

AFRIKAANS LANGUAGE

Paper 8679/01
Speaking

There were too few candidates for a meaningful report to be produced.

AFRIKAANS LANGUAGE

Paper 8679/02
Reading and Writing

Key messages

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

focus on the requirements of each of the questions and communicate it as precisely as possible
convey the information in their own words and in unambiguous language
proofread their responses carefully.

General comments

In **Question 1** candidates were asked to find synonyms within a specific portion of the text to match the word given in the question. In **Question 2** candidates were required to rewrite a given sentence to show their ability to manipulate syntax accurately. **Questions 2(b)** and **2(d)** were found to be challenging.

The texts used in the comprehension questions allowed for clear comparative and contrastive questions. There were relatively good marks for both **Questions 3** and **4**. Some of the weaker candidates struggled with questions testing an implicit understanding of the texts.

Weaker marks for **Section 2** were usually a result of candidates not addressing the sense of the language used in the texts or of not being able to adapt the language to the required structures.

Some of the candidates copied large parts of the texts, with no adjustments, in their answers for **Questions 3, 4** and **5**. Candidates should be reminded that they may only quote directly from the texts when they are specifically required to do so in a question and to use quotation marks. Candidates consistently achieve better marks when they attempt to answer questions in their own words.

Candidates who followed instructions scored reasonably well on **Question 5(a)**, with a few achieving high marks. Candidates who answered **5(b)** presented their opinions very well, especially as they were able to refer more to their own experiences within the Southern African context.

Examiners would suggest that extra attention be given to the following:

- 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 answers. This will show clearly that the candidates are aware of what is expected of them.
- Development of the skill of answering questions in one's own words. This maximises the chances of being awarded good marks for content as well as for language. Answering in one's own words also provides Examiners with the opportunity to consider the candidate's understanding of the text and questions in a positive light.

Comments on specific questions

Section 1

Question 1

Candidates should copy the word correctly to avoid spelling errors.

- (a) Many candidates answered correctly although *wêreld* appeared occasionally.
- (b) This question was generally answered correctly.
- (c) This question was reasonably answered.
- (d) This question was well done although some used *oogkundige*.
- (e) Many candidates answered this question correctly.

Question 2

It was noted that most candidates understood the objective of the question and that many were well prepared.

Centres are reminded that candidates need to keep the sense of the original sentence while changing the syntax as required.

- (a) Many candidates used the correct word order. However, problems sometimes occurred when the tense was changed.
- (b) A few candidates were able to convert the sentence into the passive voice, while many did not recognise the full objective phrase.
- (c) This question was answered reasonably well by many candidates who recognised the need to move the verb *kan* to its correct position.
- (d) Many candidates encountered problems with the word *daar* which, as a substitute subject, needed to be omitted.
- (e) Many candidates coped well in converting direct to indirect speech.

Question 3

In some cases the candidates used the spaces at the end of the section or on the blank pages at the end of the booklet to complete or rewrite the correct answers. It was appreciated that such candidates indicated where to find the answers by giving a page number reference next to an asterisk in the margin next to the crossed-out answer. This was also the case in answers to **Question 4**.

- (a) This question was straightforward and reasonably well answered when candidates used their own words.
- (b) Many candidates tended to repeat the answers used in **Question 3(a)**.
- (c) Many candidates answered this correctly.
- (d) Most candidates coped well with the first part of the question concerning teachers but omitted to address the second part of the question.

Section 2

Question 4

Candidates are reminded to provide reasons for their answers from within the text rather than from their own ideas or experience.

- (a) A number of candidates answered this question fairly well. Some did not provide the opinions of both sides, however.
- (b) This question required candidates to extrapolate from the text and not merely to refer only to the one example of a candidate motivated to work.
- (c) Many candidates handled this question well.
- (d) Many answered successfully while some misunderstood the word *gevolg* and struggled to formulate a correct response as a result.

Question 5

Candidates who answered the questions appropriately within the contexts provided and in their own words, usually achieved reasonably good results. However, there were many candidates who copied large amounts of material from the texts and who therefore scored low language marks. Only a very few candidates did not answer **5(a)** and/or **5(b)**.

Candidates may use the extra blank pages for planning (which is highly recommended) but they must remember to cross out their planning. If they plan on the lined page they may write the answer on one of the blank pages but they must indicate where the answer may be found and cross out the planning.

