeka”, 6.1.8. Ubunzima ajongene nabo uThandiwe vs 6.1.18 Yintoni eyenzeka kuMawonga ebangela ukuba uThandiwe athi, “azi iya kuphelela phi na le nto.”</b></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>It was clear from the responses that they misinterpreted the questions stated in (a). For example they repeated similar responses for both questions 6.1.8. and 6.1.18. The word “ukubandakanyeka” could have been replaced by a simple one since most of the learners that do IsiXhosa FAL are not competent enough to deal with complex instructions.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>Teachers are no longer advised to treat FAL learners much differently from IsiXhosa Home Language learners. If the candidates had been taught about “<b>amanqanaba esakhiwo sebali</b>”, the teacher would have found simpler ways of delivering the lessons so that when it comes in the exam they are able to cope.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners.</b></p> <p>Apart from those stated in (c) there were no peculiar responses.</p>
<p><b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b></p> <p>To keep the good work up, to emphasise the important issues and to encourage role-plays based on the story.</p>
<p><b>QUESTION 8</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><b>Ndakuyicela ivuthiwe – short stories :</b> All the questions based on the short story (Izibhovubhovu zaseBhayi) were well answered, however, the fact that out of 8 prescribed short stories only ONE is asked poses a serious concern. What is the point of asking all the 35 marks from just one story when the learners were made to prepare all the prescribed ones?</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>This question was not poorly answered. I feel that there was not enough space for the candidates to explore. The limited choice was a complete disadvantage to most learners who would have wished to attempt this question – had it have been composed of more than two stories.</p>
<p><b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <p>The learners seem to be enjoying these short stories, they should be given a chance to choose from a variety of questions.</p>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p>

<p>The learners did well in this section, despite the fact that they were cornered into answering questions based on one story.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>To keep the learners interested in all the prescribed stories and to give them exercises based on each so that they are well prepared for the exam.</p>
<p><b>QUESTION 9-12</b></p>
<p>(a) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b></p>
<p>All the questions in 9-12 are based on POETRY. It was evident from the candidates' responses that although the poems might have been taught in class, terminology and appreciation of figurative language used in the poems is still lacking.</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>In cases where many errors were committed, candidates did not understand “<b>Izafobe ezifana nezi : uchasaniso kunye nesigqebelo</b>” It was very difficult to get candidates obtaining full marks (2) for question 10.10.” ... ubugwala obuvezwe ngesafobe...” Majority of the candidates managed to supply a relevant response only for the second part of the question but missed the first one where they were expected to state the figure of speech – isigqebelo.</p>
<p>(c) <b>Provide suggestions for improvement in relation to Teaching and Learning</b></p>
<p>Figures of speech need to be re-emphasised, teachers of FAL tend to select a few which they regard as “appropriate” for the learners of IsiXhosa FAL.</p>
<p>(d) <b>Describe any other specific observations relating to responses of learners</b></p>
<p>Carelessness has been identified as a major cause for the learners' underperformance in this section. Candidates deliberately ignored specific instructions and some did not even manage to quote lines from the given texts.</p>
<p>e) <b>Any other comments useful to teachers, subject advisors, teacher development etc.</b></p>
<p>Teachers need to use the book “<b>Izaci namaqhalo – Mesatywa</b>” as a handbook for idiomatic expressions. They are advised to refer to this book. Each learner could be encouraged to own a copy of this book and engage in self – study.</p>



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>XHOSA FIRST ADDITIONAL LANGUAGE P3</b>
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### **SECTION 1:**

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

Learners have generally performed well in this Question paper as a whole. The paper was friendly, catered for all levels of learners, it was well balanced. The language used throughout the paper was of a good standard. That has been proved by the way they have showed creativity and logical thinking. We would say the most part of the paper was challenging their way of thinking and creative presentation. It really involved them as some questions had to do with current issues and their lifestyles. The learners were able to interpret the questions with pictures with ease. The longer and shorter pieces were also interesting and most learners understood the questions. Their results ranged from level 3 to 7. There are only four learners who obtained level 3. The marking memorandum was open; it allowed the markers to mark according to the learner's approach to the essay.

### **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) <b>General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</b>
<p>Question 1 is composed of 8 different types of essays. All these essays were chosen by the learners and they performed very well. They range between 50% and 90%.</p> <p>1.1 Most candidates selected this question and well answered it but some missed the content as they did not come up to the cause of laughter.</p> <p>1.2 This was a popular question and well answered by those who have chosen it and they performed very well. Their performance showed that they were really involved in what the content expected and they were able to reflect back to their life before the Matric class.</p> <p>1.3 This was also another favourite question. The learners were able to relate this question to the current situation in our country. Their response was good and demonstrated full understanding of the question. Their performance was very good.</p>



- 1.4 This was the most favourite question. The question was related to their lifestyle and they had a very good approach to it. They were able to explain what Facebook and Twitter are and clearly revealed how these social networks help and how dangerous they are especially to the youth. They gave excellent solutions and advice to the abuse and dangers of these social networks. The only challenge to this question was the use of social network language by the candidates e.g. status, inbox, comment etc. They performed very well in this question.
- 1.5 This question was not much popular but well answered by those who selected it. Their responses showed critical thinking and creativity when they developed the essay. They were able to come up with solutions pertaining to the question. They showed empathy and good qualities of 'ubuntu'.
- 1.6 This question was also not a favourite. It was surprising to notice that most learners did not understand the meaning of the word 'ubusika' (winter season). Some of them missed the content.
- 1.7 Candidates who answered this question had a good interpretation of the picture. They showed critical thinking and creativity to do the presentation of the essay. They performed very well.
- 1.8 Very few candidates selected this essay, but those who did it performed very well as they had good interpretation of the picture.

Generally Question 1 was well answered and the learners scored good marks.

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

Referring to question 1.6 the candidates failed to understand the meaning of the topic and that resulted them to be out of topic.

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

The learners should be taught how to plan for an essay and to develop it. They should be taught methods of writing different kinds of essays. For example; the use of past tense for narrative essays. The teachers must encourage the learners to do proof reading and editing. Learners must be observed in the classrooms while they engage in proof reading and editing their work (that should be a common exercise so that they get used to it). That can improve their creative writing as they make very careless mistakes like incomplete words. The teachers must also familiarize the learners with Paper 3 instructions.

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

Planning was done by almost all learners but some forgot to cross it out. Some do not indicate the questions they have chosen and do not write the topics as well. The introduction of their essays is very poor, others make it part of their essays. They tend to write too long paragraphs with mixed up ideas or concepts. They write long sentences with many conjunctions. Sentence construction, spelling and punctuation are still a problem. Subject verb agreement (concord) is a big challenge. Some write phrases which do not give meaning to what they are trying to convey. Beginning sentences with conjunctions like 'but' is very common. The use of 'izenzi ezikuhlobo lokukhankanya' is still a big problem to most of them. For example; they write 'ba' instead of 'ukuba', 'ufika' instead of 'ukufika'. Their conclusion is very poor, some do

not conclude at all.

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

The teachers should teach Paper 3(creative writing) thoroughly and make it a part of revision at the end of each term especially in the end of third term. They should be sensitised into reading and understanding the contents of each learner's essay as this is the only platform where learners are able to share their inner-most feelings. It is through creative writing where diagnosis of emotional turmoil can be done and relevant assistance be offered. The learners should be given all kinds of essays to do them as class work exercises. The subject advisors should make it a point that the learners do practise all kinds of essays. The subject advisors should conduct workshops and advise the teachers about the various ways of approaching creative writing and how to teach it to the learners.

## QUESTION 2

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

This question is composed of four different types of pieces. It was well answered by the learners although there were some learners who did not meet the expectations of the questions e.g. the formats. All the pieces were chosen by the learners.

2.1 This was a popular question and was not well answered by most candidates. They misinterpreted the question or they simply wrote what they prepared. They wrote an invitation to the meeting in the place of agenda. They also struggled to do the minutes of a meeting; some forgot to write about what the meeting was for.

2.2 The learners were also good at this question. They understood the content of the question. Some missed the format. Generally they performed very well.

2.3 This was another popular question and the overall performance was good except for those who are still battling to understand the difference between a formal and informal letter.

2.4 This was chosen by very few candidates, and out of the few some did not do it well. The structure, content and tense was a big challenge to the few who attempted it.

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

Referring to question 2.4 out of very few learners who selected this question the challenge was with the format, tense to be used on reports and the content.

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

Teachers should emphasize planning as well as editing. Some learners only plan for section A. Formats should be taught.

The learners should know the difference between a formal and an informal letter (emphasis must be put on addresses, salutation and ending).

The teachers should teach all categories of longer transactional writing and give learners class work exercises so that the learners may get familiar to the formats of

different pieces and the relevant tenses to be used with all kinds of longer transactional texts.
<b>(d) Describe any other specific observations relating to responses of learners</b>
Some did not plan for this section. Formats were not properly done in all pieces. For example; some wrote two addresses for the friendly letter. They did not put inverted commas at the beginning and at the end of the speech. Language, punctuation, spelling and sentence construction is still a challenge. Few learners did not understand the meaning of 'ingxelo' in 2.4; they lost the content and knew nothing about the structure of a report.
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<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 is composed of three different types of shorter pieces. All questions were well attempted by the learners. 3.1 This was the most answered question. They performed well in this question except for those who still cannot differentiate between formal and informal type of a letter. Most of them knew the format of instructions. 3.2 This was one of the most selected questions, but it was a challenge to some learners. I think they were confused by the phrasing of the question. They know the format of a diary but they could not split the content into 3 weeks as the question asked. Some wrote as if the holiday had already been spent. 3.3 The invitation was well presented by most learners. Some learners seemed to have misinterpreted the question. They did not invite the guest speaker to speak to the learners about conduct as they are to go to the universities in the following year. They wrote about all they think the guest speaker should talk about which was irrelevant to the question. I had also noted that they are used to write the invitations for birthday parties, weddings and initiation ceremonies. That led them to miss the content and the format of this question. The learners performed this question very 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>
Referring to only those questions that were poorly answered; it was the wrong interpretation of the question, lack of creative skills and not understanding the kind of format expected for a certain question. Planning and editing was also a common problem to some candidates.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
This section has the same problem as section B. Teachers must treat it as the same as section as B.
<b>(d) Describe any other specific observations relating to responses of learners</b>
In 3.1 the learners knew the format but the problem was with those who confuse the informal with the formal letter. In 3.2 they misinterpreted what was required by the question as I mentioned in 3(a) and their presentation of the question was negatively affected. In 3.3 few of them created their own invitations e.g wedding invitations. The format for

the invitation is known by most learners, they miss out small things like RSVPs.

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

Subject advisors should convene workshops for creative writing. At cluster meetings teachers should discuss the approach of creative writing and help each other. Communication between learners from different classes of IsiXhosa could be in the form of letter-writing. This could motivate all learners to familiarise themselves with the format.



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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA HOME LANGUAGE</b>		
<b>PAPER</b>	<b>IPHEPHA LOKUQALA (1)</b>		
<b>DATE OF EXAMINATION:</b>	<b>29NOV/DEC-2013</b>	<b>DURATION:</b>	<b>2HRS/IIYURE</b>

This report 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 2013.

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))

- (a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
- (b) Why the question was poorly answered?
- (c) Provide suggestion 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

## **SECTION 1:**

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

Abafundi abaninzi baqhube kakuhle kweliphepha bawafumene amanqaku
angaphaya kwamashumi amahlanu ekhulwini (50%) bakho ke nabo obonayo
ukuba kusenzima kubo kwaye abalungelanga ukuba kwelibanga leshumi elinesibini.
Le nto yokuqhuba kwabafundi ngale ndlela inokubangwa yimicelimngeni abathe abafundi
bahlangana nayo xa babebhala eliphepha. Izinto abaziqhelileyo kumaphepha adlulileyo
nebezidla ngokubanceda khangela zibekho ephepheni, umzekelo ukukhunjiswa umhlathi apho
impendulo ibuthume khona akanye anokuthi ayifumane khona umvavanywa. Ukubuzwa
kwamagama antsonkothileyo azizingunda afana "nontsengwanekazi, zindongamele,
izibizo ezimbaxa "Dingezweni". Isicatshulwa sesakudala abangakwaziyo ukusidibanisa
nexesha lokuphila kwabo, nangona bona eneneni bengaphulaphuli iingqeqesho zabazali
babo. Indlela yokuhlola okubonwayo ibancedile uninzi lwabo ukuba bacholachole amanqaku
apheleleyo. Umbuzo wesine nawo ubancedile ukuba bakwazi ukufumana amanqaku
anokubanceda ekuphumeleleni eli phepha. Umbuzo wesihlanu wona uye wabaxaka kakhulu,
uninzi lwabo lufumene inqaku elinye kulombuzo, ngokusebenzisa isihlanganisi naso
baqale ngaso abasifaka phakathi kwezivakalisi ezibini njengoko ingumsebenzi waso lowo.
Abavavanyi bebonakala bebuyele kundalashe kwizigabantetho kulombuzo wesihlanu.
Umfundi obengazifundanga okanye ongazaziyo izigabantetho zakhe kunye nezakhi zazo
usokole kakhulu kulombuzo bade abanye babuya nemand' esikhova. Isishwankathelo
bacaphule uninzi lwabo kodwa bebesilandela isicatshulwa sithetha ngento abayaziyo
bonke abavavanywa, ukulondolozwa kwemali. Bancediwe siso isishwankathelo kakhulu.
isemininzi imicelimngeni kootitshala kweliphepha kufuneka kusetyenzwe ngamandla.

