

# AFRIKAANS LANGUAGE

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Paper 8679/01  
Speaking

## Key message

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

- for the Presentation and Topic Conversation, choose a suitable subject which genuinely interests them and which clearly relates to a country where the target language is spoken
- in the General Conversation, be ready to engage in natural and spontaneous discussion and be prepared to take the lead.

## General comments

Candidates were well prepared for the Speaking test. The Examiners put the candidates at ease and prompted them with appropriate questions, which led to spontaneous responses and interesting conversations.

The recordings were of a good standard, although the volume on some was too low. All recordings were clearly labeled. Centres must ensure that CDs are packed in covers to protect them in the post, however.

Generally, the marking was carried out to a satisfactory standard and the timing of the tests followed the format specified in the syllabus.

Examiners must encourage their candidates to contribute as much as possible to the conversation. As part of this, candidates are required to seek information and opinions from the Examiner, and must be given every opportunity to do so. If candidates forget, Examiners must prompt them at the end of the Topic Conversation and at the end of the General Conversation by asking “*Do you have any questions to ask of me?*” Candidates will not be penalized for being prompted. Additional marks were available to candidates who sought further information or asked for the Examiner’s opinion, but failure to ask questions resulted in the loss of marks.

Examiners should make a clear distinction between ‘The Presentation’, ‘The Topic Conversation’ and ‘The General Conversation’ on for the benefit of the candidates and the CIE Moderator.

## Comments on specific questions

### **Section 1 Topic Presentation**

Candidates followed the requirements for the coverage of topics. They gave well-organized, lively presentations on their chosen topics and included many relevant factual points.

### **Section 2 Topic Conversation**

The Examiners are to be commended for the variety of topical questions they asked the candidates which resulted in many good responses. The pronunciation of certain words and several hesitations due to limited vocabulary impaired communication only in a small number of cases. On the whole, candidates tried their best to elaborate and express their point of view on their chosen topics. All candidates made specific reference to the contemporary society or cultural heritage of at least one country where Afrikaans is spoken, and showed they had a feeling for the language.

### **Section 3 General Conversation**

Several topics were covered in this part of the test, and most candidates were able to express themselves naturally and spontaneously. Although this unprepared part of the test is typically the most challenging, most candidates were confident and gave relevant explanations and answers to questions without much undue hesitation. Examiners prompted the candidates where appropriate and asked relevant questions, which often led to interesting discussions.

# AFRIKAANS LANGUAGE

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Paper 8679/02  
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 some candidates achieving full marks and the weakest candidates often none. In **Question 2** candidates were required to rewrite a given sentence to show the ability to manipulate syntax accurately. While weaker candidates tended to struggle to form grammatically accurate sentences; mid-range and stronger candidates did better.

In the two comprehension sections, it was felt that candidates generally performed better on **Question 3** than **Question 4**. There was a small number of outstanding marks for both questions and most candidates took advantage of the high-value questions to boost their score, with weaker candidates struggling with questions testing implicit understanding of the text.

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

As in previous years, Examiners found that for **Questions 3, 4 and 5**, a broad contingent of candidates often directly copied large parts of the original text as 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. Copying wastes valuable time, especially when quoting entire paragraphs for one-mark questions, as a result of which these 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.

Overall, Examiners found a good spread of marks, but unfortunately some of the weakest candidates struggled with **Questions 1 and 2**, indicating they were not suitably equipped to tackle a paper in the Afrikaans at this level. There were very few candidates who failed to gain any marks on either **Section 1** or **Section 2**, however. Weaker scores for **Section 2** were usually as a result of candidates leaving **Question 5** unanswered, or copying large sections from the comprehension texts.

In sum, as in previous sessions, Examiner would suggest that extra attention be given to:

- idioms, proverbs, sayings and figurative language
- correct sentence construction and application of grammar – accuracy in imparting understanding is crucial in an examination at Advanced Subsidiary level
- careful reading of the questions and not acting in haste when writing an answer so that it is clear to the candidate what is expected of them
- developing the skill of answering questions in one's own words in order to maximise the chances of being awarded good marks for content as well as language; essentially, answering in one's own words provides Examiners with the opportunity to consider positively the candidate's interpretation of the text and question.

## Comments on specific questions

### Section A

#### Question 1

Candidates scored an average of 3 marks for **Question 1**. Examiners were pleased to note that almost all of this year's candidates read and carried out the instructions correctly. It was also encouraging that only less than a handful of candidates ignored this question in its entirety.