- (a) A variety of answers was possible, but Examiners were mainly concerned with candidates showing knowledge of the differences and similarities concerning the opinions and attitudes expressed in the two texts. A few candidates misinterpreted the question and only looked at the structural aspects of the two texts, e.g. the number of paragraphs or prevalent linguistic structures, which did not relate to the question which focused on content.
- (b) Overall, the candidates handled this question very well. In many cases a stance was stated, followed by an opinion on the topic related to the candidate's personal experience and environment, which is an effective way of answering a question of this type.

Centres are encouraged to point out to candidates that **Question 5(b)** always needs to be answered with reference to South Africa and Namibia, that is countries where Afrikaans is widely spoken.

AFRIKAANS LANGUAGE

Paper 8679/03
Essay

Kernboodskappe

Ten einde goed in hierdie eksamen te vaar, behoort die kandidate:

menings en argumente met bewyse te motiveer
hul opstelle te proeflees.

Algemene kommentaar

Van die kandidate is verwag om oor een van die opdragte wat in die vraestel verskaf is, te skryf. Hulle moes nie net hul taalvermoë toon nie, maar ook hul vermoë om 'n bepaalde argument te struktureer en hul standpunt(e) ten opsigte van 'n spesifieke beskouing te motiveer. Punte is daarom toegeken vir sowel taalvermoë (24) as inhoud (16). Kandidate met 'n swakker taalvermoë was dikwels nie daartoe in staat om hul standpunte duidelik te formuleer nie, terwyl kandidate met 'n meerdere taalvaardigheid in staat was om 'n hoër punt te behaal weens hul vermoë om hul opstel meer sinvol rondom 'n bepaalde beskouing te struktureer.

In die algemeen was die kandidate goed voorberei vir hierdie vraestel. Nie net het bykans al die kandidate 'n goeie begrip vir die gekose opdrag getoon nie, maar in die meeste gevalle was daar ook 'n duidelike inleiding met 'n toepaslike gevolgtrekking in die slotparagrafe te bespeur. Die meerderheid kandidate het verkies om die opdragte oor Familie (Opdrag 1), Stedelike en plattelandse lewe (Opdrag 2) en Reis en toerisme (Opdrag 4) te beantwoord. Minder kandidate het die opdragte vir Filosofie en geloof (Opdrag 3) en Kulturele erfenis (Opdrag 5) aangepak; nogtans het die meeste kandidate wat vir hierdie meer genuanseerde onderwerpe kans gesien het, heel goed presteer aangesien die onderwerp(e) hul in staat gestel het om 'n indringende argument te struktureer. In teenstelling hiermee het sommige kandidate in veralgemenings verval en daarom voor die hand liggende gevolgtrekkings bereik. Hierdie benadering – gepaardgaande met die feit dat die stelvraag (byvoorbeeld: “Voel jy ook so?” of “Wat is jou mening?”) in die betrokke opdrag dikwels onbeantwoord gebly het – het 'n negatiewe impak op die inhoudspunt gehad. 'n Beduidende aantal kandidate het nie hul opstel vooraf beplan en dit skematies uiteen gesit nie. Die gevolg was 'n ongestruktureerde opstel waarin dieselfde gedagtes en beskouings dikwels herhaal is. Hierdie tendens was veral ten opsigte van Opdragte 1, 2 en 4 te bespeur. Ten slotte moet die kandidate wat op indrukwekkende wyse daarin geslaag het om gepaste idiomatiese uitdrukkings en spreekwoorde by hul betoog te betrek, gelukkigewens word; uiteraard is dié kreatiwiteit met 'n beter taalpunt beloon.

Kommentaar op spesifieke vrae

Opdrag 1

“Tieners lewe in 'n wêreld wat hul ouers nie verstaan nie.” Voel jy ook so?