## **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?
Baphendule kakuhle abafundi beyinombola kakuhle imibuzo njengoko enzile umvavanyi.
kucacile ukuba bayifundisiwe indlela yokuphendula isicatshulwa kodwa ukuhlala bekhunjiswa
umhlathi apho impendulo ibuthume khona kubenze balahlekwa zimpendulo ezithile apha
ephepheni. Kubalulekile oku kuba uninzi lwabavavanywa belungasifundisi isicatshulwa
kuba besazi umvavanyi uzakubanika umhlathi amabayithathe kuyo impendulo yombuzo.
Kufuneka ootitshala babafundise ukubaluleka kokufundisisa isicatshulwa sonke kakuhle.
bakwazi ukufumana umxholo waso nokwazi amagama asetyenzisiweyo ngumbhali waso.
Mabakhuthazwe ekufundeni banikwe nezicatshulwa eziliqela ebudeni bonyaka.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Ukuntsokotha kwesicatshulwa kubafundi belixesha njengoko le ncwadi iyincwadi yokudala kwaye embhali wayo esingatsho phandle ukuba ngomnye wovulindlela kubhalo lolwimi.
Isicatshulwaesi siye santsonkotha kubafundi kwaye saveza namagama angafane asetyenziswe kwintetho yethu yemihla ngemihla. Umzekelo walomagama ngulo wegama elisisibizo esimbaxa "DINGEZWENI" elakhiwe kwisenzi kunye nesalathandawo ezweni.
Ukusetyenziswa kwesimboli zamaFu, intaba ezikude ngasithela ezikufutshane zindongamele, intshwabulo, shuNonkantsi, lithole lerhamba, abe ke yena umntwana esazi inkomo yodwa enethole. Okubonwayo kona kubenokungacaci okuthile ngoba kunqabile ukuba umntwana angancediswa ngumzali wakhe esanxibe impahla yesikolo kodwa kuba singafuni ukuthatha icala elinye isenza lo nto sibenentahantatha yempendulo ngento noko engeyikhuselwe, lenze lombuzo kubekho uqajelo olukhulu kakhulu kuba umntwana ezazi ukuba uluvo nengqiqo yakhe kungahle ingagatywa aphele efumana amanqaku. Siyayicela imifanekiso ecingisayo kodwa enoba nempendulo ezicacileyo.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Ootitshala kufuneka babaqeqeshe abafundi ngokuthi babanike izicatshulwa ezingekho nzima ekulula kubo ukuzidibanisa nemeko abaphila kuzo. Kunyanzelekile ukuba wonke umfundi akufundiswe ukuzifundela egumbini lokufundela ukuze angabi nangxaki xa kufuneka ejongene novavanyo. Mabawanikwe amathuba okufunda ngabanye befundela abanye egumbini lokufundela. Xa ufunda into ekudala unemibuzo ngayo uye ufunde ngocoselelo nenkathalo yokuyazi kakuhle, kungoko kubalulekile ukubanika izicatshulwa ezingezinto eziqhubekaka ebomini babo. Ababhali abaselula baxubusha imibanenzingo zolutsha ngoku Masizisebenzise iincwadi zabo.
(d) Describe any other specific observations relating to responses of learners
Njengoko beselenditshilo ekuqaleni bebothusiwe sisicatshulwa esingabakhokheliyo umqolo emabakhangele kuwo iimpindulo, lo nto uninzi iludanisile kuba kusenokwenzeka ukuba luyonqena ukufunda nakukhangela okubuziweyo kwisicatshulwa. Indlela abanombola ngayo ibibonisa ukuba aba bakulonyaka abafundi bebeqeqeshiwe kuphendulo lwesicatshulwa. Bebenombole nqo ngohlobo umvavanyi enze ngayo. Lo nto ke yenza kubelula kakhulu ukumakisha amaphepha abo. Imibuzo abayiphosileyo yile ilandelayo
<b>1.1.3</b> Yenza njengoko kusenziwa eRoma, kusetyenziswe iqhalo lesiNgesi kufunwa ukuba umfundi alitolike ngokwenzeka eGoli. Baye bathetha ngenkonzo yaseRoma.
<b>1.1.10</b> Bayaxakwa kukucaphula ibinzana banika umhlathi.
<b>1.1.11</b> Wayezicinga iintshwabulo libalahlekile eli gama abakwazi ukucazulula.
<b>1.2.4</b> Abakwazi abanye babo ukuthelekisa izicatshulwa ezibini uphela ethetha ngesinye.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Abafundi bayaxakwa kukuchonga igama elinye, baye banike isivakalisi kufuneka alibonise ngokulikwelela elo gama. Kuthiwe mabanike ibinzana bokunike imigca emibini. Abafundi kufuneka bawuboniswe umahluko wegama nebinzana. Kufuneka bayazi imiqondiso kunye nezaci namaqhalo. Zizizinto abonqenayo kakhulu ukuzifunda ezo.



<b>QUESTION 2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Abavavanywa bakwazile okuqhubeka kwesicatshulwa yenza lo nto banokuzithemba ekufuneni awabo amagama. Isicatshulwa besingokulondolozwa kwemali into eqhubeka rhoqo apha phambi kwabo izinto eziyimigalelo abazali babafundi bayayingena ekuhlaleni ukuya kukhupha imali ebhankini nokuya kuyifaka zizinto ezenzeka umhla nezolo ebomini babo. Uninzi lwabo lusathe gqolo ukukhuphela iingongoma luzithatha njengoko zinjalo kwisicatshulwa. Kungoko sigqibe ukuba umvavanywa owenze njalo singamnyibeli amanqaku koko awafumane kodwa amanqaku amathathu olwimi angawanikwa kuba akasebenzisanga lwimi lwakhe. Senze ukuphumelela kwabo esi sigqibo. Ikho lombinana isasokolayo apha ekucacayo ukuba into ilele ekungakwazini ukufunda nokuqaphela umxholo nento ekuthethwa ngayo kweso sicutshulwa. Apha bekuthethwa ngolondolozo lwemali.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Unobangela wokuba abanye abavavanywa baqhube kakubi kukudelela nokuchulumanca kuba bebona ukuba lento kuthethwa ngayo bayayazi kwaye ilula kakhulu ukuyenza. Olo chulumanco abanye liye labanceda ukuba bawafumane onke amanqaku ngelixa abanye libachanile abaqhuba kakuhle. Abafundi abacaphule kwisicatshulwa njengoko kubhaliwe kuso baye babonelelwa kodwa banyityelwa amanqaku olwimi. Abo bachongileyo ngendlela efanelekileyo bawafumene onke amanqaku abo. Into eye yabachana kakhulu abavavanywa kukuthatha iingongoma enye bafune ukuyicacisa beyicazulula ukuba mayibe zingongoma ezintathu nangaphezulu le nto ibenze bafumane inqaku elinye ngelixa bona benenkolelo yokuba bafumane ngaphezulu. Abanye abafundi ubuyilo ngunobangela wokuwa kwabo phantsi kulombuzo. Abavavanyi babanike isicatshulwa esimnandi kakhulu kungase kuhlale kunjalo. Ukuba uthlekisa esi salonyaka isicatshulwa kukho umahluko omkhulu kakhulu kwesonyakanye ngobunzima nokuntsonkotha.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Ootitshala kufuneka baqinisekise ukuba abantwana bayakwazi ukuzifundela ngokuqonda kwaye bazi ukuba le nto bayifundayo ngawaphi amagama athwele ubuthumbu nomyalezo wokobakufundayo. Kungenzekanga oko kunzima ukuba umntwana angachonga iingongoma eziphambili koko akufundileyo. Maxa wambi basenokunikwa umfanekiso kuthiwe mababhale iingongoma ezisixhenxe ngoko bakubonayo lo msebenzi ungabalola bakwazi okubalulekileyo ngabakubonayo nto leyo ingagqithela ekubeni xa efunda akwazi okubalulekileyo. Mabazifundele izichatshulwa nokuba zithathu ngeveki nokuba kufuneka bephendule imibuzo mabaqale ngokusihla amahlongwana besicazulula side sinike intsingiselo ngoba ilizwe lempangelo kuyabhalwa, kuyafundwa imiyalelo ekhutshwa ngememorandam ezibhaliweyo. ukucela imisebenzi, ukunika iingxelo ngokwenzekileyo emsebenzini, ukufaka izikhalazo.

(e) Describe any other specific observations relating to responses of learners.
1. Abafundi mamakhuthazwe ukuba babhale ngokwengongoma ndaweni yokubhala ngemihlathi kuba kulula ukuziqaphela xa uphumile emxholweni.
2. Mabangavuyi baqikileke xaisicatshulwa besibona ukuba silula kwaye sithetha le nto bayiqhelileyo.
3. Abanye abavavanywa abaliqapheli inani abalisebenzisayo lamagama ufika ingongoma inamagama amane ukuya esihlanwini lo nto iyakuxelela ambalwa amagama akho.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Abafundi kufuneka bafundiswe ngobuchule isishwankathelo kwaye yeyiphi imibuzo ekufuneka ezibuze yona umfundi ukuze isishwankathelo sakhe sibe sesodidi oluphezulu. Sithetha ngemibuzo efana nale ilandelayo.
1. Kuthethwa ngantoni apha?
2. Kuthiwa itheni ?
3. Yintoni injongo yokukhethwa kwaso ?
4. Kufuneka kwenzeke ntoni kwaye yenzeke njani ?
5. Mangaphi amagama endinokuwasebenzisa ?
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Umfanekiso wona ubucacile nakuthathatha akekho umfundi onokuthi khangawubone izilwanyana zicacile yeka nje kukho ezingabonakaliyo zifumaneka. Baqhube kakuhle kakhulu abafundi kulombuzo, nguwo obangele abavavanywa abaninzi babe kanti baliphumelele eli phepha. Imibuzo yonke ibiphenduleka, yeka nje uninzi lwabafundi luye lwabhidwa ngamagama athi "kunagalelo lini kunye nombuzo obuza inkomo eyehlisayo. Le mibuzo yiyo ke ebangele ukuba uninzi lwabavavanywa lifumane amanqaku asibhozo (8) kulo mbuzo. Umbuzo wesibhozo 3.8 bonke abafundi baye bawunikwa ngenxa yokungacaci kwawo.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Sitshilo ukuthi lo ngomnye wemibuzo ethe yanceda abavavanywa ukuba baliphumelele eli phepha ngamanqaku angapha kwamashumi amahlanu ekhulwini 50%. Baqhube kakuhle kakhulu abafundi kulo mbuzo basekho abo bawuphosayo umbuzo wokuqonda ukuba isibhengezo-ntengiso sibhekisele kobani.
(c) Provide suggestions for improvement in relation to Teaching and Learning..
Kufuneka abafundi babonise ukuba intengiso yinto esiphila nayo ubomi obu bethu ke kubalulekile ukuthi basazi isigama esisetyenziswayo ukuloba nokuqhatha abathengi.

