# AFRIKAANS

| Paper 9679/01 |
| Speaking |

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

# AFRIKAANS

**Paper 9679/02**

**Reading and Writing**

## Key message

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

- focus on the instructions and required information for each question
- convey the required information in straightforward and unambiguous language
- carefully proofread their responses - checking their spelling, language structures and legibility

## General comments

In **Question 1**, candidates were asked to find a word in the text with a similar meaning to the word provided in the question, with many candidates achieving full marks. In **Question 2**, candidates were required to rewrite a given sentence to show the ability to manipulate syntax ( sentence structures) accurately.

In the two comprehension exercises, candidates generally performed equally well in **Question 3** and in **Question 4**.

There was a small number of outstanding marks for both exercises, and most of the candidates took advantage of the high-value questions to boost their score.

Candidates who followed instructions scored well in **Question 5(a)**, with a small number of candidates achieving full marks.

Some candidates who answered **5(b)** lost marks by not referring directly to the South African or Namibian context, or not providing a personal opinion, as asked for in the question.

As in previous years, it was found that for **Questions 3, 4 and 5**, a small number of candidates often lifted/quoted large parts of the original text in their answers. Candidates should 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 some 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.

Except for a small number of candidates who relied on lifting, most of the candidates achieved high marks.

## Comments on specific questions

*Section A*

## Question 1

Most candidates scored four marks for **Question 1**. This year's candidates read and carried out the instructions correctly.

**(a)** Most candidates answered this question correctly.

**(b)** Most candidates answered this question correctly.

**(c)** *Oordadig* was sometimes given as an (incorrect) answer here.

**(d)**      Most candidates answered this question correctly.

**(e)**      Most candidates answered this question correctly.

## Question 2

Most candidates manipulated the given sentences correctly, with most scoring at least four marks. Occasionally, verb-forms and maintaining the correct tense of the sentences caused problems. Candidates do not need to provide synonyms in this question unless the syntax of the newly constructed sentence requires it.

**(a)**      Most candidates answered this question correctly, maintaining the present tense.

**(b)**      Many candidates answered this question correctly through recognising the use of *daar* as a subject and not as an adverb.

**(c)**      Most candidates answered this question correctly.

**(d)**      Most candidates answered this question correctly in the passive voice.

**(e)**      Most candidates answered this correctly, recognising the inverted word order construction.

## Question 3

Fairly well answered overall.

**(a)**      Most candidates answered this question correctly.

**(b)**      Most candidates answered this question correctly.  A few answers were incomplete and received only one mark.

**(c) (i)**  Most candidates answered correctly, with only a few giving an incomplete quote.

**(ii)**  Most candidates answered this correctly, giving both aspects of the comparison/simile in their own words.

**(d) (i)**  Most candidates answered this question correctly.

**(ii)**  Most candidates answered this question correctly.

**(e)**      Most candidates answered this question correctly.

**(f)**      Many candidates achieved full marks for this question.  A few lifted answers veered off the point.

### *Section B*

## Question 4

Generally well answered.

**(a)**      Many candidates answered this question correctly, recognising the idiomatic phrase.

**(b)**      Most candidates answered correctly using their own words.  A small number merely lifted the words.

**(c) (i)**  Most candidates answered correctly with a complete quote.

**(ii)**  Most candidates answered this question correctly.

**(d)**      Most candidates answered this question correctly in their own words.

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**(e)**      Most candidates answered this question correctly, revealing an understanding of the changes in polite manners.

**(f) (i)**      Most candidates answered well in their own words.

    **(ii)**      Most candidates answered well in their own words.

## Question 5

Most candidates achieved fairly high scores in this writing exercise, although some struggled to keep to the word limits.

Very few candidates merely lifted their answers, often achieving good marks for Language, as well as for Content.

**(a)**      Most candidates followed the instructions identifying and discussing the similarities between the two articles, illustrating that good manners create good character traits. A small number of responses lacked sufficient detail to merit a high score, while some candidates answered negatively, stating what bad manners caused, rather than what character traits good manners created.

**(b)**      Most candidates scored at least four marks for their personal responses. A very small number omitted any reference to South Africa or Namibia, which affected their scores negatively.