Soos reeds genoem: Hierdie was die mees gewilde keuse. In die algemeen het die kandidate die opdrag goed verstaan en is die stelvraag (“Voel jy ook so?”) wel beantwoord. 'n Aantal kandidate het egter sonder die nodige beplanning en gepaardgaande besinning begin skryf. Veralgemenings soos dat ouers nie in staat is om die nuwe tegnologie te bemeester en deel van hul leefwêreld te maak nie, het vry algemeen voorgekom. Boonop was hierdie beskouing die hoofargument in die meeste opstelle wat die vervreemdingsaspek tussen ouer en kind beklemtoon het. Uiteraard sou kandidate wat gewys het op 'n veranderde leefstyl, meerdere druk om te presteer, vroeë spesialisasie en gevare verbonde aan sosiale media beter presteer het ten opsigte van die inhoudspunt. Nie al die kandidate het egter met die stelling saamgestem nie en in die meeste gevalle het hulle gedui op die belang van gesonde kommunikasie ten

einde die gaping tussen die onderskeie leefwêreld van ouer en kind te oorbrug. In hierdie gevalle was dit veral die kandidate se persoonlike ervarings wat ter staving aangebied is; iets wat uiteraard 'n interessante en gevarieerde aanbod tot gevolg gehad het. Van die swakste punte wat vir hierdie komponent toegeken was, was ten opsigte van kandidate wat hierdie opdrag uitgevoer het; in bykans al die gevalle was dit egter weens onvoldoende taalvermoë waar ongrammatikale sinskonstruksies, gebrek aan woordeskat (met gepaardgaande gebruik van Engelse woorde) en lukrake gedagtegang en nié omrede die kandidaat die opdrag verkeerd verstaan of geïnterpreteer het nie.

Opdrag 2

“In die stad is daar meer geleenthede as op die platteland, maar ook meer versoekings vir die jeug.” Wat is jou mening?

Hierdie opdrag bevat twee komponente waarvoor 'n mening geformuleer moet word, naamlik “geleenthede” en “versoekings”. 'n Aantal kandidate het net op die meerdere geleenthede wat die stad bo die platteland bied gefokus en nagelaat om ook die kwessie van meerdere versoekings te betrek. Ook was daar kandidate wat die plattelandse leefwyse met die stedelike vergelyk het sonder om 'n mening ten opsigte van die stelvraag te formuleer. Kandidate wat beter presteer het in die beantwoording van hierdie opdrag het buiten die meer voor die hand liggende voordele soos werksgeleenthede en skoolopleiding wat die stad bied, ook gedui op sportgeleenthede en –fasiliteite, infrastruktuur ten opsigte van gesondheidsorg, asook algemene diensverskaffing, ontspanning en vermaak.

Opdrag 3

“Filosofie en geloof gaan nie saam nie.” Stem jy saam?

Nie baie kandidate het hierdie opdrag gekies nie, maar diegene wat wel hieroor geskryf het, se opstelle was meestal van bogemiddelde standaard. Die opdrag bestaan uit 'n bepaalde stelling waarvoor 'n mening geformuleer moet word en dit het die kandidate in staat gestel om hul opstel te struktureer ten opsigte van die twee konsepte “filosofie” en “geloof” deur te let op sowel die ooreenkomste as onderlinge verskille. Ongelukkig het nie al die kandidate oor die nodige insig en gepaardgaande kennis beskik om hul argumente oortuigend te formuleer nie. Ten opsigte van taalvermoë het die kandidate wat ten gunste van hierdie opdrag besluit het, gemaklik bo die gemiddelde punt presteer.

Opdrag 4

“Toerisme vernietig ons land.” Bespreek.

Soos reeds genoem was hierdie opdrag naas Opdragte 1 en 2 die mees gewilde. Kandidate het die stelvraag besonder goed hanteer en daar is meestal besin oor sowel die positiewe as negatiewe aspekte van toerisme. Ongelukkig was daar wel kandidate wat slegs oor die belangrikheid van toerisme ten opsigte van die ekonomie geskryf het en nagelaat het om op die impak daarvan op die ekologie en plaaslike gemeenskappe te besin. Van die meer interessante opstelle het daarop gedui dat dit nie toerisme as sodanig is wat die land “vernietig” nie, maar die swak bestuur daarvan.

Opdrag 5

“Die meeste Afrikaanse tradisies is outyds.” Is hierdie mening regverdig?

Nie baie kandidate het kans gesien vir hierdie opdrag nie, maar bykans almal wat ten gunste hiervan besluit het, het uitstekende punte behaal; veral weens 'n beter taalvermoë. Interessant genoeg het die meerderheid ten gunste van die behoud van Afrikaanse tradisies geargumenteer en dit hoegenaamd nie as “outyds” beskou nie, maar as kulture erfenis wat behou moes word. Telkens is die aanbod met persoonlike anekdotes versterk; iets wat tot besonder vermaaklike opstelle aanleiding gegee het.