Kubalulekile ukwazi into ethengiswayo ijoliswekoluphi udidi lwabantu. Yintoni injongo yaso phakathi koluntu. Apha kuthengiswa izilwanyana into esetyenziswa kakhulu luluntu ngeli xesha lonyaka kuyatshatiswa, kuyoluswa, kuyangcwatywa, kwenziwe amatheko, kuyabhiyozw emisebenzini ukutyiwa kwenyama kwezindawo yinto evamileyo. Kufunwa abantu abafuna izilwanyana bazi ukuba bangazifumana phi kwaye zikhangeleka njani emehlweni walowo uzakuzithenga.
(d) Describe any other specific observations relating to responses of learners
Bawufundisiwe lo mbuzo kwaye ke bafumene amanqaku amaninzi kulombuzo abafundi. Bawubonile bakwazi ukusitolika kakuhle isibhengezo-ntengiso ukuba sijoliswe kubantu abafuna ukuba ngamafama nabafuna ukwenza imisebenzi yesiXhosa imigidi, ukukhapha ukubuyisa njalo-njalo. Ngumbuzo u 3.8 ekuvunyelwene ukuba wona unokungacaci okuthile kubafundi nakotitshala. Lo mbuzo nguwo onokubangela abafundi baliphumelele iphepha lokuqala.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Ushishino nezozoqoqsho zezona zinto ezibalulekileyo kubomi babo bonke abantu abaphilayo kufuneka kubekho imisebenzi, kudalwe amathuba emisebenzi lo ngomnye umcelimngeni kwilizwe lethu elisakhulayo. Abafundi kufuneka bakwazi ukuthi xa bephuma esikolweni baziqeshe bavule amashishini abazokuthi batsale abathengi ukuba bathenge izinto abazithengisayo ukwenza izibhengezo-ntengiso ingabanceda kakhulu lo nto.
<b>QUESTION 4</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Baqhube kakuhlekakhulu abafundi kulo mbuzo inguwo, nalo ungentla ubancedile kakhulu abavavanywa ukuba baliphumelele eli phepha. Ikhatuni yeyona nto isanqabileyo kwintetho yesiXhosa. Bazixhwithele amanqaku amaninzi kulombuzo abavavanywa uninzi lwabo luye lawafumana amanqaku asibhozo kulombuzo kwalishumi. Lo nto isenza sitsho ukuthi lo mbuzo ubancedile.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Bayiphendule kakuhle imibuzo abafundi kwaye bawuphumelele lo mbuzo. Mibuzo abathe bayiphosa yile ilandelayo umbuzo 4.4. lo ufuna ukuqonda "intaphane" kunye nombuzo 4.8 Umlomo wakho lipolisa lakho. abavavanywa babhidiwe yile mibuzo mibini kodwa leyo bayifumeneyoibenze bawuphumelele umbuzo wesine.

(C) Provide suggestions for improvement in relation to Teaching and Learning
Ootitshala kufuneka banqwanqwadwe ukuba babhale iikhatuni njengoko zinqabe kakhulu.
Ukuba ujonge le ilandelayo icatshulwe kwiBONA kaDisemba 2006 iphepha 107. Oku kutsho phandle ukuba kufuneka abafundi abantetho isisiXhosa bakhuthazwe ukuba babhale olu hlobo loluncwadi. Abazokuqhwe abafundi kulombuzo ukuba luzakunqaba phakathi kwabo uluncwadi okanye imagazini zesiXhosa ezinekhathuni.
(d) Describe any other specific observations relating to responses of learners
Bezichanekile impendulo zabavavanywa kulombuzo kwaye baqhube kakuhle kakhulu
Bambalwa ababhidwe kukucaphula amagama amabini abonisa ukuba yayilixesha lolonwabo
Umfundi athi "izipho zekrisimesi" umfundi uwenza amagama amabini la kodwa linye libangwa Lelinye.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Mabafundiswe ikhatuni abafundi baqaphele isigama esisetyenzisiweyo nentsingiselo yaso, kuthethwa ngantoni njengokuba apha kuthethwa ngabafana bafuna ukufumana izipho
Ngokugrogrisa abantu nto leyo ethi ibafake engxakini yokuleqwa ngamapolisa efuna ukubamba uShoti ngentetho zakhe, simbona ebaleka ngoku.

<b>QUESTION 5</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Lo mbuzo nguwna abavavanywa abaqhube kakubi kuwo amashumi asithoba ekhulwini 90% Lifumene inqaku elinye kulo mbuzo u-5.8 apho abafundi bekufuneka basebenzise isihlanganis Ukuze adibanise izivakalisi ezibini. Uninzi lwabo luqale ngaso isihlanganisi alasifaka phakathi kwezivakalisi ezibini. Umzekelo : Ubhuti ulala ngethuba ukuze avuke ephaphile. Zibabethile izakhi zezigabantetho ezibuziweyo u-na kunye no –om osisivumelanisi esoluliweyo okanye esongezelelweyo sesiphawuli. Kuye kwacaca mhlophe ukuba izenzi kunye namahlobo khangе bawafundiswe ngendlela eyiyo. Abasazanga isikhankanyi okanye isibizo-senzi, kwaye abasazanga isilabalabi, ukuba xa usisebenzisa kufuneka kubekho isenzi esikuhlobo oluthile esisifezekisi. Kufuneka kusetyenzwe ngakulwimi.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Indlela umvavanyi abuze ngayo noko yindlela ebesele ilibalekile ngoba yona yindlela yakudala Abafundi ibabethile kakhulu ngoba kuye kwamnyama tshu kubo. Sitshilo sathi uninzi lufunene Inqaku elinye kulombuzo. Nazi iingxaki abaye baqubisana nazo zibe kule mibuzo ilandelayo
<b>5.1. Abasazanga isakhi u-na sisetyenziswe njani (isibandakanyi, isibanayo)</b>

5.2. Igama iqaqamba abayazanga enye inzingiselo engenye ezintlungu bebethetha ngelokhwe ezimthubi benika intsingiselo ekwiscatshulwa.
5.3. Usolko efika abamazanga ukuba efika sisifezekisi sesilabalabi usoloko.
5.4. Ukufundisa naye abamazanga ukuba sisikhankanyi osisenzi sibizo. Yonke ke neminye ibibonisa ukunqongophala kolwazi lwezigabantetho nezakhi zesiXhosa.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Xa kunje kucacile ukuba abafundi kufuneka bazifundiswe izakhi ezifumaneka kuzo zonke izigabantetho zesiXhosa kuba umntwana engazi zeziphi izakhi ezakuphuma ephepheni. Ootitshala kufuneka babenalo kakhulu ithuba lokuba abafundi xa bekwibanga leshumi elinambini kuqinisekwe ukuba akukho sakhi banokungakwazi ukusityumba basicazulule. Iingxaki abathi bahlangane nazo kukulahla la nto babeyifumene kumabanga aphantsi Ukuba kufundwa isibizo sihlalelwe ngokwezicwibi zaso wena ceba, sisekelo, ngcambu kunye nesigqibelo. Isenzi sona umfundi asazi ukuba sinezivumelanisi nesiqu saso. Izibanjalo zindidi ngendidi kwaye nazo zinezazo izakhi. Umzekelo isibanayo sakhiwa ngesivumelanisi sentloko no-na osisibandakanyi kunye nesibizo. Bayakonqena abantwana ukufunda ulwimi nazo zonke izinto ezinxulumene nalo. Kufuneka sibanjwawade sibathundeze ukuba akunjalo bazokuhlala besoyiswa ngulo mbuzo ungokusetyenziswa kolwimi. Kufuneka bakwazi ukucaciselana. Ibeluxanduva labo ukuzicazulula izigabantetho bebonisana zonke izakhi esithi sibenzazo esiXhoseni. Ukuba bakhe bayenza njengomdlalo le nto iyakungenakubo.
(d) Describe any other specific observations relating to responses of learners
Kucacile ukuba abafundi abazazi izigabantetho kwaye kusafuneka ootitshala basebenze ngamandla ukuze abafundi bawuphumelele lo mbuzo. Kufuneka kuqinisekise ukuba bonke abafundi bakhula nazo izigabantetho kunye nezakhi zazo. Ukuqala kwibanga lesibhozo kufuneka kubethelelwe nokuba zizigabantetho ezine kuqinisekise ukuba abafundi bayazazi akukho nto ibabhidayo kuzo, ukuze kunyaka olandela lowo kuthathwe nokuba zezinye ezibini ezizalana nezi ubuzicokisile kunyaka ophelileyo. Le nkqubo ingabangela ukuba abafundi babe nokuzithemba kulwimi lwabo.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Kuyacaca ukuba ungazazi izakhi zolwimi kungabangela ukuba ungazazi izigabantetho. kwaye ke xa ungazazi izigabantetho okuzozazi ukuba zisetyenziswe njani ithi lo nto akulazi ulwimi lwakho. Iyaxhalabisa into yokubethwa kwabafundi ngulo mbuzo wesihlanu. Ufuna ukuba bakhule nesiseko esisiso kwakumabanga aphantsibencediswa ngotitshala.



**ASSESSMENT & EXAMINATIONS**

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>ISIXHOSA ULWIMI LWASEKHAYA</b>
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<b>PAPER</b>	<b>IPHEPHA LESIBINI</b>
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<b>DATE OF EXAMINATION:</b>	<b>DECEMBER 2013</b>	<b>DURATION:</b>	<b>2½</b>
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### **SECTION 1**

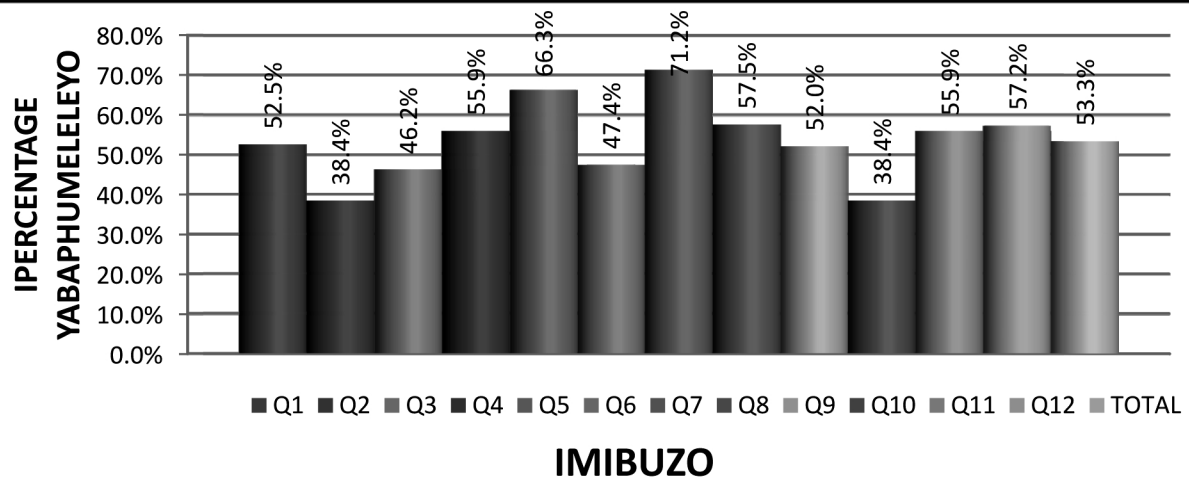
#### **General overview of Learner Performance in the question paper as a whole**

Ingxelo enikwa apha yeseke kwiziphumo zabantwana abalikhulu abatyunjwe kwizikolo ezilishumi. Iphepha likhangeleka libhaleka kodwa indlela abaphumelela ngayo abafundi ayikungqini oko. Icandelo A libonakalise umngeni omkhulu ngokweempendulo zabafundi. Kwicandelo B necandelo C kuyancomeke noko. Ngokujonga le ndlela baqhuba ngayo abafundi zininzi izinto ezinokuba negalelo. Ezinye zazo zezi:

- Ukungafundiswa kohlalutyo loncwadi ngokubanzi.
- Ukungabikho kweencwadi ezimiselweyo zoncwadi.
- Ukungabikho kotitshala lo wokufundisa isifundo esi.
- Ukungafundiswa kwemibongo ezikolweni.
- Ukusilela kokufundiswa kwesakhono sokuphendula umbuzo osisincoko soncwadi.
- Ukusilela kwabafundi kwindlela eyiyo yokukhetha imibuzo belandela imiyalelo abayinikiweyo. Oku kukhetha gwenxa imibuzo kwenza balahlekelwe ngamanqaku.

amaninzi. Umzekelo kwisikolo esinabantwana abangama -37, i-15 likhethe imibuzo ngendlela engeyiyo. Kwesinabantwana abangama- 39, i-10 likhethe imibuzo ngendlela engeyiyo. Kwa kwaba bangama – 39, abangama-20 bashiye umbuzo bengawuphendulanga. Zonke azi mpazamo zizala iziphumo ezibi.

- Ngezantsi ngumbonisa obonakalisa indlela abaqhube ngayo abafundi kwiphepha lonke.



