

AFRIKAANS LANGUAGE

Paper 8679/01
Speaking

There were too few candidates to inform the production of a meaningful report.

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(e)** were answered less well compared to other sub-questions.

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

Candidates who followed instructions scored well on **Question 5(a)** with a number achieving high marks. Many candidates who answered **5(b)** did very well as they referred to their own areas within the southern African context while giving an opinion.

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 significantly 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 marks for **Section 2** were usually a result of candidates not addressing the sense or meaning of the language used in the texts.

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 to show clearly that the candidates are aware of what is expected of them.
- Developing the skill of answering questions in one's own words 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 opportunity to consider the candidate's interpretations 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 *nogtans* or *vergete* appeared often.
- (b) This question was answered correctly. Some used *geëmigreer* from the wrong paragraph.
- (c) This question was well answered.
- (d) This question was well done although some used *verduidelik*.
- (e) Many candidates answered this question correctly, with a very few offering *aangeleer* which did not suit the context of use.

Question 2

It was noted that the candidates understood the objective of the question and were well prepared. Centres are reminded that candidates need to keep the sense of the original while changing the word order as required.

- (a) Many candidates used the correct word order following *dat*. Problems sometimes occurred in changing the tense.
- (b) Some candidates did not recognise that the punctuation mark provided in the initial words controlled the subsequent word order and meaning.
- (c) This question was answered very well by most candidates who recognised the infinitive word order required.
- (d) Most candidates answered this question correctly. However, candidates should attempt to keep the same tense here.
- (e) This question, using the passive voice, was found challenging by some candidates.

Question 3

Candidates generally performed well in this question.

In some cases, 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 when candidates indicated where to find the answers by giving a page number next to an asterisk in the margin next to the question that they had crossed out.

- (a) This question was answered well, especially when candidates used their own words.
- (b) Many candidates recognised the idiom and gave the explanation within the context.
- (c) Many candidates correctly identified the reference to the use of *Engels*.
- (d) Many candidates identified both similarities and differences in discussing the two families' attitudes to Afrikaans.

Section 2

Question 4

This question required the candidates to use their own Afrikaans ability to interpret ideas expressed by various experts. Candidates should always provide reasons for their answers from within the text rather than from their own ideas or experience.

- (a) Many candidates answered this question fairly well. Some struggled to provide three supporting reasons in their own words and resorted to lifting instead of tailoring their answer to the specifics of the question.
- (b) This question needed a bit of reasoning about the need for schools to support Afrikaans, but based on the overall text and not from candidates' own opinions.
- (c) Many candidates handled this question very well providing methods to further the use of Afrikaans.
- (d) This question was a bit more demanding and some candidates found it difficult to express certain ideas and concepts in their own words e.g. "*moet Afrikaans in al sy funksies gebruik*" and "*wedersydse respek*".

Question 5

Candidates who answered the questions appropriately within context and in their own words, usually achieved good results. However, there were still many candidates who copied large amounts of material from the texts, which negatively affected their marks for content and language. Only a very few candidates did not answer **5(a)** and/or **5(b)**.

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

- (a) A variety of answers was possible, but the Examiners were mainly concerned with candidates showing knowledge of the differences and similarities between the opinions or attitudes expressed in the two texts concerning the present and future of Afrikaans.

A few candidates misinterpreted the question and only looked at the structural properties of the two texts, e.g. the number of paragraphs or language structures used, which did not relate to the question.

- (b) Overall the candidates handled this question very well. A refreshing change was that in many cases a stance was stated, followed by an opinion on the topic related to the candidate's personal experience.

Centres are encouraged to point out to candidates that the question applies to countries where the target language is widely spoken, i.e. Namibia and South Africa in the case of Afrikaans.

AFRIKAANS LANGUAGE

Paper 8679/03
Essay

Key messages

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 attempted **Questions 1, 2, and 3**. Fewer candidates chose to answer **Questions 4 or 5**, and of those who did the majority demonstrated a strong aptitude for language usage and structure. However, even some of the weaker answers attempted to **Questions 4 and 5** were able to produce a reasonably coherent argument.

Overall, candidates appeared well-prepared in terms of the wider topic areas and were able to apply good essay writing practice consistently to their answers, in particular with regards to introductions and conclusions. Some candidates strove to incorporate interesting and idiomatic language into their writing; their effort was generally rewarded, as long as the idioms they used were appropriate to their context.

Comments on specific questions

Question 1

Candidates generally understood the question and answered relevantly. Content marks ranged widely however. Weaker candidates often focused exclusively on parents' roles, resulting in shorter and less engaging essays, whilst stronger candidates were able to highlight the complex challenges facing those responsible for healthy eating in children. Parents, but also schools, the children themselves, the media, celebrities, and lifestyles – all of these elements play an important role, and the strongest essays showed an awareness of this. Weaker scripts tended to provide long lists of foods judged to be good or bad, and were more likely to include irrelevant statistics that did not engage with the debate. A few candidates adapted prepared essays on the broad topic heading, often focusing on different types of diet and their health benefits, without really addressing the question at hand. There was a high incidence of repetition in weaker and even some stronger essays.

Question 2

Most candidates understood the question very well and were often able to reflect on both schooling systems through personal experience. They often held strong views one way or another, or were able to coherently weigh up the positives and negatives of both systems. This benefitted both stronger and weaker candidates in both language and content categories.

Question 3

Candidates generally understood the question, although there were some who did not grasp the concept of *uit die kwaad hou*. This impacted on the overall range of marks in weaker answers. Both stronger and weaker candidates struggled with repetition and deviation from the question.

Question 4

Most candidates understood the question and applied relevant knowledge effectively in their essays. Most candidates attempting this question held strong views and were able to engage easily with a wide range of related ideas, often resulting in well-argued and interesting answers reflecting on the current state of education, welfare, and social mobility in both South Africa and other countries. This was generally seen in the work of both weaker and stronger candidates.

Question 5

The candidates who attempted this question generally appeared well prepared for the wider topic in terms of facts and statistics, but less able to tie their knowledge into to the question at hand; this was particularly the case for weaker candidates. The question posed some problems for candidates who were not able to reconcile the two statements given, but the majority nevertheless achieved good essays. There was a handful of prepared essays submitted which did not engage with the question; centres are reminded to strongly discourage candidates from preparing any essays in advance.