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FIRST LANGUAGE AFRIKAANS

Paper 0512/01

Reading and Directed Writing

General comments

It is very important for candidates to leave lines between the questions in **Afdeling 1**. Normally, the answers to the last two questions (**Afdeling 2**) are written pieces, for example, letters and/or speeches, and should be on a separate page.

Paragraphing and very long sentences are still a problem for some candidates. Some write an entire page with only one paragraph or a sentence that consists of half a page. Shorter sentences would help to cut out unnecessary mistakes.

A few candidates rely on *mooiskrywery* by putting in idiomatic expressions, quotes and so on to enhance their work. This can only be effective if these fit in with the topic, but sometimes candidates force them into their written work, which, instead of enhancing their written communication defeats the purpose.

Abbreviations like *ens.* and *a.g.v.* should not be used. Candidates should be reminded not to use abbreviations, but to write words in full.

The following are a few areas of grammar that need special attention:

- One problem that stood out this year is that some candidates do not use double negation, which is likely to be due to the influence of English, where this is not used.
- The order of words (*woordorde*) needs to be addressed. Candidates must be taught that verbs in past and future tenses should usually be placed at the end of a sentence, for example *Hulle het die bal gegooi*.
- *Dubbele oortreffing of vergroting* should be avoided, e.g. *mees belangrikste* and *meer gelukkiger*.
- The wrong use of the *betreklke voornaamwoorde*, e.g. where some candidates repeatedly write *oor dit*, *vir dit* instead of *waaroor* and *waarvoor*.
- Candidates tend to write: 'n Paar dae terug het, where the appropriate word would be *gelede*.

Comments on specific questions

Questions 1 – 6

Most candidates did not have problems with these questions, although the question on the idiomatic expression *op sy baadjie takseer* was answered poorly. It would appear that further emphasis should be put on the teaching of idioms and idiomatic expressions.

Question 7

This question was answered poorly and most candidates did not receive the two marks. Again, this question was centred on an idiomatic expression.

Question 8

Most candidates answered this question correctly.

Question 9

A number of candidates answered this question by listing all the things Bill Flynn has kept himself busy with over the years. However, the question asked what he was *currently* (tans) busy with.

Question 10

This question tested the candidates' summary skills. It specified that the answer should not exceed 50 words, which was ignored by a number of candidates. Some lifted part of the text as their answer and/or repeated the question in their answer, thus using up words unnecessarily. Answers should be written in the candidates' own words. Future candidates will need more training in this field.

Question 11

A number of candidates interpreted this question incorrectly and quoted Bill Flynn's favourite words from *Death of a Salesman* in English.

Question 12

Most of the candidates wrote about how it happened that they lost their work and what happened that day. Others lifted whole paragraphs from the text as their answer. It seems that some candidates find it very difficult to express their thoughts and feelings into words - skills which may well improve if given more practice and thought.

Some candidates did not adhere to the usual letter conventions by omitting some sort of a salutation or conclusion. Also, candidates must learn to plan their piece before they start writing. It sometimes seems as if some candidates write and suddenly realise that they have used more than the number of words allowed, then stop abruptly. Some candidates exceed that number by far, thus risking losing marks on content unnecessarily.

Question 13

Most candidates started their speech correctly by addressing the audience, which is a marked improvement on previous sessions.

The emphasis in the speech should be on motivation and how people must deal with their feelings and circumstances. Some spent too much time on their own story so that they never got around to motivate the people. Others lifted part of the passage on setting up support groups, drawing up financial plans and so on, where it would have been better had they relied on their own words.

Candidates must be taught to use the information in the text effectively and write in their own words, incorporating their own ideas. Candidates who received good marks are those who used their own initiative and ideas. There were some very good answers as well as some very poor ones.

General linguistic mistakes

Idioms

Ek moet dit agter my sit instead of: *Ek moet daarvan vergeet.*

Ek moet die nuus aan my gesin breek instead of: *oordra*

Meeste mense instead of: *Die meeste mense*

My selfbeeld word meer instead of: *beter/verbeter*

Om die selfvertroue op te stoot instead of: *te verbeter*

'n Klomp goed opgegee instead of: *prys gee*

Gaan vir dit, which is a direct translation of "Go for it!"

Dit was op tyd instead of: *betyds*

Dit het my afgebreek.

Mening stel instead of: *lig*

Te werke gegaan

'n Klein kind instead of: *'n klein kindjie*

'n Mense instead of: *'n Mens*

Ek is afgedank van my werk af

Tou opgegee instead of: *opgegooi*

Afgedanktheid

Die dag van afdanking instead of: *Die dag toe ek afgedank is.*

Ek is afgedank van my werk.

Jy moet nie instead of: *moenie*

Die bal is in julle hande, cf. "the bal is in your court"

Ek gaan my besonderhede na werksgeleenthede stuur.