Kwigrafu engentla imibuzo ebanike ubunzima abafundi ngumbuzo wesi-2 umbongo omiselweyo omiselweyo nombuzo we-10 umbuzo ongumbuzo omfutshane osekwe kwinoveli. Baqhube kakuhle kumbuzo wesi-7 ongumbuzo osisincoko osekwe kwinoveli. Nombuzo wesi-5 osisincoko ubancedile abafundi. Kweminye baphakathi. Awukho umbuzo othe wabaphumelelisa emagqabini.

## 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: INTLAKOHLAZA – J.J. R. JOLOBE

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

- Babe mbalwa kakhulu abafundi abawuphenduleyo lo mbuzo, ngama- 28 ekhulwini. Zinokuba zininzi izizathu zoku: Ukuvumeleka ukuba umfundi akhethe nayiphi na imibuzo emibini kwefundisiweyo nomnye kongafundiswanga. Ukusilela kwesakhono sokubhala isincoko soncwadi ingasesinye sezizathu zokungakhethwa kwalo mbuzo.

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

- Njengombongo obufuna impendulo esisincoko bekulindlele ukuba uphendulwe ngokwemo yesincoko. Abafundi abathile baphendula ngokwemigca. Oku kungadalwa yindlela obuzwe ngayo umbuzo – ukukrwelela imigca ethile amabayame kuyo xa bephendula. Bakho abangalandeli kwambuzo lowo suka baphendule intando yabo. Ngezantsi ngumzekelo wokuphendula ngokomqolo endaweni yesincoko.

-Kuthetha ukuba kufike intwasa hlobo kuzotsho kube mnandi xa kungena uhlobo.  
 -Bekukade kubalele kodwa ngoku nemvula sele inetha.  
 -Bekukade kukho imbalela.  
 -Kuthe Kwakufika imvula kwatsho kwaluhlaza kwaqalisa ukubukeka.  
 -Ingca iluhlaza yaka yonke into ehlunyiswa yimvula ihlumile ngenxa yehlobo.

Lo mzekelo ungentele sisincoko siphelele ngokwenani lamagama omfundi nemo yaso. Oku kubonakalisa umngeni omkhulu okhoyo kufundiso nokubhalwa kwesincoko soncwadi.

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

- Abafundisi ntsapho mabagxininise ekufundiseni indlela yokubhala isincoko. Mababethelele ukubakho kwentshayeleyo nesiphelo ehambelana nomongo wesihobe, ukuthungelana kwemiba ekukhuliswa ngayo isincoko ulwimi lwesihobe, intsingiselo yengcalo nentsingiselo efihlakeleyo.

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

- Uninzi lwabafundi lusabethwa kukulandela umbuzo. Bekulindlekele ukuba bachaze umqolo nendlela owuphuhlisa ngayo umxholo wombongo. Bona babhala nantoni na enxulumene nentlakohlaza. Ulwimi olusulungekileyo ngokopelo, uqhawulo magama, izivumelanisi, oonobumba abakhulu, konke oku isengumngeni ngokobhalo. Ezi ziphene zopelo zithi zitshintshe kwa-intsingiselo yoluvo.

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

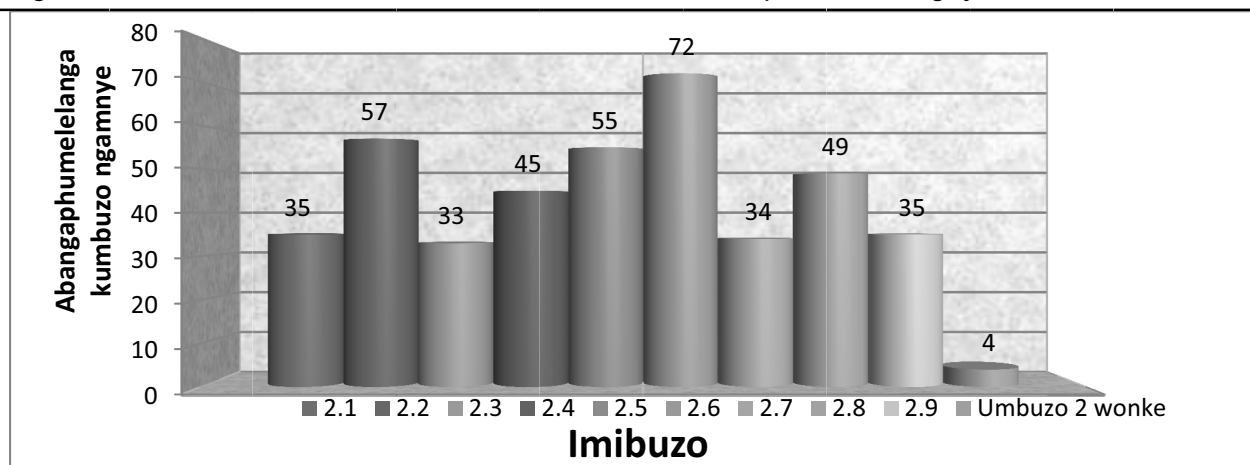
- Makubekho ukhuphiswano lobhalo zincoko, luqale ezikolweni lunwenwe luye kwiklasta de lugqibele esithilini. Iincwadi ezimiseliweyo mazigcinwe ngutitshala okanye utitshalakazi. Ootitshala mabazilungiselele ngakumbi xa beza kufundisa uncwadi.

**QUESTION 2: UVUKANI MADODA KUSILE – ZWV Mzukwa**

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

- Kulo mbuzo abafundi abaqhubanga kakuhle kwaphela. Kubantwana abangama-73 abakhethe lo mbuzo kukho isi-4 esingafumananga kwanqaku. Imibuzwana ebabethileyo kakhulu ngu: 2.2, 2.5, 2.6, no 2.8 Le mibuzwana ibifuna ulwazi lohlahutyo lombongo.

Ngezantsi sisazobe esibonakalisa ukuba kubi kwendlela ophendulwe ngayo lo mbuzo:





<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>Abafundi abanalo ulwazi lohlahutyo lombongo nokutyhila iintsingiselo ezibuziweyo. Abayichani imfundiso yombongo. Banika ezabo izimvo ezingahambelani kwaphela nombongo. Ngezantsi ziimpendulo abazinikayo ezingamkelekanga</li> </ul>
2.2 Ukuthetha ngomlomo, Vukuzenzele, Luchazo, Eyaziwayo, Sisikrweko
2.5 Isikweko, Umfanekiso woyise ohamba nabantwana abaninzi, Isibonisa icala elihle lalo mqhagi.
2.6 Ukubonisa ukuba Imbongi yothukile, Ukwahlula amagama aqalwa ngokufanayo xa ebhalwayo
2.8 Uphindaphindo amagama.
2.9 Yimfundiso yokuba xa ungumfundi zimisele uvuke nokuba kunzima kuba kaloku ulungiselela ikamva lakho. Ixesha libalulekile. Abafundi Abanalwazi lokuba imfundiso yombongo mayihambelane nomongo. Bona banika nayiphi ingcinga efike kubo noba iphume le kumbongo
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Abafundisi – ntsapho xa befundisa imibongo mabagxininise ekufundiseni nasekucazululeni imiqolo yemibongo. Makubethelelwe izafobe kunye neentsingiselo zengcalo nezifihlakeleyo zamagama</li> </ul>
<ul style="list-style-type: none"> <li>Izixhobo zohlahutyo ngokubanzi mazibethelelwe xa kufundiswa imibongo.</li> </ul>
<ul style="list-style-type: none"> <li>Incwadi ezinohlahutyo ezinjengobuqholo besihobe ziseluncedo njengesikhokhelo kuhlahutyo</li> </ul>
<ul style="list-style-type: none"> <li>Mayibethelelwe indlela yokukhetha imibuzo ngokwemiyalelo. Abafundi balahlekelwa ngamanqaku amaninzi ngenxa yokukhetha gwenxa.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Abanye abafundi babonakala ngathi khang bayifundiswe Imibongo.</li> </ul>
<ul style="list-style-type: none"> <li>Abakakwazi ncam ukukhetha imibuzo ngokwemiyalelo.</li> </ul>
<ul style="list-style-type: none"> <li>Abanye abafundi abakwazi ukuhlalutya batolika umqolo njengoko unjalo.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>Iindibano zokuqala konyaka zootitshala kuphononongwe iincwadi zonyaka lowo zingaluncedo</li> </ul>
<ul style="list-style-type: none"> <li>Abo bebefumene ithuba lokukorekisha iimviwo zokuphela konyaka mababuye bafuthele abo bebengayanga. Oku kuza kunceda ukubona iziphene ezibetha abafundi ekupheleni konyaka nokukhumbuzana ngemiba ebabethileyo abafundi.</li> </ul>
<b>QUESTION 3 UNKOSANA 'THE HAPPY BOY' MGXAJI – N Thuthani</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>Lo mbuzo ukhethwe ngabantwana abangama-53 kwabalikhulu.</li> </ul>

<ul style="list-style-type: none"> <li>• Babe bane-4 kuphela abangakwazanga ukuchonga umqolo kwaba ngama-53. Oku kuyancomeka.</li> <li>• Abakwazi ukunxulumanisa. Umzekelo- intambanani nomgxaji. Bayabethwa kukutolika betyhila iintsingiselo zamagama.</li> <li>• Abazazi iindidi zemibongo neendidi zemifanekiso-ntelekelelo</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> <p>3.3 Kubafundi abangama-53 abaphenduleyo bonke abasazanga isakhiwo sangaphandle sombongo. Basuka bachaze okuthethwa ngumqolo ngamnye. Oku kubonakalisa ukungafundiswa kwalo mba wohlalutyo. Nazi iimpendulo abazinikayo; Xa ebetha ezaseMzantsi nezaphesheya ubesenza njalo. Ifana ngokuba yomithathu lemiqolo ichaza ukuba apho athe wafika khona wayetshayela abethe kwanto.</p> <p>3.7 Bathathu kuphela abawazileyo lo mbuzo wodidi lomfanekiso-ntelekelelo. Endaweni yokunika udidi bachaza okutyhilwa ngumfanekiso ntelekelelo. Kuyangqina oku ukuba uhlalutyo luyasilela ezikolweni: Ezi ziimpendulo abazinikileyo. Wazibalula. Wazihlaba. Ubonisa ukuzosela. Ukuba wababetha.</p> <p>3.8 Azaziwa iindidi zemibongo. Bane-4 kuphela abayazileyo impendulo yalo mbuzo. Unobangela woku kukungafundiswa kweempawu zemibongo. Kusuka kungenwe kuhlalutyo lombongo. Nazi iimpendulo zabafundi: Ngumbongo mbethi manqindi. Ngumbongo buciko. Yi-aleji. Ludidi lwe-octave. Ngumbongo oncomayo. Ngumbongo mbaliso.</p>
<p><b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Ekuqaleni konyaka makubekho icebo lokudibana kootitshala bafuthelane ngohlalutyo lwemibongo. Kunokuhlalutywa umbongo okanye imibongo leyo yaloo veki.</li> <li>• Abafundi mabanikwe ithuba khe bahlalutye owabo umbongo bangasoloko bejonge ukuphulaphula kutitshala.</li> <li>•</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>• Abanye babonakalisa ukungabi nazo iincwadi zemibongo, ukungabi natitshala yakuba-cacisela okanye abayithandi imibongo.</li> <li>• Bayonqena ukubhala. Endaweni yokubhala isivakalisi eso umfundi asichongayo basuka bathi umqolo---1</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>• Makubekho iindibano zeeveki ukuze kuxhotyiswane ngootitshala ngendlela yokuhlalutya loo mibongo yaloo veki.</li> </ul>
<p><b>QUESTION 4 IMBONGI YESIZWE – U SEK Mqhayi</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>Baqhube kakuhle abafundi kulo mbuzo. Kubafundi abangama-44 abawukhethileyo, bangama-32 abaphumeleleyo. Eli nani lisinika ama-72, 7 ekhulwini. Nangona bephumelele ikho imibuzwana ebabethileyo. Bayasilela kulwazi lwezafobe, ukuphuhlisa intsingiselo yomqolo, nemifanekiso ntekelelo.</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>Ngezantsi yimibuzwana ebonakalisa ukuphendulwa kakubi kwalo mbuzo.</li> </ul> <p>4.1 Impendulo zabo zibonakalisa ukungaziwa kwezafobe. Nazi impendulo zabo: Isikweko. Ukufa Kwembongi. Isimntwiso.</p> <p>4.3 Abakwazanga ukudibanisa ifuthe nokuphuhlisa intsingiselo. Nazi impendulo zabo: Washiya incwadi zakhe zamabali elizwe. Kunefuthe lokusichazela.</p> <p>4.6 Igama lohlahutyo elithi-ukuphuhlisa- alikaziwa ngabafundi. Nantsi impendulo enikiweyo: Uzalelwe eMzantsi Afrika. Iphuhlisa indlela okanye uza kukhunjulwa umqhayi.</p> <p>4.7 Bayasilela ekutolikeneni ngawabo amazwi. Bathi: Yintonga esekhosi umsimelelo wesizwe.</p> <p>4.8 Abanalo kwaphela ulwazi ngendidi zemifanekiso ntekelelo. Basuka banike inkcazelo yebinza eli. Nazi impendulo: Etsho ngesandi esikhulu. Ukuthetha. Ukugquma ngokwengonyama xa abongayo. Ufanisa nengonyama uMqhayi xa ebonga.</p>
<p><b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>Ootitshala mabafundise nesakhiwo sombongo bangapheleli ekufundiseni izafobe nendlela eziyiphembelela ngayo intsingiselo.</li> <li>lindidi zemibongo mazifundiswe nempawu zazo.</li> <li>Abafundi mabazihlalutyele owabo umbongo bakube befundisiwe indlela yohlahutyo.</li> </ul>
<p><b>(d) Describe any other specific observations relating to responses of learners</b></p> <ul style="list-style-type: none"> <li>Abakwazi ukunika impendulo ethe ngqo. Impendulo zabo zithanda ukujikeleza.</li> <li>Abakwazi ukubeka ngawabo amazwi xa bebuzwe oko, basuku baphendule ngaphandle komxholo.</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>Masikhuthaze abafundi bathande ukufunda incwadi zesiXhosa</li> <li>Oku kuza kubanceda ekukhuliseni isigama sabo sesiXhosa.</li> </ul>
<p><b>QUESTION 5 INDLALA INAMANYALA – N Vaphi</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>Kubantwana abalikhulu -100, basibhozo-8 kuphela abawuphenduleyo lo mbuzo.</li> <li>Indlela yokuphendula umbuzo osisincoko soncwadi ayaziwa ngabafundi. Kubantwana abasibhozo ukho ofumana amanqaku amathathu kwishumi lamanqaku. Bakho</li> </ul>