- (a) *In-ding* was a common wrong answer here.
- (b) A fair percentage of candidates answered this question correctly.
- (c) Weaker candidates occasionally struggled with identifying *wissel* as the correct answer.
- (d) A good percentage of candidates answered this question correctly.
- (e) The majority of candidates identified *behuising* correctly.

#### Question 2

Some candidates struggled with the complexity of some of the sentences. However, even some of the weaker candidates produced well-manipulated answers, indicating that they were properly prepared for this task. Prepositions and verbs-forms were problematic for some, but most candidates clearly understood the objective of the exercise. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) This question posed difficulties for weaker candidates, and some average-ability candidates struggled with getting the structure of the sentence right.
- (b) In transforming the syntax of the source sentence, a number of candidates anglicised its structure, which changed its meaning.
- (c) A reasonable proportion of the candidates gained a mark for this question.
- (d) A good number of candidates managed to answer this question correctly.
- (e) A large number of both stronger and weaker candidates who attempted this question received the mark.

#### Question 3

Overall, the scores for **Question 3** were better this year than last year, but some candidates did not venture to write in their own words.

- (a) Many candidates identified either that England was too expensive/inaccessible nowadays, or that the East was exotic/exciting, thus only achieving one of the two marks available.
- (b) The good majority of candidates achieved the mark available for identifying any of the given advantages.
- (c) Most candidates who attempted this question identified the metaphor correctly, and the majority of those achieved the second mark by explaining its meaning accurately.
- (d) Examiners were pleased to find that a large number of candidates from across the board were able to identify that many expatriate teachers longed for their homeland, family, or culture.
- (e) Many candidates appeared not to have read the question carefully. They often copied directly from the text, e.g. when they failed to invert '*dit maak kommunikasie moeilik en misverstande maklik*' to tailor it to the question. A possible correct answer would have been '*om kommunikasie makliker te*

*maak en misverstande te vermy*). As a result, a large number of candidates only scored one mark (for noting that one does not want to be an outsider) for this three-mark question.

- (f) While better candidates easily identified the implication that it is a future financial safety net (or that it will allow one to save for, or invest in a future house, education, etc.), most weaker candidates were unable to access the question due to a literal interpretation of the word '*neseiertjie*'.
- (g) A substantial majority of candidates received at least three marks, and many achieved the full marks available for this question.

## Section B

### Question 4

Candidates fared marginally less well in **Question 4** than in **Question 3**, but weaker candidates especially benefited from attempting to answer those questions with a higher mark value as this tended to boost their language mark.

- (a) A good number of candidates answered this question correctly.
- (b) Most candidates achieved at least one mark for this question.
- (c) Most candidates managed to achieve the two marks available for **(c)(i)**, and although a smaller number of candidates gained the three marks available in the second part of the question, marks were equally spread among stronger and weaker candidates.
- (d) Most candidates did very well in this question, although some candidates failed to pay attention to the marks available and only found one useful aspect of shadow-work.
- (e) A good number of candidates who attempted this question achieved the mark. A common wrong answer was '*lewe te kort*'.
- (f) Candidates did well in this question, with both stronger and weaker candidates often achieving full marks. It was reasonably common for hastier candidates to list four people one could ask for advice and expect to get the full four marks. Examiners only awarded one mark for the answer 'speaking to/asking advice from someone', as this counted as only one way of ensuring you make a good decision.

### Question 5

When candidates answered the questions appropriately they usually scored reasonably well. With every session that goes by, candidates resort less and less to copying from the texts. There were, nevertheless, some candidates this year who copied large amounts of material from the texts for both **Questions (a)** and **(b)**. Candidates are unlikely to score content or language marks by doing this, and as **(b)** calls for a personal response most candidates who took the copying approach received no marks for language and content. A small number of candidates chose to answer only **(a)** or **(b)**, although it does not always appear to have been a decision based on time constraints. Centres are reminded to ensure that their candidates adhere to the word limits for both **5(a)** and **5(b)** as it is likely to result in weak marks for these questions if they write too little or too much; a fair number of candidates struggled to keep to the word limit in **5(b)**.

