

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 required to find synonyms within a specific portion of the text to match the given word in the question. In **Question 2** candidates were required to rewrite sentences to show their ability to manipulate syntax correctly.

The comparative and contrastive questions allowed for fairly good answers. Some of the weaker candidates struggled with some of the vocabulary used in the questions.

Examiners found a reasonable spread of marks across **Questions 1** and **2**. Weaker marks for **Question 2** were usually a result of candidates not following the meaning of the language used in the sentences or of not being able to adapt the sentences to the required structures.

Unfortunately, for **Questions 3, 4** and **5**, many candidates still copied large parts of the texts in their answers with no attempt to tailor the language to the questions, which in a few instances resulted in answers which made little sense. Candidates should be reminded that they may only quote directly from the texts when it is specifically required to do so and that quotation marks must be used. Candidates consistently achieve better marks when they attempt to answer the questions in their own words. Using their own words reveals the candidate's ability to manipulate the target language.

In **Questions 5 (a)** and **5 (b)** candidates who used their own words scored reasonable marks. In **5 (b)** many candidates expressed their opinions very sincerely.

Examiners would suggest that extra attention be given to:

- Correct sentence construction and the use of punctuation in the manipulation of certain basic structures.
- Developing the skill of answering in one's own words to maximise the chances of being awarded good marks for content as well as for language.

Candidates who use their own words provide the Examiners with the opportunity to assess their ability in the language in a positive light.

Comments on specific questions

Question 1

- (a) Many candidates found the correct word.
- (b) Quite a few struggled to find the word '*tensy*'.
- (c) Generally candidates saw the relationship between '*kritieke*' and '*belangrike*'.

- (d) Many attempted to answer with a phrase rather than one word.
- (e) Many answered this correctly.

Question 2

Some candidates struggled with the more complex sentence structures in this section.

Centres are reminded that candidates need to keep the sense of the original sentence while making the required changes.

- (a) Many candidates understood that the passive (*lydende*) voice was required but some did not complete the initial phrase before making changes.
- (b) The changed word order was reasonably well done, but candidates should provide the required punctuation.
- (c) The meaning of the original sentence was not understood by some candidates while others were confused by the use of the word *dat*.
- (d) This answer was done reasonably well, however, a few candidates forgot to omit the direct speech punctuation.
- (e) Most candidates understood what was required in this question.

Question 3

Many candidates did not understand the implied age being referred to in the word *bulletjierugby* but coped reasonably well with the questions. Most problems occurred from quoting directly from the text indiscriminately.

- (a) This question was answered relatively well as the candidates took the cue from the words '*te vroeë blootstelling*'.
- (b) This answer was handled satisfactorily as candidates were guided by the paragraph reference.
- (c) Although generally well answered, many candidates did not mention Swanepoel and Wilders by name in showing the contrastive opinions.
- (d) This question was answered reasonably well despite a few candidates being confused by '*onding*'. Candidates should try to use their own words rather than merely quoting from the text to support a 'yes/no' question.

Question 4

The text for this question appeared to suit the interest and knowledge of the candidates quite well. Once again, centres should remind candidates that they must use their own words and phrases in their answers so that Examiners can assess their level of reading comprehension through their ability in the target language as this is in essence the purpose of the component being examined.

- (a) The question was fairly well answered. The one problem was that many did not always provide the opinions of both Hess and Botha.
- (b) Many candidates answered this question well.
- (c) The candidates generally understood what the question required. The main problem was that many tended to quote directly from the text without adaptation. Some answers ended abruptly.
- (d) The candidates who recognised the idiom explained its relevance well.

Question 5

Candidates appear well prepared in looking for differences and similarities in the texts. Those who used their own words achieved reasonably good results. There were still many who copied large sections of the texts which did not display their own writing ability. There were very few candidates who did not attempt to answer **5(a)** and/or **5(b)**.

- (a) There were various possible answers, but the Examiners were mainly concerned with candidates showing an awareness of the opinions or attitudes expressed in the texts relevant to the world of sport, in particular that of rugby.

A few candidates still misinterpreted the question and only looked at the 'structure' of the texts rather than the similarities or differences in the content relevant to the influence of sport on the youth.

- (b) Candidates generally handled this question well. While candidates provided support for their opinions quite readily many missed the emphasis of the words '*te groot*' in the requirements.

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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 uiteraard 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 stelwerkvraestel. Nie net het die kandidate 'n relatief goeie begrip vir die gekose opdrag getoon nie, maar in die beter opstelle was daar ook 'n duidelike inleiding met 'n toepaslike gevolgtrekking in die slotparagrafe te bespeur. 'n Beduidende aantal kandidate het egter nie hul opstel vooraf beplan en dit skematies uiteengesit nie. Die gevolg was 'n ongestruktureerde opstel waarin dieselfde gedagtes en beskouings deurentyd herhaal is. Hierdie tendens was veral ten opsigte van Opdragte 1, 3 en 5 te bespeur. Ten slotte moet die kandidate wat op indrukwekkende wyse daarin geslaag het om bepaalde idiomatiese uitdrukkings en spreekwoorde by hul betoog te betrek, gelukkig gewens word; uiteraard is dié kreatiwiteit met 'n beter taalvaardigheidspunt beloon.