abangafumani kwanqaku.
<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>Indlela umbuzo obuzwe ngayo inegalelo ekulahlekeni kwamanqaku abafundi. Kubhalwe ngqindilili imiqolo amabayicazulule ukuphuhlisa intsingiselo. Oku kukhokhelele ekubeni abafundi bathathe loo miqolo bacazulule yona izimele inganxibelelananga ngokwemihlathi eyakha isincoko.</li> </ul>
<ul style="list-style-type: none"> <li>Uninzi aluphenduli ngokwesincoko luphendula lwenjenje:</li> </ul>
-Kwangerhatya lwemivundla- pha kwintathakusa kwinkukhu sesithathu -ulozi-lozi – umlilo oncinane ongathi ukude -iqhashumbile intlantsi yee nca- yataka intlantsi yahlala nca. -kukukhatywa yinkwawu – kukulamba -umkhosi usidla amahashe- umntu udla into ayiphande ngokwakhe -umhlaba uluqweqwe lweqebewu-umhlaba ngowabantu.
<ul style="list-style-type: none"> <li>Bakho abo baphendula njee loo nto ifike kuqala kubo. Aba babonakalisa ukungafundiswa kwendlela yokufunda umbuzo nokufundiswa kombongo lowo. Baphendula ngolu hlobo:               <ol style="list-style-type: none"> <li>Kumqolo wokuqala Imbongi isebenzisa isimelabizo soqobo.</li> <li>Kumqolo wesithathu kusetyenziswe ubaxo apho ithi Imbongi phezu kwawo kuthe xikiva imbiza yomqa.</li> <li>Kumqolo wesine kusetyenziswe isimelabizo soquko apho Imbongi isithi iziko lirhangqwe ngumninimzi nosapho</li> <li>Kwisitanga sesibini Imbongi isebenzisa isintwiso kumqolo wesithandathu.</li> </ol> </li> </ul>
<ul style="list-style-type: none"> <li>Zombini ezi mpendulo zingentla zibonakalisa phandle ukuba isakhono sokuphendula umbuzo osisincoko abanaso abafundi.</li> </ul>
<ul style="list-style-type: none"> <li>Ukungabinalwazi ngolwimi lwemveli kwenza bangakwazi ukucazulula eminye yemiqolo enikiweyo. Xa ecazulula urhatya lwemivundla uthi: Abantu balapha belele <u>eli</u> njengemivundla Kaloku balambile. Ulozi-lozi- Bathi: Kubaswe kakhulu ngoku umlilo uvuthe kakhulu.</li> </ul>
<b>(C) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Makubekho kwa incwadi ezi zimiselweyo. Izikolo ezininzi azinazo iincwadi zemibongo. Oku kudala ubunzima ekuhlalutyeni umbongo angawuboniyo umfundi.</li> </ul>
<ul style="list-style-type: none"> <li>Ootitshala mabafuthelane ngeendlala zokufundisa uhlalutyo lwemibongo .</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Kuphawuleka ngathi abanye abafundi khang bayifundiswe Imibongo okanye bekungekho titshala wolwimi.</li> <li>Ukungawufundi ngendlela umbuzo lolunye uphawu lokungaqeqeshwa kwabafundi ngemabakuphawule embuzweni..</li> </ul>

- Basekho abasenengxaki yokukhetha imibuzo ngokwemiyalelo.

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

- Ootitshala mabanike ingxelo ngendlela entsha yokukorekisha isincoko soncwadi.
- Incwadi ethi ubuqholo besihobo iluncedo kakhulu kuhlalutyo lombongo.
- Izikolo maziqiniseke ukuba wonke umfundi unayo incwadi emiselweyo.
- Abacebisi bezemfundo mababe nocweyo olugxile kuncwadi.
- Mazibekho l'study guide' zoncwadi ukuncedisana nootitshala abangekaqondi ngohlalutyo.

**QUESTION 6 INDLALA INAMANYALA – N Vaphi**

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

Ngowona mbuzo ukhethwe luninzi lwabafundi lo. Kwikhulu-100 labafundi, ngama-82 abawukhethileyo. Nangona bekhetha wona kunombuzo osisincoko abaqhubi kakuhle noko. Ngezantsi ngumboniso wendlela abaqhuba ngayo kulo mbuzo

Umbuzo	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8
Abawe phantsi	39	51	10	39	39	78	31	32
Bebonke	82	82	82	82	82	82	82	82
Ipesenti	47.5	62.1	12.9	47.5	47.5	95.1	37.8	39.8

- Ngokomzobo kuyacaca ukuba yiyiphi imibuzwana engumngeni kubafundi. Singatsho sithi yonke enepesenti engaphezu kwama-30 iyingxaki. Umbuzo ophume phambili ekubulaleni abafundi ngumbuzwana 6.6 ofuna isakhiwo sangaphandle sombongo.

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

Ukungaphendulwa kakuhle kwalo mbuzo kuhambelana nokungafundiswa kohlalutyo ezikolweni. Abafundi abasenalo ulwazi ngolwimi lwemveli, ulwimi lwesiXhosa olungafundiswa sikolweni.

6.1 Kuyacaca ukuba abafundi abasenabo abantu ababiza amaxesha ngeziganeko. Xa bephendula bathi: ngentatha kusa. Ebusuku lwemivundla, ezinzulwini zobusuku.

6.2 Abafundi abakwazi ukutolika umfanekiso ngqondweni otyhilwa sisifanekiso zwi –xikiva-.

Banika iimpendulo ezizezi: Ukubeka into ngokungayikhathaleli. Into egqibe iziko. Ithe minci emlilweni.

6.4 Abazazi izafobe. Banika nasiphi, Nazi impendulo zabo: sisikweko, sisifaniso, isimntwiso.

6.5 Amagama nje aqhelekileyo awaziwa ngabafundi. Baphendula bathi: Isikhalo esenziwa sisisu umntu akulamba. Bubuninzi babantu abalambileyo.

6.6 Lo ngowona mbuzo ungaziwanga luninzi lwabafundi. Abasazi tu isakhiwo

sombongo. Bachaza okuqulathwe yile mhlathi. Banika impendulo ezinjengezi: Umhlathi

wesi-3 uthetha ngembiza ebekiweyo waze umhlathi wesi-4 wathetha ngeziko elingqongwe ngumfazi nosapho. Wahluke ngeziphumlisi neekhoma.

6.7 Iimpendulo ezinikwa ngabafundi zibonakalisa ukusilela kwesakhono sohlalutyo. Iimpendulo

abayinikayo ikwasisihloko sombongo- Indlala inamanyala. Iye yasebenzisa elenkosikazi kuba wayehlala ngephango. Ivuselela ingcinga yoluba makuphekwe.

6.8 Ukungazi ukuba imfundiso yombongo inxulumana nomongo wombongo kudiza ukuba alwenziwa uhlalutyo lwemibongo ezikolweni. Abafundi banika nayiphi na into abayicingayo ethetha ngendlala. Umzekelo: Kufuneka abantu bafunde ukuze baphume endlaleni.

Awunamfundiso kuba Kaloku ngeke abantu bathi bepheka bangxathele imbiza, phinda abantu abadala endlwini bahluthane ngephini ukuze balikhothe.

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

- Ootitshala mabagxininise ekufundiseni izagwelo zombongo, ukusetyenziswa kolwimi.
- Makubekho izifundo ezongezelelweyo eziza kugxila kuhlaziyo lomsebenzi ofundisiweyo wabhalwa.
- Emva kombongo ngamnye ofundisiweyo makulandele umsebenzi omfutshane wovavanyo kwakumbongo oludidi olunye nalowo ufundisiweyo.

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

- Abanye abafundi ngathi zange bayifundiswe kwamibongo leyo ngokwendlela abaphendula ngayo.

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

- Izikolo mazihlangane ngokwesithili okanye ngokweeklasta ukuze bakwazi ukufuthelana nokuba kukabini ngekota
- Abacebisi bezemfundo mabajikeleze baxhase ootitshala kwezondawo basilela kuzo ekufundiseni Imibongo.
- Kubalulekile ukuba umfundi abe neyakhe incwadi.

**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?**

- Abafundi bawuphendulile umbuzo ngokunokwabo kuba bazibeka zonke iziganeko zebala. Basilele ekunxibelelaniseni isiganeko nombuzo. Uninzi lwabafundi lunalo ulwazi lwejenri.

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

- Abafundi babalisa iziganeko zebali zinjalo. Akhange bakwazi ukuphuhlisa ukuphuma kwezinto apho bekungalindelekanga. Bayabalisa endaweni yokubonisa ngokombuzo.
- Umbuzo ubabhidile abafundi abazanga ukuba bekulindeleke baphuhlise isigqebelolo. Babalisa ukusuka eGcuwa bemke nalo ibali de uMangaliso adibane noyise. Umngeni Kukubonakalisa ukungalindeleki kwezehlo, ukunxulumanisa ibali nombuzo