# AFRIKAANS

<table>
<tr><td><strong>Paper 9679/03</strong><br><strong>Essay</strong></td></tr>
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## Key message

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

- choose a title on which they have something to say and for which they have command of appropriate structures and lexis
- plan their essay to produce well-structured and persuasive arguments
- write complex sentences when appropriate, but without losing the thread of the argument.

## General comments

Most candidates again demonstrated excellent writing skills this year. The language used in many of the essays was very impressive for an examination at this level.

## Comments on specific questions

### Question 1

*Kos en drank.*

*"Jy is wat jy eet". Bespreek hierdie stelling.*

The essays on this topic were often interesting to read, with candidates showing a good level of insight. A small number of scripts presented a rather one-sided view of the argument, which restricted their marks for Content.

### Question 2

*Die ontwikkelende wêreld*

*Behoort Suid-Afrika tot die eerste of derde wêreld?*

Candidates who chose this topic displayed an assured grip on the specific demands of the question, and some were able to point persuasively to what they argued was a false dichotomy between the First and the Third World, thereby questioning the validity of the use of wealth as a measure of success and/or well-being.

### Question 3

*Reis en toerisme*

*Wat sal jy doen om toerisme in jou land te bevorder?*

This topic produced some very engaging responses. As was the case in the Advanced Subsidiary Afrikaans Language version of this paper, the candidates who chose this essay title seized the opportunity to produce a very personal response that avoided cliché and generalisation.

### Question 4

*Die generasie gaping*

*Bestaan die generasiegaping werklik, of is dit net 'n illusie?*

Most candidates were able to discuss opposing views on this topic before reaching their own conclusion to very good effect. Some argued, interestingly, that one's view on the matter depended very much on the relationship one had with one's parents and/or grandparents.

**Question 5**

*Gelyke geleenthede*

*Het almal in jou land gelyke geleenthede?*

Nearly all the candidates who chose this question were able to bring relevant facts and often conflicting opinions to bear on this topic. The topic-specific vocabulary and appropriate use of idiom on display were often very impressive and helped to increase marks for language. A small number of candidates struggled to formulate an appropriate conclusion for their essay, which then left their discussion somewhat hanging in mid-air.

# AFRIKAANS

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Paper 9679/04

Texts
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## 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

Candidates generally displayed a good knowledge of the prescribed texts, and most were able to contextualize their answers to some degree, and use details of the plot, characters and themes effectively.

It should also be noted candidates are required to write answers of 500 to 600 words in length per question, and that candidates who wrote shorter essays produced responses which were too thin in terms of their content. Candidates should also read instructions carefully to ensure that they answer the correct number of questions.

## Comments on specific questions

*Section 1*

## Question 1

*Na die geliefde land* – **Karel Schoeman**

**(a) (i)** There were several instances of candidates answering **Question (a)(i)**, discussing Paultjie's attitude to the farm in great detail, but then ignoring **Question (a)(ii)**. Candidates should read the instructions regarding the choice of questions carefully so that they do not omit to write about one of the required subsections. The responses to this question generally showed that candidates had a good understanding of Paultjie's attitude towards life on the farm.

**(ii)** Most answers in this section indicated that the candidates were easily able to identify other characters in the novel who had a 'calling', and they were able to describe their actions accurately and in some detail. Some candidates did not answer **(i)** and **(ii)** separately, and in most cases their answers for **Question 1(a)** were therefore shorter than the required minimum word count (500 words), which meant that they gained fewer marks than they might otherwise have.

**(b)** Candidates gave solid answers in this section, discussing the differences between George, Carla and Tant Miemie's experiences of the past in some detail and supporting their argument with examples from the text. Candidates were expected to discuss all three characters in their answer, not to select only one or two.

Some answers made claims about characters that were not accurate, for example that Carla leaves South Africa, or that Carla feels sad because the past of South Africa is out of reach.

## Question 2

*Toorberg* – **Etienne van Heerden**

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**(a) (i)**  There were a number of coherent and clear answers to this question. Candidates had to explain the symbolism of Druppeltjie's death in the borehole without going into too much detail, and most were successful in doing so.

