

AFRIKAANS

Paper 9679/01

Speaking

The entry for this component was too small to validate the writing of a general report.

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Paper 9679/02
Reading and Writing

Key message

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

- focus only on the required information and communicate it precisely in their answers
- pay particular attention to conveying the required information to the examiner in unambiguous language
- carefully proofread their responses.

General comments

In **Question 1**, candidates were asked to find a word in the text with a similar meaning to the word given in the question itself, with most candidates achieving full marks. In **Question 2**, candidates were required to rewrite a given sentence to show the ability to manipulate syntax accurately. Only **Question 2(b)** and **Question 2(d)** very occasionally caused problems.

In the two comprehension exercises, it was felt that candidates generally performed better in **Question 3** than in **Question 4**. There was a small number of outstanding marks for both exercises, and most candidates took advantage of the high-value questions to boost their score.

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

As in previous years, Examiners found that for **Questions 3, 4 and 5**, a small number of candidates often lifted large parts of the original text in their answers. Candidates ought therefore to be reminded to use their own words as much as possible and only to quote directly from the text when explicitly asked to do so in a particular question. Lifting wastes valuable time, especially when quoting entire paragraphs for one-mark questions, as a result of which candidates often do not finish the paper. It also affects the mark awarded for language negatively. Candidates consistently achieve better marks when they attempt to answer questions in their own words.

Apart from the small group of candidates who relied on lifting, however, most candidates achieved high marks.

Comments on specific questions

Section A

Question 1

Candidates scored an average of 4 marks for **Question 1**. Examiners were pleased to note that this year's candidates read and carried out the instructions correctly.

- (a) *In-ding* was sometimes offered as an (incorrect) answer here.
- (b) Most candidates answered this question correctly.
- (c) Most candidates answered this question correctly.
- (d) Most candidates answered this question correctly.

- (e) Most candidates answered this question correctly.

Question 2

Most candidates successfully manipulated the given sentences, achieving an average of 4 marks for this exercise. Occasionally, prepositions and verbs-forms caused problems. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) Most candidates answered this question correctly.
(b) Most candidates answered this question correctly.
(c) Most candidates answered this question correctly.
(d) A good number of candidates managed to answer this question correctly.
(e) Most candidates answered this question correctly.

Question 3

Overall, **Question 3** was done better than last year.

- (a) Most candidates answered this question correctly. A small number of answers were incomplete and received only one of the two marks on offer.
(b) Most candidates answered this question correctly.
(c) Most candidates scored full marks for this question.
(d) Almost all of the candidates answered this question correctly.
(e) A number of candidates appeared not to have read the question carefully, and achieved only one of the three marks on offer.
(f) Most candidates showed a clear understanding of the concept of a *neseiertjie*.
(g) Most candidates achieved full marks for this question.

Section B

Question 4

Question 4 was not attempted quite as well as **Question 3**, but most candidates nevertheless scored high marks.

- (a) A good number of candidates answered this question correctly.
(b) Most candidates achieved at least one mark for this question.
(c) This question was not done as well as the others in this exercise.
(d) Most candidates answered this question well.
(e) Most candidates answered this question correctly.
(f) Most candidates achieved full marks.

Question 5

Most candidates achieved a fairly high score in this exercise, though some struggled to keep to the word limit in **Question 5(b)**. Very few candidates relied on lifting their answers from the text, often achieving good marks for Language, as well as for Content.

- (a) Most candidates took on board what they were asked to do and discussed the similarities and differences between the two texts to good effect. A small number of responses lacked sufficient detail to merit a high score.
- (b) Most candidates scored at least four marks for their personal response. A small number omitted any reference to South Africa, which had a negative effect on their score.

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Paper 9679/03

Essay

General comments

In general, the candidates demonstrated good writing skills and some provided excellent essays. It was clear that many candidates had planned their work effectively, for which teachers should be commended.

Comments on specific questions

Question 1

Werk en ontspanning.

1 *Dink jy daar is te min vrye tyd in vandag se gejaagde lewe?*

The topic was found to be particularly appealing to candidates, and some wrote well-balanced essays in which they weighed up both sides of the argument before reaching their own conclusion.

Question 2

Media

2 *Hoe belangrik is persvryheid?*

Some candidates wrote sophisticated essays on this topic, expressing a range of ideas. A small number of candidates wrote responses which lacked proper focus, however.

Question 3

Bewaring

3 *Watter natuurlike of historiese gebied sal jy graag wil bewaar en waarom?*

A small number of candidates chose this topic. Most provided solid and interesting examples on which to build their case, but some struggled to argue *why* they wanted to preserve the historical areas of their choice.

Question 4

Onderwys

4 *Dink jy dat elke person geregtig is op onderrig in die taal van sy of haar keuse?*

Nearly all of the essays on this topic were well-argued and interesting to read. Most supported the idea that candidates should be educated in the language of their choice, but also included a number of counter arguments to show that they could entertain the opposing view for the sake of argument.

Question 5

Kulturele lewe en efenis

5 *Kulturele diversiteit moet gevier word. Stem jy saam? Gee jou siening.*

There were some good responses to this topic, although some essays were a rather platitudinous in parts. The best scripts could approach the issue from more than one angle. Strong candidates could provide relevant examples from recent history to bolster their case.

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Paper 9679/04

Texts

Key message

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

- read the question with care and think about what they are asked to do
- plan their answer and organise their material with close attention to the question
- take care to include analysis and argument, and avoid simply retelling the story.

General comments

Most candidates displayed a sound knowledge of the prescribed texts in their answers, and generally showed a good awareness of the themes and characters in the texts. There were also some very good and fluent answers that showed excellent insight into the characters and events. Most candidates were able to contextualize their answers reasonably well, but some candidates were unable to do so effectively. In order to be able to contextualize the questions, it would be necessary for the candidates to be wholly familiar and at ease with the text.

It should also be noted that the length of answer required is 500 to 600 words per essay. Writing too little or too much is, more often than not, self-penalising as candidates end up giving too little detail – in the case of the former – or – in the case of the latter – giving an answer that is not focused and concise enough for the task in hand.

Comments on specific questions

Section 1

Question 1

Na Die Geliefde Land – Karel Schoeman

- (a) The response to this question was generally good, with candidates handling the division of **Question (a)** into sub-questions (i), (ii) and (iii) well. There were some instances of candidates writing very short answers to all three sub-questions, however.

Regarding **Question 1 (a) (ii)**, which queried what was meant by '*die moeilikhede*' ('the difficulties'), some candidates suggested that 'the difficulties' mentioned in the text *specifically* referred to the apartheid years in South Africa. This was not accurate as 'the difficulties' was used in its particular sense of the fictionalised unrest of the South Africa described in the novel, which may or may not be linked directly to apartheid.

- (b) Most candidates presented solid answers, and there were some good personal responses to the questions posed in the text. At the same time, in a number of cases there was not enough contextualization of characters' positions/situations. Candidates should not simply, for example, start talking about George's experiences in South Africa. They need to explain who George is and why he is an outsider. Similarly, candidates need to explain who the other groups of South Africans in the novel are, and why they have their different and specific relationships with 'the land'.