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

<ul style="list-style-type: none"> <li>Mabafundiswe isakhiwo sesincoko soncwadi esihamba noyilo.</li> </ul>																																	
<ul style="list-style-type: none"> <li>Mabafundiswe ukufundisisa umbuzo ze bagqale okufunwa ngumbuzo phambi kokuba babhale..</li> </ul>																																	
<ul style="list-style-type: none"> <li>Ulwimi lwejenri, imihlathi neempawu zobhalo zibalulekile kumbuzo osisincoko.</li> </ul>																																	
<b>(b) Describe any other specific observations relating to responses of learners</b>																																	
<ul style="list-style-type: none"> <li>Bakho abayaziyo ijenri le, kanti bakho nabo bangayaziyo. Olu udidi lungaziyo luthi luseKnysna lube lusesikolweni eNgilane. Baphatha kuthi uThozama ngumlinganiswa kaThozama.</li> </ul>																																	
<ul style="list-style-type: none"> <li>Ukungayazi ijenri le kudizwa kukungabikho kokulandelelana kweziganeko</li> </ul>																																	
<ul style="list-style-type: none"> <li>Abawazi amagama abalinganiswa: Umntu kaNomsa nabangani bakhe.</li> </ul>																																	
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>																																	
<ul style="list-style-type: none"> <li>Izithili mazibe neendibano zocweyo kukhunjuzwane ngendlela yokukorekisha ngemiba yombuzo osisincoko. Oku kuya kuba luncedo nakwabo bangazange bakorekiske kwiimviwo zebanga le-12.</li> </ul>																																	
<b>QUESTION 8 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 kumbuzo 8.1,8.2, 8.3, 8.11 no 8.12. Eminye ibabethile.</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>Imibuzo ethile njengale: 8.4, 8.5,8.6,8.7,8.8,8.9,8. 8.10, 8.13, 8.14 ayiphendulwanga kakuhle. Ngezantsi yiteybhile ebonakalisa inani labangawufumananga umbuzwana ngamnye.</li> </ul>																																	
<table border="1"> <tr> <td>Imibuzo</td> <td>8.1</td> <td>8.2</td> <td>8.3</td> <td>8.4</td> <td>8.5</td> <td>8.6</td> <td>8.7</td> <td>8.8</td> <td>8.9</td> <td></td> </tr> <tr> <td>Bebonke</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td>43</td> <td></td> </tr> <tr> <td>Abawileyo</td> <td>3</td> <td>2</td> <td>4</td> <td>15</td> <td>12</td> <td>19</td> <td>31</td> <td>18</td> <td>11</td> <td></td> </tr> </table>	Imibuzo	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9		Bebonke	43	43	43	43	43	43	43	43	43		Abawileyo	3	2	4	15	12	19	31	18	11	
Imibuzo	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9																								
Bebonke	43	43	43	43	43	43	43	43	43																								
Abawileyo	3	2	4	15	12	19	31	18	11																								
8.4 Bayoyiswa kukutyhila imiyalezo yamabinzana. Ezinye iimpednulo zithi: uyalazi igama likaThole kunye nendaba zakhe kodwa bekengazi mnikazi. Nguye lo kuba bekutshota umntu omnye apha eteksini ukuba icwale.																																	
8.5 Kukuba uThemba unentloni. Kukuba sekushota umntu omnye ihambe imoto. Ezi mpendulo zibonakalisa ukuba incwadi khange ihlalutywe nomfundi																																	
8.6 Ngokwembono zootitshala akukho mpendulo ichanekileyo kwezi mpendulo. Banembono ethi uThemba akangovalithuba koko ngumlinganiswa olitshijolo. Impendulo zithi. Ungumlinganiswa oyintloko. Umlinganiswa ongumxhasi. Impawu zabalinganiswa azaziwa kuba nalowo bamkethileyo ayikho inkcaza eyamkelekileyo.																																	
8.7 Amanqanaba esakhiwo sebali awaziwa. Oku kungqinwa zezi mpendulo: Likuvutho-ndaba izinto zikaThole zazisezisiya empumelelweni ebonsindlela emakayihambe																																	

ngoku. Kuvutho-ndaba kuba kuqala apha ukuthi tsha kwezinto. Likwinqanaba eliphezulu. Likwingabula zigcawu kuba alikafiki kuvuthondaba izinto zisayondelelana.
8.8 UThole uhambe nabahlobo bakhe engazi apho ayakhona. Uthe akubona ukuba Abahlobo bakhe basela utywala wohlukana nabo. Asaziwa isigqebelo.
8.9 Abakwazanga ukunxulumanisa inkolo yobukristu eknysna nenkolo yesintu. Basuka Bathethe ngoThole ebhayi ethandazela ukusinda kwimigewu kaJoe. Impendulo ithi: buphelelwa ngamafutha bekwihlathi laseKnysna apho abahlobo bakaThole baqwengwa zingonyama. Ibhayibhile imncedile angaqwengwa ziingonyama.
8.13 Abayisebenzisi ingqiqo. Impendulo ithi : le mvuselelo iveza ukuba abantu balapha bayakholwa kuThixo.
8.14 Abawazanga lo mbuzo. Impendulo zibonakalisa ukungaziwa kwebali. Impendulo zithi: Ewe kuba wanikela ngemfuyo yakhe. Abantu balapho bambethela nomgalelo.
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>• Utitshala makaye egumbini lokufundisa ezilungiselele.</li> </ul>
<ul style="list-style-type: none"> <li>• Makayazi incwadi phambi kokuba ayifundise.</li> </ul>
<ul style="list-style-type: none"> <li>• Abafundi mabafundiswe indlela yokuhlalutya besebenzisa ixesha langoku.</li> </ul>
<ul style="list-style-type: none"> <li>• Ootitshala mabawafundise amanqanaba esakhiwo bawangqamanise nebali.</li> </ul>
<ul style="list-style-type: none"> <li>• Abafundi mabanqwanqwade bawufundisise umbuzo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>• Amanqanaba esakhiwo abawazi loo nto yenza bangakwazi kwa ukuzixhasa kumbuzo ololohlobo.</li> </ul>
<ul style="list-style-type: none"> <li>• Abafundi abawazi umahluko phakathi komlinganiswa oyintloko umchasi novalithuba</li> </ul>
<ul style="list-style-type: none"> <li>• Incwadi ayaziwa kuba kunzima ukuzixhasa ngemizekelo esencwadini za ungayazi</li> </ul>
<ul style="list-style-type: none"> <li>• Babhala igama elinye endaweni yebinza. Umzekelo: 8.1</li> </ul>
<ul style="list-style-type: none"> <li>• Kwimibuzo efuna eyabo ingqiqo bayasilela ekuphenduleni.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>
<ul style="list-style-type: none"> <li>• Abafundi mabafundiswe indlela yokwakha izivakalisi. Basebenzisa izivakalisi ezide itsho loo nto ilahle intsingiselo.</li> </ul>
<ul style="list-style-type: none"> <li>• Ukucwangcisa nokuya egumbini lokufundela utitshala ekulungele ukufundisa kungaluncedo kakhulu</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>• Ngokwabantwana abalishumi-10 abawukhethileyo lo mbuzo kwabo bali-100, Isine siwutshonile lo mbuzo, ize isithandathu siwuphumelele. Ngezantsi yindlela abaqhube</li> </ul>



ngayo kulo mbuzo ngokwamanqaku abawafumeneyo								
	Amanqanaba	L1	L 2	L 3	L 4	L 5	L 6	L 7
	Amanqaku	7-0	9-8	12-10	14-13	17-15	19-18	25-20
	Abawe phantsi	1	0	3	3	2	0	1
	Bebonke	10	10	10	10	10	10	10
<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>Isakhono sokubhala isincoko nolwazi lwejenri ziyasilela. Ngezantsi ngumzekelo wesincoko esilolohlobo</li> </ul>								
<p>UMfazwe wayengumlinganiswa wentloko yencwadi. Kulapho umfazwe etyholwa ngokubulala unina wayenobuqhusululu obukhulu engafuni kuphikiswa ngumntu wayesoloko ezicingela ukuba Nguye yedwa owaziyo.</p> <p>Umfazwe wayefuna yonke into iviwe ngaye engamameli ingcinga zonmnye umntu ngokuzicingel yedwa xa ehleli nabantu wayebabona ngathi zimpukane kuba ezixelele ukuba akasoze aphikiswe ngumntu yena kuba enguzwi lakhe.</p>								
<ul style="list-style-type: none"> <li>Esi sincoko sesomfundi obhala ibanga leshumi ku-2013. Baninzi ke ababhala izincoko ezilolu hlobo.</li> <li>Le impendulo yeyomfundi ongenancwadi, ongenatitshala nongakhange ayifunde kwa incwadi leyo koko uyibaliselwe.</li> </ul>								
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>								
<ul style="list-style-type: none"> <li>Masifundiswe kakuhe isakhiwo sebali ukuze abafundi bawazi amanqanaba ebali okuhlalutya neendidi zabalinganiswa, nendima yabo ebalini.</li> <li>Mabafundiswe iindidi zezivakalisi nendlela yokwakha umhlathi</li> </ul>								
<b>(d) Describe any other specific observations relating to responses of learners</b>								
<ul style="list-style-type: none"> <li>Abanye abakwazanga ukuzohlula ezi ncwadi zimbini baziphendule zombini –Ukhozi olumaphiko no-uNyana wam. Loo nto ibenze bangaqhubi kakuhle bafumane amanqaku asezantsi.</li> <li>Ulwimi olungasulungekanga luyenza ilahleke intsingiselo. Yiloo nto uninzi lulahlekelwa ngamanqaku kulo mbuzo kukungavakali koluvo umfundi azama ukuludlulisa.</li> </ul>								
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>								
<ul style="list-style-type: none"> <li>Abafundi mabaqheliswe ukubhala isincoko soncwadi banganikwa imemorandum. Imemorandum ibenza bafunde ukudwelisa endaweni yokwakha imihlathi.</li> <li>Ulwimi lwejenri luyalambatha kwizincoko zabafundi.</li> </ul>								
<b>QUESTION 10 UKHOZI OLUMAPHIKO – N Saule</b>								
<b>(a) General comment on the performance of learners in the specific question. Was</b>								

<b>the question well answered or poorly answered?</b>
<ul style="list-style-type: none"> <li>Ngokwenani eliphendule lo mbuzo i-10 ekhulwini bathathu kuphela abaphumeleleyo. Imibuzo ebenobunzima yile: 10.2, 10.5, 10.6, 10.7, 10.8, 10.9, 10.10, 10.12, 10.13, 10.15</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>Le mibuzwana ingezantsi yiyo ebadobeleleyo abafundi.</li> </ul>
10.2 Abakwazi ukucacisa amabinzana besebenzisa ulwazi lwencwadi. Bathi: Ufuna sive ukuba into ikhawuleza ivele pha kwaQaka.
10.5 Isibonakalisela ukuba izulu liyezisa.
10.6 Abazazi iziganeko zebali. Nantsi impendulo abayinikayo: Kwakutshiswe isikolo ngephezolo. Abanye abaphendulanga.
10.7 Bayoyiswa kukuchaza amabinzana. Impendulo ithi: Amapolisa akawenzi umsebenzi wawo. Ukubonisa ukuba sikhonkotha ziyfumane inyani. Ubonisa ukuba amapolisa awanankathalo akananto ayihoyileyo.
10.8 Abakwazi kuchaza bekhokhelwa yincwadi: Bathi iwuchaphazela ngenxa yokuba UKk yena elikhombryedi.
10.9 Amanqanaba esakhiwo sebali awaziwa. Likwinqanaba lesithathu. Kuqala uvuthondaba.
10.10 Abasazi kwaphela isigqebelo. Utyhila into yokuba kuza bangcono ngoku akhoyo kwakhona uMfazwe. Abanye abaphenduli kwa ukuphendula.
10.12 UZO uye wafunyanwa nguFriday yabe bephela njalo kumfazwe ikunxibelelana. UNokuzola uye wazimanya noMfazwe ngothando.
10.13 Abakwazi ukunxulumanisa iziganeko zebali. Uthi umsebenzise ngenjongo yokudala impi engenasiphelo. Ngendlela yokuthi evana noMfazwe aphinde ayothandana noFriday.
10.15 Uludale ngokubonisa uMfazwe ubunzima ebomini bakhe. Ngokuthi umfazwe angakwazi ukuhamba ekhululekile angabi naxhala lokubanjwa Ezi mpendulo zibonakalisa ukungabi nalwazi lwencwadi..
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>
<ul style="list-style-type: none"> <li>Abafundi mabafundiswe umahluko phakathi kwebinza, isivakalisi negama.</li> <li>Makubethelelwe ukufundwa kwemiyalelo ngabafundi.</li> <li>Abafundisi ntsapho mabalungiselele isifundo phambi kokuba baye kumagumbi okufundisa.</li> <li>Makunganikezelwa ngeeyure zokufundisa uLwimi kwizifundo zenzululwazi nezemethamitiki.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>
<ul style="list-style-type: none"> <li>Baphendula umbuzo omde nomfutshane kwicandelo elinnye.</li> <li>Indlela abaphendula ngayo abanye abafundi ithi abanatitshala yakubanika isikhokhelo ngendlela yokukhetha imibuzo.</li> </ul>
<b>(e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>