**(ii)**  Most candidates presented good answers, but it was apparent that some candidates had a fairly superficial knowledge of the characters and plot, and their answers relied too heavily on the extract. Candidates are required to use the extract as a springboard for their response; the extract does not contain all of the answers to the questions.

**(b)**  The majority of the answers engaged with the underlying themes to some degree and were able to sketch the complexities of the family divisions on the farm, and how the magical aspects of Toorberg's history affect the tension and interactions between the living and the dead through the ages. There were some excellent answers in this section, with noticeable insight when discussing characters.

**Question 3**

***Vatmaar* – A.H.M. Scholtz**

**(a) (i)**  This was a question that required a short answer. Most candidates were able to explain briefly that the '*vatmaar-goed*' consisted of building materials that Chai and Ta Vuurmaak took from the farmhouses before burning the houses down on the English soldiers' orders during the Anglo Boer War.

**(ii)**  Candidates should have been able to identify that one of the main strengths of Vatmaar's people was the fact that they believed in sharing what they had, and that they believed in helping each other, because one could also benefit by helping others: '*Ek het party van die manne wat nie werk gehad het nie, of wat afgedank is, aan die stene gemaak gesit. Van elke drie wat gemaak is, was twee die maker s'n en een myne*'. Excellent answers could mention the creativity of the inhabitants when it came to making something out of very little, to create a life for themselves from the leftovers of others. Very strong answers could also highlight the fact that there may be a negative side to a community that believes in sharing everything – weaker characters may be tempted to steal.

Candidates were expected to explore the values of the town of Vatmaar by discussing some of the characters in the town – potentially highlighting the characters of Chai, Lewis and Ta Vuurmaak, the founders of the town, and their impact on the formation of the town's values, and/or by examining the values and morality of the other inhabitants that followed the founders.

**(b)**  Most candidates gave very good answers to this question. Their answers varied widely as far as interpretations of love, and the concept of '*opregte liefde*' in particular, were concerned. Some candidates chose to structure their answers around the concept of 'good love' as opposed to 'bad love', using the stories of certain characters to support their arguments. Other candidates interpreted the question differently and relied on the outcome of a particular love story as the main factor in deciding whether the love was good or bad. Both of these approaches are valid. Using the first approach, the story of Kenny and Suzan would be an example of 'good love', for example, but using the second approach, it could be argued that Kenny and Suzan's relationship had a bad outcome, as it led to Suzan's death.

***Section 2***

**Question 4**

***Die kwart-voor-sewe-lelie* – Eleanor Baker**

**(a)**  Candidates who selected this question had a detailed approach, and there were some very solid answers, illustrating the candidates' thorough knowledge of the plot. Some candidates wrote very detailed descriptions and explanations of why and how particular characters did not listen to Iris, but they did not reflect on what her statement '*Niemand het ooit regtig na my geluister nie*' tells us about Iris' character, and how she reacts to, and what she expects from, the world around her.

**(b)**  Too few candidates answered this question to enable an analysis of the overall performance.

**Question 5**

*Kringe in 'n Bos* **– Dalene Matthee**

**(a)** This was the question most widely selected by the candidates. There were some excellent answers, where candidates were able to discuss Saul's ambivalent love/hate relationship with the milieu of the forest in rich detail. Some candidates were not able to successfully merge their knowledge of the plot with a discussion of Saul's complex, and changing, situation – candidates should guard against simply retelling the story, or using their general knowledge of the text in an effort to answer the question.

**(b)** Too few candidates answered this question to enable an analysis of the overall performance.

**Question 6**

*Raka* **– N. P. van Wyk Louw**

**(a)** The majority of candidates who elected to answer this question provided coherent, well-structured answers that discussed Koki's position as an individual and leader within his tribe, and how the fact that he is different from, and in some ways superior to, the rest of his community leads to a sense of uniqueness, but also loneliness. Some candidates showed a strong understanding of the underlying themes, and were able to discuss how Raka's arrival causes a rift between Koki and his fellow tribespeople.

**(b)** There were some exceptionally articulate answers to this question, where candidates displayed considerable insight and sensitivity to the language, themes and characterization in *Raka*. There were a few instances of candidates with very good answers that were too short, however. Candidates should be reminded that they need to write 500–600 words.

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