

# AFRIKAANS LANGUAGE

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Paper 8679/01  
Speaking

## Key message

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

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

## General comments

Most candidates were well prepared for the speaking test. The Examiners put the candidates at ease and prompted them with appropriate questions, often leading to spontaneous responses and interesting conversations.

The majority of candidates asked their Examiner questions, and many remembered to do so without being prompted. Examiners are, however, reminded that they must encourage the candidates to contribute as much as possible to the conversation. If a candidate forgets to seek information and opinions, Examiners must prompt them at the end of the Topic Conversation by asking, for example, “*Do you have any questions to ask of me?*” The same prompt should be used at the end of the General Conversation if the candidate again fails to ask questions or seek opinions. Candidates will not be penalized for being prompted in an appropriate way.

All Examiners made a clear distinction between the ‘Presentation’, ‘Topic Conversation’ and ‘General Conversation’ parts of the Test.

Recordings were generally of a good standard. All recordings were clearly labeled and CDs were packed in covers and padded envelopes to protect them in the post.

Generally, the marking was carried out to a satisfactory standard, all mark sheets were included and the structure and timing of the tests followed the format specified in the syllabus.

## Comments on specific parts of the Speaking test

### **Section 1: Topic Presentation**

Candidates generally followed the requirements set out in the syllabus. They gave well-organized, lively presentations on their chosen topics and included many relevant factual points.

### **Section 2: Topic Conversation**

The Examiners are commended for the variety of topical questions they asked their candidates which often resulted in good responses and free-flowing conversations. Hesitations, mainly due to limitations in the range of vocabulary, occasionally impaired the flow of the conversation. On the whole, however, candidates tried their hardest to elaborate on and express their point of view in relation to their chosen topics. Nearly all candidates made specific reference to the contemporary society or cultural heritage of the countries where Afrikaans is spoken and showed they had a good 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.

Most candidates were confident and gave relevant answers to questions without much hesitation. The Examiners generally prompted the candidates where needed.

# 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
- convey the required information in straightforward, unambiguous language
- carefully proofread their responses.

## General comments

In **Question 1** candidates were asked to find synonyms within a specified portion of the text to match the word given in the question, with some candidates achieving full marks. In **Question 2** candidates were required to rewrite a given sentence to show their ability to manipulate syntax accurately. While weaker candidates tended to struggle to form grammatically correct sentences, mid-range and stronger candidates did better.

In the two comprehension questions (**Questions 3 and 4**) candidates generally performed equally well. There were a number of very good marks for both questions with some candidates making good use of the high-value questions to boost their scores, while some of the weaker candidates struggled with questions testing an implicit understanding of the texts. In some cases candidates did not supply the supporting evidence required by some questions.

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

As in previous years it was found that for **Questions 3, 4 and 5**, a number of candidates often copied large parts of the texts as their answers. Candidates should be reminded that they may only quote directly from the texts when they are specifically instructed to do so in a particular question. Time is wasted in copying entire paragraphs or in copying out random bits of the texts which bear no relevance to the question apart from one word which may have been recognised. Candidates consistently achieve better marks when they attempt to answer questions in their own words.

Overall, Examiners found a good spread of marks across **Sections 1 and 2** of the examination paper. Weaker scores for **Section 2** were usually a result of candidates not addressing the topic of *gesondheid* in **Question 5 (a)**, or in copying large sections of the comprehension texts, and in **5(b)** not understanding "*ongesond*".

Examiners would suggest that extra attention be given to:

- correct sentence construction and application of grammar, as 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 so that it is clear that the candidate is aware of 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 for language. Answering in one's own words provides Examiners with the ability to consider the candidate's interpretations of the text and questions in a positive light.

## Comments on specific questions

### Section A

#### Question 1

It was pleasing to note that almost all of the candidates carried out the instructions of the questions correctly.

- (a) Generally the question was well done although *meneer* did appear as an occasional answer.
- (b) Many candidates answered this correctly although *gespot* occurred a few times.
- (c) This question was generally well answered.
- (d) This question was generally well done.
- (e) Many candidates answered this question correctly with a few answers appearing as *toeneem*.