<ul style="list-style-type: none"> <li>Ootitshala mabafuthelane ngakumbi xa kuqala unyaka ukuze kuncedakala ootitshala abaqalayo</li> </ul>																												
<ul style="list-style-type: none"> <li>Abacebisi bezemfundo mabazindwendwele izikolo ngenjongo yokujonga inkqubo nenkqubela.</li> </ul>																												
<b>QUESTION 11: AMAZA – Z S 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>Abaqhubanga kakuhle abafundi kulo mbuzo. Kubantwana abangamashumi amane-40 kwabalikhulu abalishumi abaphumelelanga. Umbuzo osisisncoko nguwona umele ukunika abantwana amanqaku aphezulu. Ngezantsi ngumboniso wenani labafundi abaphumeleleyo ngokwamanqaku ombuzo.</li> </ul>																												
<table border="1"> <thead> <tr> <th>Inqanaba 1</th> <th>Inqanaba 2</th> <th>Inqanaba 3</th> <th>Inqanaba 4</th> <th>Inqanaba 5</th> <th>Inqanaba 6</th> <th>Inqanaba 7</th> </tr> </thead> <tbody> <tr> <td>7-0</td> <td>9-8</td> <td>12-10</td> <td>14-13</td> <td>17-15</td> <td>19-18</td> <td>25-20</td> </tr> <tr> <td>7</td> <td>1</td> <td>2</td> <td>7</td> <td>15</td> <td>5</td> <td>8</td> </tr> <tr> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> <td>40</td> </tr> </tbody> </table>	Inqanaba 1	Inqanaba 2	Inqanaba 3	Inqanaba 4	Inqanaba 5	Inqanaba 6	Inqanaba 7	7-0	9-8	12-10	14-13	17-15	19-18	25-20	7	1	2	7	15	5	8	40	40	40	40	40	40	40
Inqanaba 1	Inqanaba 2	Inqanaba 3	Inqanaba 4	Inqanaba 5	Inqanaba 6	Inqanaba 7																						
7-0	9-8	12-10	14-13	17-15	19-18	25-20																						
7	1	2	7	15	5	8																						
40	40	40	40	40	40	40																						
<ul style="list-style-type: none"> <li>Abantwana abangaphumelelanga kulo mbuzo balishumi. Bangama-22 abaphakathi ize babe- li-13 abaphezulu. Uninzi lwabafundi alukwazi ukuwafumana onke amanqaku alo mbuzo. Sisibhozo kuphela esifikileyo kumanqaku aphezulu.</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>Bakho abangazi nabalinganiswa aba bebalali. Umz: ULizo wayexelela uSindiswa ukuba yene unaye umfazi wokonyani hayi uSindiswa. Uhambile uLizo waya eGoli wafika kuhleli uSindiswa waseBhayi noSidima.</li> </ul>																												
<ul style="list-style-type: none"> <li>Oku kungaphendulwa kwalo mbuzo kakuhle kulele kwimiba emininzi. Abafundi bakhangeleka bengayifundanga incwadi le. Nanku umzekelo wesincoko somfundi:</li> </ul> <p>- ULixo noNamhla zizithandani ezithandanayo.</p> <p>-UNamhla ufuna ukutshata ngenka nenye indoda.</p> <p>-ULizo kwaye ukwaxabana nomntu othile apha ekuthiwa ngasidima.</p> <p>-Kwakhona uLizo uyajola noZodwa lonto ikhokhela ekbeni uLizo noSidima mabaxabane.</p> <p>-Nabo uNamhla nozodwa baseziokuxabana.</p>																												
<ul style="list-style-type: none"> <li>Obu bungentla bubungqina bezinto ezimbini. Ukungaziwa kwejenri le, nokungaziwa kwendlela yokubhala isincoko.</li> </ul>																												
<ul style="list-style-type: none"> <li>Bakho ke kodwa abanesigama esincomekayo nesisetyenziswe ngendlela eyiyo.</li> </ul>																												
<b>(c) Provide suggestions for improvement in relation to Teaching and Learning</b>																												
<ul style="list-style-type: none"> <li>Umfundi ngamnye makabe nencwadi yakhe, sisuse lo mba wokuphephela ngokungabikho kweencwadi.</li> </ul>																												
<ul style="list-style-type: none"> <li>Abafundi mabafundiswe ukukwahlula imixholwana kwijenri nganye.</li> </ul>																												

<ul style="list-style-type: none"> <li>Malibekho ixesha elibekelwe ukuhlaziya kuphendulwa iintlobo ngeentlobo zemibuzo.</li> </ul>							
<b>(d) Describe any other specific observations relating to responses of learners</b>							
<ul style="list-style-type: none"> <li>Abafundi bayabalisa abahlalutyi nto leyo ebangela ukuba baphume emxholweni. Bathetha ngophando lukaSilumko olungangeni ndawo.</li> </ul>							
<ul style="list-style-type: none"> <li>Abawufundisizi umbuzo. Bathatha igama libe linye embuzweni bahambe nalo ukuphendula umbuzo. Umz: Bathetha ngovuko emangwacabeni nto leyo ingangeni ndawo.</li> </ul>							
<ul style="list-style-type: none"> <li>Ulwimi abalusebenzisayo alusulungekanga luneemposiso. Umz: ULizo wayengukhwapheni kaNamhla.</li> </ul>							
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>							
<ul style="list-style-type: none"> <li>Ucweyo malubekho qho ngenyanga ukuxhobisana nootitshala ngemiba yesiXhosa ngokubanzi.</li> </ul>							
<ul style="list-style-type: none"> <li>Ukufuthelana kubalulekile.</li> </ul>							
<b>QUESTION 12 AMAZA – Z S 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>Abaqhubanga kakuhle. Kuma -58 abawuphenduleyo lo mbuzo bangama- 20 abawe ngaphantsi kwenqanaba lesi-4. Ikho imibuzo ebenegalelo kukungaphunyelelwa kwale mibuzo. Ngezantsi yindlela abaphumelele ngayo kulo mbuzo</li> </ul>							
	Inqanaba 1	Inqanaba 2	Inqanaba 3	Inqanaba 4	Inqanaba 5	Inqanaba 6	Inqanaba 7
	7-0	9-8	12-10	14-13	17-15	19-18	25-20
	8	2	10	7	14	6	11
	58	58	58	58	58	58	58
<ul style="list-style-type: none"> <li>Bali-17 ekungathiwa baphumelele ngcono kunabanye ngokomboniso lo.</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>Imibuzwana ebenegalelo lokungaphendulwa kakuhle kwalo mbuzo yile</li> </ul>							
12.6 Kubafundi abangama- 58 bangama -35 abangawuphumelelanga lo mbuzo.Lo mbuzo ububuza uhlobo lomdlalo aze umfundi azixhase. Iimpendulo zabafundi zibonakalisa ukuba impawu zohlobo ngalunye azaziwa. Iimpendulo ezinjengezi : Intlekele kuba ngumdlalo ongenamvisiswano. Intlekele kukunyanzelwa komntwana ngesoka.							
12.7 Abawazi amanqanaba omdlalo. Bawa ngokuwa.							
12.9.Oku kungakwazi kuphendula kulo mbuzo kubonakalisa ukungayazi incwadi kwabafundi abaninzi. Ezinye impendulo zithi: uNamhla uzalwa pha emaBheleni. Le mpendulo ibonisa ukungawuva umbuzo							
12.11 Iimpendulo zabo zibonisa uNamhla uba ngowalamaxesha bengajonganga mbuzo uba ufuna ntoni. Bathetha ngeewigi nemilomo ebomvu.							
12.12 Indima edlalwa ngabalinganiswa abayazi. Yonke loo nto ilala kwinto yokungahlalutywa kwencwadi.							

12.14	Impendulo zabo zibonakalisa ukuba abakwazi ukutolika ulwimi lwejenri. Bathi abanye: Ubonakalisa ukupholelwa ngamalanga. Wayefuna ukuphuma ngefestile.
12.15	Abazi kwanto ngesigqebelo. Abanye abaphenduli kwa ukuphendula. Basuke babalise ngokudubula kukaSilumko emagcwabeni
<b>© Provide suggestions for improvement in relation to Teaching and Learning</b>	
	<ul style="list-style-type: none"> <li>Mayihlalutywe nzulu incwadi kuhlutywe ezi zigqebelo zingaziwayo ngabafundi.</li> <li>Izithili mazibolekane amaphepha okuhlaziya umsebenzi owenziweyo.</li> </ul>
<b>(d) Describe any other specific observations relating to responses of learners</b>	
	<ul style="list-style-type: none"> <li>Kuyababetha ukunika nokucacisa intsingiselo yamabinza njengaku 12.3 no 12.14</li> <li>Bayababhidanisa uNodabephi noVathiswa.</li> <li>Ukubuzwa kwabalinganiswa okufuna iimpindulo eziyeleleneyo kubabethile abafundi.</li> </ul>
<b>e) Any other comments useful to teachers, subject advisors, teacher development etc.</b>	
	<ul style="list-style-type: none"> <li>Uncedo olusuka kubacebisi bezemfundo lunokuwenza umahluko.</li> <li>Ubukho beencwadi kumntwana ngamnye kunganegalelo ekunyukeni kokuphumelela kwabafundi.</li> </ul>

## IMIBUZO ENGENANKCAZA

### UMBUZO 13 NOMBUSO 14

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## **NSC 2013 CHIEF MARKER'S REPORT**

<b>SUBJECT</b>	<b>XHOSA HOME LANGUAGE P3</b>
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### **SECTION 1:**

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

Overall performance of learners was good in almost all the questions. The choice of topics in each section that is A,B and C appeared to be accessible to the majority of learners.

The general performance of Section A and B was better than that of Section C. Performance in this paper ranges from average to excellent.

### **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? 1.1 Olo suku lweza notshintsho ebomini bam.
This question was well answered. Most learners attempted this essay, they narrated a variety of personal experiences out of which various lessons were learnt. In this question the learners showed the influence of Christianity, societal values and the importance of repentance. Some learners used this topic for preaching, for venting out their anger and frustrations. The learners mentioned the abuse from their communities, hunger, physical and spiritual abuse some by parents and relatives. Some of the learners misinterpreted the question. The question was meant for one day incident that happened long time ago. Learners were expected to write the essay in the past tense but they used present and present continuous tenses. Some they narrated many incidents.
(a) Provide suggestions for improvement in relation to Teaching and Learning Learners should be taught to read the questions properly. The teachers should make an emphasis on the use of past tense when the learners are writing narrative essays.
(d) Describe any other specific observations relating to responses of learners

<p>Learners have problems with word division, spelling, punctuation, sentence construction, and coherence between paragraphs. They write long sentences with many conjunctions in such that the main idea of the paragraph is confused. Some begin the sentence with the conjunctions which resulted in them writing half sentences. Learners have a tendency of mixing IsiXhosa with other languages.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>Teachers should emphasize on word division and spelling. Teachers must also encourage learners to read IsiXhosa books to improve their vocabulary and spelling. Teachers should also emphasize on language usage, punctuation, sentence and paragraph construction. Frequent reading and writing must be encouraged.</p>
<p><b>QUESTION 1.2 Ukubaluleka konxibelelwano olululo phakathi kwabazali nabantwana.</b></p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The essay was answered by many learners expressing the importance of communication between parents and their children. Most of them cited their personal experiences to support their statements.</p>
<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>
<p>Some failed to meet the required length – very long essays. Their language style, register, punctuations and some of their thoughts were not well organized. Most learners were unable to construct reasonable paragraphs because of the following reasons:</p> <ul style="list-style-type: none"> <li>• Poor language and writing skills</li> <li>• Not being exposed on paragraph writing</li> <li>• Some lacked content knowledge to answer this question</li> </ul> <p>It is evident that the media has an influence in the teaching and learning of IsiXhosa for an example the learner would write: Abazali kufuneka bazixwayise iingane ngezinto zomphakathi. Instead of: Abazali kufuneka babaxhobise abantwana ngezinto zobomi. Learners always begin the paragraphs with the same word eg. Unxibelelwano olululo.....</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Encourage teachers to teach essay writing putting emphasis on sentence and paragraph construction, logic and coherence.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>The learners were able to relate to this topic. They even begged the parents to listen to their children. They even suggested different ways of communications like cooking with your daughter while addressing some problems and transferring societal values and morals. One can sense that the learners are neglected by their parents and they need real relationship with their parents.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>

There must be workshops at the beginning of the year conducted by educators who were given the opportunity to mark this paper. Subject committees must be active at schools. Learners should be encouraged to take part in debate, prepared speech, reading and spelling competitions. Teachers must mark the learners' work and give feedback.

**QUESTION 1.3 Xa ndinokuba ngugqirha kwindawo endihlala kuyo.**

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

This was also a very popular choice. The learners wrote about their own experiences for an example lack of service delivery, absence of health facilities, attitudes of health workers were discussed extensively. Learners cited high death rate caused by ignorance.

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

The learners confused the duties of the doctor with those of the counselors, teachers and family members for an example: Xa ndinokuba ngugqirha kwindawo endihlala kuyo ndingakhela abantu izindlu.

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

Learners should be encouraged planning before writing the essay – a detailed mind map that must be followed step by step. Teachers must be encouraged to teach essay writing starting from the introduction, the body and the conclusion.