Prepositions

In ander woorde instead of: **met**

Ek is goed met my werk instead of: **in my werk**

Dit is vir 'n rede instead of: **oor**

Op die einde van die dag instead of: **aan**

In dieselfde omstandighede instead of: **onder**

Sukses **bereik** instead of: **behaal**

Hy is verstoot van sy vriende instead of: **deur**

In die anderkant instead of: **aan**

Weens sekere omstandighede instead of: **as gevolg van**

Terwille van jaloesie instead of: **as gevolg van**

Op die einde instead of: **aan**

Spelling

will instead of: *wil*

die selfde instead of: *dieselfde*

lei aan *depresie* instead of: **ly** aan *depressie*

better instead of: *beter*

finansieele instead of: *finansiële*

aanhoudelik instead of: *aanhoudend*

sumier instead of: *summier*

maatskapei/maatskapye instead of: *maatskappye*

gevoelings instead of: *gevoelens*

alleenigste

38-jarige man

Paper 0512/02

Reading and Directed Writing

General comments

Paragraphing and very long sentences are still a problem for some candidates. Some write an entire page with only one paragraph or a sentence that consists of half a page. Shorter sentences would help to cut out unnecessary mistakes.

A few candidates rely on *mooiskrywery* by putting in idiomatic expressions, quotes and so on to enhance their work. This can only be effective if these fit in with the topic, but sometimes candidates force them into their written work, which, instead of enhancing their written communication defeats the purpose.

Abbreviations like *ens.* and *a.g.v.* should not be used. Candidates should be reminded not to use abbreviations, but to write words in full.

The following are a few areas of grammar that need special attention:

- One problem that stood out this year is that some candidates do not use double negation, which is likely to be due to the influence of English, where this is not used.
- The order of words (*woordorde*) needs to be addressed. Candidates must be taught that verbs in past and future tenses should usually be placed at the end of a sentence, for example *Hulle het die bal gegooi*.
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- Candidates tend to write: *'n Paar dae terug het*, where the appropriate word would be *gelede*.

Comments on specific questions

Question 1

- (a) Candidates did much better than in previous sessions. It would seem that candidates have had more exposure to this kind of task in their preparation than before. There are, however, still a few candidates who do not know how to answer this question.

Candidates must look for comparable aspects from both texts. They must mention the similarities or differences by explaining how each text makes mention of these. Each comparison must be mentioned in a separate paragraph. It is not allowed for candidates to use two columns listing comparisons to present their answer.

Candidates need to be reminded that marks are also allocated for language and style, so that it is important they write their answers in well-constructed sentences. Candidates must also adhere to the stipulated number of words (200–250), and must also write the total number of words they have used in brackets at the end.

- (b) This question tests the candidates' ability to summarise. A number of candidates still find it extremely difficult to write their answer in their own words. By lifting from the text they miss out on several marks and use up too many unnecessary words from the text by simply quoting.

Question 2

Most of the candidates wrote about how it happened that they lost their work and what happened that day. Others lifted whole paragraphs from the text as their answer. It seems that some candidates find it very difficult to express their thoughts and feelings into words - skills which may well improve if given more practice and thought.

Some candidates did not adhere to the usual letter conventions by omitting some sort of a salutation or conclusion. Also, candidates must learn to plan their piece before they start writing. It sometimes seems as if some candidates write and suddenly realise that they have used more than the number of words allowed, then stop abruptly. Some candidates exceed that number by far, thus risking losing marks on content unnecessarily.

Question 3

Most candidates started their speech correctly by addressing the audience, which is a marked improvement on previous sessions.

The emphasis in the speech should be on motivation and how people must deal with their feelings and circumstances. Some spent too much time on their own story so that they never got around to motivate the people. Others lifted part of the passage on setting up support groups, drawing up financial plans and so on, where it would have been better had they relied on their own words.

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Die dag van afdanking instead of: *Die dag toe ek afdedank is.*
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Jy moet nie instead of: **moenie**
Die bal is in julle hande, cf. "the ball is in your court"
Ek gaan my besonderhede na werksgeleenthede stuur.

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gevoelings instead of: *gevoelens*
alleenigste
38-jarige man

<p>Paper 0512/03 Continuous Writing</p>

General comments

- The presentation of the essays was good and the work was of a high standard.
- Candidates must be reminded that they should indicate the topic number as well as the topic as a heading for their essay.
- It needs to be pointed out that candidates risk not gaining marks if they write beyond the stipulated length.
- It is essential that candidates write in paragraphs.
- Syllabification at the end of a written line needs urgent attention. A few incorrect examples on this years Papers include *verveli-g; geske-nk; skoolho-of; Af-rika*.
- Unfortunately, the influence of English becomes more and more apparent every year. Candidates are to be reminded never to use English words/phrases in an Afrikaans essay. Examples: *Zimbabwe was nog altyd* "the food basket of Africa"; "after party"; "working holiday", *adrenalien junkie*. Nowadays, candidates use the negative form in Afrikaans incorrectly as a result of the influence of English.