#### Question 2

Some candidates struggled with a few of the more complex sentence structures. Generally it was noted that the candidates understood the objective of the question and were well prepared. Centres are reminded that candidates need not provide synonyms in this question unless the syntax of the new sentence requires it.

- (a) Generally the candidates answered this question well, recognising the simple rearranged word order.
- (b) This question was generally well answered with many candidates recognising that certain words had to be omitted.
- (c) This question posed difficulties for weaker candidates, even for some average ability candidates who did not recognise the need to adapt the word *toename* into its split verb form *toeneem*.
- (d) Many candidates answered this question correctly, however, a number created odd word order constructions by breaking up the phrase *lank en breedvoerig* incorrectly.
- (e) This question was answered well by both stronger and weaker candidates.

#### Question 3

Overall the scores for this question were better than in previous years. Some candidates still did not venture to write in their own words.

With the new format of answering on allocated lined spaces it is recommended that the candidates NOT insert answers in margins or across the typed questions below each space. There is ample space provided below the final subsection of the question or on the blank pages provided at the end of the answer booklet for corrected answers or the completion of answers. Candidates merely need to indicate where to find the answers.

- (a) Many candidates identified that sport impacted on an individual's daily life.
- (b) A number of candidates gave the solutions instead of the underlying problems required in this question.
- (c) Some candidates tried to describe the literal meaning of this idiomatic phrase. Many candidates did not achieve the full mark allocation as they did not relate the answer to the text (by mentioning *oefening*).
- (d) Many candidates identified the tradition upheld in many schools and how it could create negativity.

- (e) A number of candidates did not understand that the question was not directed towards young people themselves but to provide advice to other interested parties on how to encourage young people to become active.
- (f) A number of candidates correctly saw the full potential of the question that *hart* relates to the passion for sport as well as to the well-being of one's heart, thereby achieving full marks, while others only mentioned the passion/enthusiasm aspect.

#### Question 4

Overall the scores for this question were better than in previous years, as with **Question 3**. Some candidates still did not venture to write in their own words.

With the new format of answering on allocated lined spaces it is recommended that the candidates NOT insert answers in margins or across the typed questions below each space. There is ample space provided below the final subsection of the question or the blank pages provided at the end of the answer booklet for corrected answers or the completion of answers. Candidates merely need to indicate where to find the answers.

- (a) A large number of candidates answered this question correctly.
- (b) Many candidates did not understand that the writer's attitude towards the politician was required or the fact that the blame given was exaggerated. This question required a more implicit knowledge than superficial content.
- (c) Most candidates understood that the writer's reaction to an accusation was required, while those who lifted large sections often ended up making no sense in their answers.
- (d) Many candidates managed to achieve the three marks available if they used their own words.
- (e) Many candidates coped well with this question if they used their own words.
- (f) Many candidates understood the question required specifics of what can or cannot be controlled by the individual and if they used their own words they scored well. Others who only lifted sections did not reveal this understanding.

#### Question 5

Candidates who answered the questions appropriately usually scored reasonably well. There were still a number of candidates who copied large amounts of material from the texts and therefore achieved low language marks.

There were only a handful of candidates who did not attempt to 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 the planning. If they plan on the question page they may write the answer on one of the blank pages as long as they indicate where the answer may be found.

- (a) A variety of answers was possible, and Examiners were mainly concerned with candidates showing an ability to draw valid differences between the two texts based on the topic of *gesondheid*.

A large number of candidates summarised the differences very well.

A few candidates looked at the similarities between the two texts.

There were a number of candidates who only spoke about one text and merely said "*die ander skryf niks daaroor nie*" which indicated that they had not understood the differences or viewed both texts adequately.

Candidates who tried to write on each text separately (without adequate planning), ran into problems as the differences were often not revealed.

A suggestion would be for the candidates to find four or five words dealing with the different/contrasting aspects around the theme and then expand them into a paragraph.

- (b) Overall the candidates handled this question very well. A refreshing change was that in many cases a stance was stated which was followed by a personal opinion on the topic.

Some candidates clearly did not understand the meaning of the word *ongesond* and the answer that followed lacked relevance.

A few candidates tried, unsuccessfully, to draw a comparison between Namibia and South Africa but revealed they had no knowledge on which to base their statements.