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

Use of very long sentences resulting in long paragraphs is still common among learners. Learners should be encouraged to use simple sentences and develop their main ideas constructively.

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

Learners must be given more work like reading and research to familiarized them with different careers. Learners should be taught integration between subjects. Teachers should learn to develop themselves by reading and bringing real life situations to class to stimulate thinking and speaking. Role play could help.

**QUESTION 1.4 lindlela ezinokusetyenziswa ukuphuhlisa iitalente zolutsha.**

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

This question was not a popular choice but there were some well written and motivating responses to this topic. Learners wrote about sport, involvement of teachers, parents and government in the development of the youth programmes.

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

Learners were supposed to come up with ways that can develop the youth talents. One learner mentioned the role teachers, parents, the Department of Arts and Culture play in identifying



the talents and did not dwell much on how can these talents be developed.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Learners should be given as many language exercises as possible so as to improve their writing skills. Different types of essays still needs to be taught.
(d) Describe any other specific observations relating to responses of learners
Learners emphasis was on soccer, netball and rugby only not on drama, music, art, public speaking and swimming. Those who chose the popular sports were not even well informed about them.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
In service training and regular capacity building workshops are necessary for professional development. The teachers must inculcate our learners for critical thinking. The teachers must instil a culture where learners are motivated to have a positive attitude towards isiXhosa.
<b>QUESTION 1.5 Ifuthe lezidubedube kwezoqoqosho.</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Very few learners attempted this question. The majority of which obtained good marks as they were able to give the correct interpretation of the topic coupled with the proper integration with subjects like Economics and History. This question required insight and logical thinking.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The very few struggled with the meaning of the term ‘ Izidubedube” seeing it as disturbance in general not strikes and boycotts as denoted by the term for an example they saw crime, corruption, etc as “Izidubedube” yet “Izidubedube” specifically refers to strikes and boycotts as mentioned above.
(C) Provide suggestions for improvement in relation to Teaching and Learning
The teachers have to teach the origin of terms and encourage use of IsiXhosa Dictionaries which would give etymology of the word.
(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 culture of Dictionary use should be inculcated in all spheres eg. Teachers, learners and parents.
<b>QUESTION 1. 6 Inkungu ilala kwiintaba ngeentaba.</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This was not a popular question. Some of those who took it did not have much insight of the topic. They could come with life experiences before the incident but could not show the change. Only two percent could give correct interpretation.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners could not know how to plan the essay as they did not know the meaning of the idiom. The use of language and grammar is also a problem. It was not well structured and had no coherence. It has been discovered that the idioms and proverbs are no longer taught.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Idioms and proverbs must be taught to improve the learners' language. Homework and Class works must be given frequently. Moreover emphasis must be given on the origin and use of these IsiXhosa idioms as the learners are using them irrelevantly.
(d) Describe any other specific observations relating to responses of learners
There is a big problem of language usage and grammar. They did not understand idiomatic expressions. There is also a mixture of languages eg. Mixture of IsiXhosa and English.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educators should teach idioms and proverbs using Mesatywa's Izaci namaqhalo and Uphengululo lwesiXhosa. Learners should be encouraged to construct their own sentences using these idioms and proverbs to develop their language competence. Feedback is crucial at this stage to encourage learners to research on idiomatic usage and origin.
<b>QUESTION 1.7 Ukutolikwa kwemifanekiso1.7.1 and 1.7.2</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Very few learners attempted this question. Those who took answered it very well. Some could interpret the picture very well. In 7.1 the learners wrote about women and sport and They could link the sport to controlling use of drugs, crime and teenage pregnancy. If they know that one can becoming a professional player and earn an income. They see themselves as Makhaya Ntini and Tsotsobe of tomorrow. In 1.7.2 the learners wrote about business and diet where they emphasized on catering.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The use of language is the major challenge for an example: Lanto, sekehamba, ndizotya etc. The learners use very long sentences with conjunctions which tends to lose meaning. Use of punctuation is also a challenge.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The teachers should give learners enough time to interpret a variety of pictures and be able to relate them to their everyday life experiences. In 1.7.2 Consumer study learners could have found the question very easy as it is part of their syllabus. Picture analysis must be taught.
(d) Describe any other specific observations relating to responses of learners

Most of the learners were writing about their own experiences. This reveals the kind of problems that our children are exposed to. In 1.7.1 the learners linked sport with service delivery for example they wrote about shortage of play grounds, coaches, and the kit. They see the municipality responsible to offer these services to the community.

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

Subject advisors could provide workshops on visual literacy, focusing on the analysis of pictures e.g. use of foregrounding, back grounding, colour etc. And the interpretation thereof in relation to the theme. Curriculum advisors could organise information sharing sessions among educators. Educators have to be encouraged to teach graphic literacy in LO 2 that is Reading and viewing.

## QUESTION 2

**2.1 Ileta yobuRhulumente**

**2.2 Intetho**

**2.3 Ingxoxo**

**2.4 Imemorandum**

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

Generally learners performed very well in this section. The most popular question was 2.1, the formal letter, followed by question 2.2, the speech, 2.4 the memorandum and lastly 2.3 the dialogue. With question 2.1 learner performance was quite commendable as their interpretation of the question was accurate and format was generally spot on, only a few learners struggled with this question. The few who opted for 2.2 also interpreted the question accurately and scored good marks. The memorandum question 2.4, was answered by a few learners who scored average marks. Question 2.3 the dialogue was answered by the least number of learners, a few of which obtained very high marks.

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

With 2.1 the few that performed poorly mainly struggled with the format e.g. two addresses, salutation, subject sentence, etc. In question 2.2 the learners were beaten by both the format and the requisite punctuation e.g. quotation marks (“...”). The memorandum question 2.4 posed a challenge in terms of the format e.g. To:, From: Date: Subject, etc. In question 2.3 learners found it difficult to structure a meaningful discussion as they lost their way in both sides of the argument and neglected the role of the radio presenter. e.g. presenting statements that are not challenged by each of the parties and they failed to formulate questions (by the radio announcer) to stimulate the discussion of the parties involved i.e. the farmers and workers representatives.

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

Learners have to be taught the different formats of the different transactional writing pieces under writing and presenting. The need to be familiarised with instances of relevant register for each of the different pieces. With language usage there needs to be more emphasis on

punctuation, spelling and word division. Discussion crafting skills should be developed in both orals and essay writing.
(d) Describe any other specific observations relating to responses of learners
Learners tend not to do planning in this section. Mostly they find it difficult to reach the required number of words. Generally they struggle with the use of appropriate language (register) e.g. use of isiZulu and non-standard isiXhosa dialects like isiMpondo, isiBhaca etc. Paragraphing is another challenge, they tend to write paragraphs of disjointed facts with no cohesion. A few learners tend to use English, those writing the whole piece in English and those using only selected terms where they lack the corresponding vocabulary in isiXhosa.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers have to ensure that learners plan before writing any of the pieces in this section. This should be inculcated through the writing process e.g. following all the steps of process writing. Regarding length in this section educators could teach learners the use of descriptive language through learning outcome number three. Educators should identify the prevalent terms in this respect and provide learners with their isiXhosa equivalents and encourage wide reading of isiXhosa books besides the prescribed. The structure of text presentation should be developed through process writing e.g. sentence writing, paragraphing etc. The habit of using language other than isiXhosa could be solved by providing learners with relevant terminology and stamping out the habit of writing in English.
<b>QUESTION 3</b>
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<b>3.1 IKHADI LESIMEMO.</b>
This was the most popular question as a result more than 80% of learners answered it and they performed fairly well. They knew the content and the required specifics to be indicated (format). Some centres displayed excellent creative skills, however there are those who did not perform well they wrote it in the form of a letter and even in the format of a memorandum.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates did not meet the required length of the text, which was 80 -100 words. Some just drew the invitation card with pictures ,there were no sentences ,except for such details' as time, place and date. Those who did this, disadvantaged themselves as no marks are awarded for pictures as per Page 9 DOE Examination Guidelines 2009.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
More emphasis should be put on teaching an invitation card ,showing the difference between a letter and the invitation card. Learners should be encouraged to use IsiXhosa vocabulary and educators should assist them in differentiating between spoken and written language The teacher should bring a well written invitation card as a teaching aid. Learners should be encouraged to write full sentences so as to meet the required number of words. They should note that the invitation card is written in the third person. Educators should put more emphasis on spelling, punctuation and sentence construction.
(d) Describe any other specific observations relating to responses of learners

<p>Instead of writing the birthday invitation they wrote a variety of invitations for different occasions such as wedding invitations and invitations to initiation parties. There are some who even wrote it in the format of a memorandum. . A few learners misunderstood the instruction</p> <p>As such they wrote a complementary note to their mothers. Learner responses indicate that they are influenced by English using phrases like “happy birthday, RSVP, Mr. and Mrs.</p>
e)Any other comments useful to teachers, subject advisors, teacher development etc.
<p>Teachers should be encouraged to use more teaching aids when teaching these texts. Learners need to be exposed to these shorter texts during the year and not only for CASS and Exam purposes.</p>
<b>3.2. UNGENISO KWIDAYARI :</b>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Some learners wrote in paragraph form as if they are writing an essay not indicating the day and the date of the entry. There are those who entirely missed the content like one whose entry listed dates of deaths in his family. Although a number of them had the correct format but the content was not up to scratch as they missed the part in the question indicating that You write as a worker who is on holiday, they wrote as learners and their school work.</p> <p>Learner responses indicate a heavy influence of how diary entries are written in English especially the salutation “Dear diary”, “diary yam”, “diary yam endiyithandayo.”</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<p>It is advised that teaching aids be used when teaching shorter pieces as they seem to be a challenge to learners. Learners should be exposed to shorter pieces throughout the year through constant tasks as at it appears that they are challenged. Diary entries should be taught in a way this piece of writing is teaching them to plan, manage and prioritise for their everyday activities and at tertiary level. Learners should be taught to have evidence of planning .Learners should be taught to have evidence of planning even for shorter pieces( eg mindmaps ) Learners should be taught the correct requirements of the diary entry emphasizing that they are expected to write the date and the day for a particular entry.</p>
(d) Describe any other specific observations relating to responses of learners
<p>Learners do not read instructions and analyse the question eg the diary entry was supposed to be for September according to the question while they chose any month of their choice. It seems as if they do not know the months in IsiXhosa. In some instances learners missed the content as they were expected to respond as employees of a company and they responded as learners. Punctuation and incorrect use of capital letters is still a challenge in almost centres</p> <p>The learners were expected to write in future tense but a number of them used present and past.</p>
e)Any other comments useful to teachers, subject advisors, teacher development etc.

<p>Learners need to be exposed to proper IsiXhosa vocabulary and not rely on English words.</p> <p>When teaching this piece emphasis should be on format, structure language and style. This text assesses the ability of learners to plan, manage their and prioritise there it should be taught at school. It is advised that the learners be exposed to the terminology/register associated with the different texts.</p>
<p><b>3.3 UKUKHOMBISA INDLELA</b></p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>A few learners chose this question and they fairly well performed well. They were able to identify Lavender Valley. Although some had challenges in identifying some landmarks as the sketch was faint.</p>
<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>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Learners should be exposed to the different types of writing. The learners should be taught summary skills, short sentences and to be brief and concise as to avoid long sentences like “hamba streyt utshintshe ebusweni ungahleki nenye ehlekisayo ude uye kujika ekoneni yase lavender Valley”. When teaching directions they should be exposed to the register that it useful to the specific text with directions they should know terms like “igophe”, ekhohlo”, ‘ekunene’, ‘uhola wendlela”. Learners must be guided that when directing someone mere mention of the roads to be taken is not enough if one is not told whether to turn left or right.</p> <p>Learners should be taught graphic literacy and be encouraged to integrate language with othersubjects like Geography and Tourism in this case.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>One of the learners did not write the directions using words but creatively drew a map from Settlers monument indicating the route to be used using arrows. Misinterpretation of some of the signs in the map as trees and stars using them as land marks eg Uza kungena ku- N2 Ujike emthini uye kugqitha pha kwinkwenkwezi ephambi kweT-junction . They added unnecessary information like saying the truck driver must go to fill in fuel , look at the tyres and must get enough rest. Some learners used English vocabulary like “ ujike eleft uhambe straight uye kungena e right.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Shorter pieces need more attention as learners generally do not get good marks in this section. Emphasis must be placed on the formats for the different texts as well as the register associated with each shorter piece. Educators should teach learners map reading Skills and expose them to other visual texts.</p>