- (a) A variety of answers were possible, and Examiners were mainly concerned with candidates showing an ability to draw valid comparisons between the two texts. Candidates usually achieved satisfactory marks when they attempted the question, and a number of candidates summarised various differences between the texts exceptionally well. However, some candidates struggled to articulate clear differences between the two texts (e.g. '*Teks een dink jy moet 'n vakansie neem, en Tekse twee sê nie so nie*') or struggled to provide any at all. Candidates who focused on each text separately often ran into problems, too, and Examiners would discourage candidates from taking this approach as it does not address the question directly enough. A good answer for two points would be: '*In die eerste artikel dink die skrywer dit is belangrik om oor ander kulture te leer, terwyl die skrywer van artikel twee voel dit is beter om iets oor die werk waarin jy sou belangstel, te leer.*'
- (b) Candidates typically scored between two and four marks for their personal responses. A large number of answers appeared to summarise or to paraphrase poorly the opinions of the writers or

other points mentioned in the two texts, rather than offer an individual response as required by the question; Centres are urged to make sure their candidates understand the nature of this question. Some candidates got stuck on a single idea, such having a holiday because you've worked hard, or getting a job to earn money, without expanding further on the situation in South Africa as a whole with regards to holidays. Excellent answers took an immediate stance in relation to the question ('Yes, I do/No, I do not/I think it depends on') and then went on to consider the extreme differences in personal finances or quality of education between various South African economic groups or the dearth of reliable job opportunities in the country, and often included a personal response to the candidate's own situation versus that of some of his or her compatriots.

# AFRIKAANS LANGUAGE

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Paper 8679/03

Essay

## 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

In general, the candidates demonstrated good writing skills and most provided relevant essays. It was clear that many had planned their work effectively for which teachers should be commended. There was an increased number of well-structured and well-illustrated essays.

A small number of candidates wrote essays which were partially or wholly irrelevant as they failed to grasp the meaning of the words in the questions. It is vital for candidates to read the entire question carefully before they plan and write their essays. Those who had prepared responses on the broad topics in advance of the examination failed to address many, if not all, of the important aspects of the question.

It was evident that many candidates did not proofread their answers thoroughly and obvious mistakes cost them potential marks. Spelling mistakes, omitted verbs and words like *dinge* detracted from the quality of some of the essays. Nevertheless, many candidates showed a good ability to argue their case persuasively and provided a conclusion which recapped the main points and included a personal response.

## Comments on specific questions

### Question 1

*Werk en ontspanning.*

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

From the number of responses, it seemed that this topic appealed strongly to the candidates. Many candidates gave examples from everyday life to demonstrate that modern day living does not allow people enough leisure time. A few candidates counter-argued that better organisational skills could lead to an increase in free time.

Many mistakes could have been avoided had some candidates proofread their essays. There were frequent spelling mistakes, even of words, such as *gejaagde*, which were provided in the title. Some candidates also omitted verbs from many of their sentences and overused words such as *dinge*, which showed they lacked the vocabulary to do well in an examination at this level.

## Question 2

*Media*

2 *Hoe belangrik is persvryheid?*

Candidates expressed a range of views but most agreed with the idea of freedom of speech and freedom of the press. A number of candidates misinterpreted the title and argued that celebrities should enjoy more privacy. Candidates need to ensure that they understand the question before selecting a topic and starting their essay.

## Question 3

*Bewaring*

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

This question had a high rate of personal responses and therefore contained fewer generalisations than some of the responses to other questions. Many candidates expressed their thoughts clearly and sustained the reader's interest with historical facts and examples of areas they would like to conserve. A good number of candidates was able to use specialised vocabulary to support their arguments.

## Question 4

*Onderwys*

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

Most essays on this topic were well-structured and interesting. The majority of candidates supported the idea that candidates should be educated in the language of their choice. Some candidates argued that it would be impossible to provide such a service and pointed out the wider implications, such as costs. Most candidates demonstrated the ability to express a range of ideas using appropriate vocabulary but some candidates struggled to use the correct prepositions.

## Question 5

*Kulturele lewe en efenis*

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

The majority of candidates responded well to this question with a range of personal ideas. Many referred to their country of origin to demonstrate how to celebrate cultural diversity. The stronger candidates provided relevant quotes from writers, poets and artists to support their statements. A small number of candidates produced what seemed to be essays prepared in advance of the examination, comparing the importance of sport to culture. These candidates lost many marks as they did not answer the question or addressed it only to a small degree.