# AFRIKAANS LANGUAGE

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

The topic questions gave the candidates an opportunity to show good writing skills. Most candidates answered either **Question 1** or **3**, while **Question 4** and **5** were often chosen by the best candidates. Most candidates provided answers which were relevant to the topic and included a personal response to the question.

There were a number of well-structured and well-illustrated essays with an increased use of appropriate phrases and idioms this year. Teachers should be commended for encouraging candidates to use relevant idiomatic phrases in their essays. Examples were: *makliker gesê as gedaan, jy is nat agter die ore* and *jou verwagtinge is te hoog*.

Candidates should be reminded to proofread their essays as there were a number of errors that could easily have been corrected, for example “*nie almal is ongesond*” (without the second *nie*).

Some candidates submitted their answers in handwriting that was very difficult to read or too small. Candidates are reminded that they cannot be awarded marks for illegible material.

Most candidates demonstrated the ability to argue persuasively. Many also provided a conclusion which gave a summary of their main points.

It was pleasing to see that the majority of candidates also wrote essays of an appropriate length in which they managed to develop their ideas fully and sustained the interest of the reader.

## Comments on specific questions

*Patrone van die daaglikse lewe*

- 1 “*Tieners sukkel nie omdat hulle te veel moet doen nie, maar omdat hulle te min slaap en te veel jol.*”  
*Dink jy hierdie mening is regverdig?*

This topic appealed to many candidates. Most were able to demonstrate that a day in the life of a teenager is filled with school-related activities and high expectations from parents, which does not leave candidates with enough time to enjoy themselves. Most candidates argued that their heavy work load was the reason why teenagers missed out on sleep. A few candidates agreed that teenagers are spoiled by their parents. Higher marks were obtained where candidates compared and contrasted different types of teenager, such as teenagers who were responsible and put their achievements first and those who felt they had to enjoy themselves before they were too old.

*Wet en orde*

- 2 *“Die private besit van wapens moet heeltemal verbied word.” Stem jy saam?*

There were a number of interesting essays on this topic. Most candidates managed to convey relevant facts and a range of contrasting opinions to support their arguments. Many wrote well-illustrated, structured essays comparing gun crime in America with the situation in South Africa. Strong candidates presented a balanced argument from different perspectives. For instance, they argued that farmers in South Africa were too isolated to rely solely on police protection and that a ban on weapons would only encourage illegal arms trading.

*Fiksheid en gesondheid*

- 3 *“n Gesonde liggaam huisves ’n gesonde gees.” Skryf ’n opstel hieroor.*

This topic appealed to many candidates who agreed with the statement and the best candidates gave several examples and relevant quotes from writers and academics to support their opinions.

Higher scores could have been obtained if candidates had checked their essays carefully, particularly the last paragraphs, although there were fewer incidences of words being omitted from sentences this year. Candidates do, however, need to improve their command of word order and use of prepositions if they are to achieve higher marks.

*Werk en werkloosheid.*

- 4 *“Weerstand teen verandering is die grootste oorsaak van probleme in die arbeidsmark in Suid-Afrika en Namibië.” Wat is jou mening oor hierdie stelling?*

Only a few candidates chose this topic. The best candidates provided thoroughly engaging responses, using a wide range of advanced relevant vocabulary. Most candidates proposed that a lack of education and shortage of access to suitable qualifications were the main causes for unemployment in both countries.

*Wetenskaplike en mediese vooruitgang*

- 5 *“Ruimtevaart is ’n totale vermorsing van geld. In plaas van om geld aan reise na ander planete te bestee, kan ons hierdie geld beter gebruik vir die bestryding van ernsige siektes soos kanker, malaria en ebola.” Stem jy hiermee saam?*

This question attracted a high number of excellent personal responses. Many candidates demonstrated a good insight into the topic and most expressed strong opinions. Ideas generally flowed logically from clear topic sentences and many candidates showed they possessed the relevant vocabulary to support their opinions. Some candidates, for example, suggested that we should invest money in space exploration in order to find other planets to live thereby alleviating the burden on planet Earth and that enough money is already being spent on medical research and preventing illnesses.