- It is important that Centres and candidates pay attention to correct sentence structure, punctuation and spelling. A few examples:

x *Dit was 'n wonderlike jaar gewees*
 ✓ *Dit was 'n wonderlike jaar*
 x *12 Uur die middag ...*
 ✓ *Twaalfuur die middag*
 x *Vir my 19e verjaarsdag*
 ✓ *Vir my negentiende verjaarsdag*
 x *Ek was kantoor toe geroep*
 ✓ *Ek is kantoor toe geroep*
 x *Dat dit 'n hoogtepunt was.*
 x *Dat dit 'n hoogtepunt was, weet ons almal*
 x *Ek don dit nie glo.*
 ✓ *Ek kon dit nie glo nie.*
 x *En toe breek die groot aand aan. En glo my, dit was wonderlik.*
 ✓ *Die groot aand het aangebreek en was dit wonderlik.*
 (Sentences should not start with *En*).
 x *Die ongeluk het plaasgevind ter wille van my agtelosigheid.*
 ✓ *Die ongeluk het plaasgevind as gevolg van my agtelosigheid.*
 ✓ (cf. *Pa werk hard ter wille van 'n goeie opvoeding vir ons kinders.*)

- Spelling**

x <i>matriekoelant</i>	✓ <i>matrikulant</i>
x <i>matric</i>	✓ <i>matriek</i>
x <i>prihorityd</i>	✓ <i>prioriteit</i>
x <i>akedemies</i>	✓ <i>akademies</i>
x <i>Suid Afrika</i>	✓ <i>Suid-Afrika</i>
x <i>Namibia</i>	✓ <i>Namibië</i>
x <i>senieers</i>	✓ <i>seniors</i>
x <i>aanbreuk</i>	✓ <i>aanbreek</i>

Comments on specific questions

Topic 1

In my ganse lewe was ek nog nooit so skaam nie!

This topic was found to be a very popular choice. Most candidates wrote excellent narrative essays. Marks ranged from adequate to good.

Topic 2

Die soet en die suur van my laaste jaar op skool.

This topic proved to be the most popular choice. Candidates understand the figurative use of the words *soet* en *suur* and wrote excellent descriptive essays. Many essays were excellent.

Topic 3

Sport bring die beste sowel as die swakste na vore in sportliefhebbende nasies.

This topic was not popular. A number of candidates did not understand the meaning of this statement and, as a result, essays varied from poor to adequate.

Topic 4

Lyk die toekoms van Afrika werklik so duister as wat almal voorgee?

Not a very popular choice. Most candidates wrote excellent, well-argued essays. Facts were supported with recent and realistic statistics so that candidates could add weight to their point of view. Marks varied from adequate to good.

Topic 5

My pa se grootste geskenk aan my.

This seemed to be a very popular choice. Candidates handled this topic very well and excellent essays were written.

Topic 6

Só word my droom toe verwesenlik ...

This topic was popular, but candidates did not always interpret the word *droom* correctly in this context. Essays tended to be either adequate or poor.

Topic 7

'n Gebrek aan onderwys en opleiding is die wortel van alle kwaad.

This was not a popular topic, and some of those candidates who did choose this topic were not always able to handle the argumentative type of essay the topic called for. As a result, many essays were poor.

Topic 8

Hoe sal jy sake in `n ons land verander sodat ons `n bloeiende ekonomie en gelukkige, tevrede inwoners het?

Not popular a popular topic at all. Marks varied from poor to adequate.

Topic 9

... en toe besef ek eers: ek moet tog nie `n leuen probeer vertel nie!

This was a popular topic and the narrative essays that this topic called for were handled well. Marks allocated varied from adequate to good.

Paper 0512/05

Speaking/Listening and Literature

General comments

The oral communication examination went well this year. Examiners and candidates were well prepared for this examination, and the candidates showed good communicative skills.

The sound quality of most recordings was good. Some recordings were not clear. It is suggested that the Examiners should test the quality of the acoustics and the equipment in advance of conducting the test.

The assessment was up to the required standard and the samples covered all levels of performance.

The administrative tasks were done accurately and neatly.

Comments on specific questions

Role play

The role play examination was conducted very well this year. The whole range of role play cards was used and some role play performances were exceptionally creative and delightful to hear.

Conversation on a literary topic

The drafts were neat and the conversations demonstrated a good level of oral competence. The conversations dealt with knowledge of the text and literary aspects. However, Examiners are reminded they are required to ask stimulating questions that give the candidates the opportunity to demonstrate that they have the ability to discuss the text on a more personal level.

Evaluation

Examiners performed to the required standard.

Conclusion

The tests were conducted well. The Examiners are to be commended for their dedication to the teaching of Afrikaans.