Kommentaar op spesifieke vrae

Opdrag 1

'Familie kom eerste, vriende tweede. Bloed is dikker as water.' Wat is jou mening?

Hierdie was die mees gewilde keuse. In die algemeen het die kandidate die opdrag goed verstaan en is die vraagstelling ("Wat is jou mening?") wel beantwoord. Ongelukkig was daar 'n aantal kandidate wat sonder die nodige beplanning en gepaardgaande besinning begin skryf het. Veralgemeenings het vry algemeen voorgekom. Baie kandidate het gewys op die belang wat sowel familie as vriende in die adolescent se lewe het. Enkele kandidate het ook daarop gewys dat nie alle families 'n veilige ruimte aan die adolescent bied nie en dat vriende in daardie opsig van kardinale belang is. In hierdie gevalle was dit veral die kandidate se persoonlike ervarings wat ter staving aangebied is, wat uiteraard 'n interessante en gevarieerde aanbod tot gevolg gehad het. Daar was kandidate wat nie vertrou is met die spreekwoord 'Bloed is dikker as water' nie en daarom nie heeltemal gesnap dat dit hier primêr oor verdeelde lojaliteit tussen familie en vriende gaan nie. Van die swakste punte wat vir hierdie opdrag toegeken was, was meestal weens onvoldoende taalvermoë waar ongrammatikale sinskonstruksies, gebrek aan woordeskat (met gepaardgaande gebruik van Engelse woorde) en lukrake gedagtegang geld en nié omrede die kandidaat die opdrag verkeerd verstaan of geïnterpreteer het nie.

Opdrag 2

'Sonder strenger regters en strenger vonnisse vir oortreders sal ons samelewing ineenstort.' Dink jy hierdie opinie is geregverdig?

Nie baie kandidate het ten gunste van hierdie onderwerp gekies nie; nogtans het hierdie opdrag goeie opstelle tot gevolg gehad. Kandidate wat beter presteer het in die beantwoording van hierdie opdrag het buiten die voor die hand liggende kommentaar ten opsigte van kriminaliteit ook gedui op die belang van regspraak binne die sosiale orde.

Opdrag 3

'Dit is belangrik om hard te werk, maar tog ook die lewe te geniet.' Is beide egter moontlik in hierdie moeilike finansiële tye? Wat is jou siening?

Die meeste kandidate wat hieroor geskryf het hom/haar in die volwasse beroepswêreld geplaas en daarom die opdrag vanuit 'n volwassene se perspektief benader. Veralgemenings en herhalings van dieselfde gedagte was vry algemeen, selfs na 'n sterk standpuntinname in die eerste paragrawe. Kandidate wat vanuit eie ervaring geskryf het, het meestal 'n beter punt behaal. Die bepaling van 'moeilike finansiële tye' is voorts grotendeels geïgnoreer en het die opstel gevolglik meestal oor werksdruk en vryetydsbesteding gehandel. Ten opsigte van taalvermoë het die kandidate wat ten gunste van hierdie opdrag besluit het, oor die algemeen bo die gemiddelde punt presteer.

Opdrag 4

'Die regering het die reg om militêre diensplig van sy skoolverlaters te eis.' Stem jy saam met hierdie stelling?

Kandidate het die vraagstelling heel goed hanteer en daar is meestal besin oor sowel die positiewe as negatiewe aspekte van diensplig. Ongelukkig was daar wel kandidate wat ná 'n aanvanklike sterk standpuntinname hul argument nie verder oortuigend kon ontwikkel nie en gevolglik het dit 'n negatiewe impak op die inhoudpunt gehad.

Opdrag 5

'Dit is tyd dat ons ophou om ons aarde van besoedeling te probeer red, want dit is veels te laat om 'n verskil te maak! Die jonger geslag moet eerder die ruimte in gestuur word om ander, skoner planete te gaan koloniseer.' Bespreek.

Hierdie opdrag het helaas soms tot beduidende mistastings gelei aangesien baie kandidate bloot oor besoedeling en die gevare daaraan verbonde geskryf het terwyl die vraagstelling vereis dat daar besin moet word of dit *te laat* is om iets aangaande die ekologiese krisis te doen, al dan nie. Die indruk in dié gevalle was dat die betrokke opstel 'n voorbereide stuk oor klimaatsverandering en/of besoedeling is wat neergeskryf word. Nogtans is van die beste opstelle oor hierdie betrokke onderwerp gelewer. Dit was veral interessant om te besef watter enorme impak 'n jong omgewingsaktivis soos Greta Thunberg op die denke van tieners het. Ook was die taalvermoë van die kandidate wat hierdie opdrag gekies het in die algemeen beter as wat dit die geval was van die meer gewilde opdrag oor menslike verhoudings.