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AFRIKAANS AS A SECOND LANGUAGE

Paper 0548/01
Reading and Writing (Core)

General comments

There was an improvement in performance on last year.

Comments on specific questions

Afdeling 1

Vrae 1 – 4

- | | |
|---|-----|
| 1 in die diepste oseane | [1] |
| 2 pikkewyn, kiwi, volstruis (all three need to be mentioned to earn the mark) | [1] |
| 3 dit is lig | [1] |
| 4 Kuba | [1] |
| [Totaal: 4] | |

On the whole, candidates scored full marks for this exercise.

Vrae 5 – 8

- | | |
|--|-----|
| 5 Hy het nie van die gaste gehou nie. | [1] |
| Hy wou hê die gaste moet vroeër huis toe gaan. | [1] |
| 6 Sy ma moes dinge saam met hom doen. | [1] |
| 7 niks nie (“nie gate” nie) | [1] |
| 8 Nee | [1] |
| [Totaal: 5] | |

Most candidates answered these questions well, but some did not understand *Grappie A*.

Vrae 9 – 13

- | | |
|---|-----|
| 9 verhoogde bloeding tydens operasies | [1] |
| komplikasies ná operasies | [1] |
| 10 Bloed hou nie op vloei nie. | [1] |
| 11 “mense ag dit ook nie as ‘n medisinale middel nie” | [1] |
| 12 Voordeel: Dit verbeter die geheue. | [1] |
| Nadeel: Dit veroorsaak spontane bloeding/meng in met bloedstolling. | [1] |
| 13 twee weke | [1] |
| [Totaal: 7] | |

Although most candidates answered these questions satisfactorily, it was clear that some found the questions and text difficult and therefore resorted to copying parts from the text, hoping these would contain the right answers. At **Question 11**, only a few candidates gave the required part of the sentence and only a very few remembered to use quotation marks. At **Question 12**, a large number of candidates did not understand what the words *voordeel* and *nadeel* meant.

Afdeling 2

Vrae 14 – 16

14 Peru	[1]
15 mielies en maniok	[2]
16 hoogte bo seevlak; uiterste temperature	[2]
	[Totaal: 5]

Although quite a few candidates struggled with **Question 16** (and started to quote bits from the text to try and answer it), most handled the questions well.

Vraag 17

- Aborsies vernietig verhoudings.

Dit lei tot:

- woede
- selfverwyd
- 'n gevoel van verlies
- sielkundige probleme (1 mark in total, even if more than one type of psychological problem is mentioned)
- fisieke probleme (1 mark in total, even if more than one type of physical problem is mentioned)
- emosionele insekureit.

1 mark for any 6 facts + 2 marks for linguistic accuracy and style

[Totaal: 8]

A large number of candidates found this question difficult. Instead of listing potential consequences, most candidates tried to summarise the article. Many did not keep to the word limit of 70 words, which prevented them from scoring high marks.

Vraag 18

Naam en van: Vuyo Mbuli

Ouderdom: 33

Geslag: Manlik

Beroep: Omroeper

Huwelikstatus: Getroud

Voorkeure: umngushu (stampmielies en bone); boek (*Long Walk to Freedom*)

- 1 Onwaar
- 2 Onwaar
- 3 Waar
- 4 Onwaar
- 5 Waar

[Totaal: 6]

Most candidates answered this question well, although a large number did not know what *geslag* (as in *manlik geslag*) meant.

Afdeling 3

Vraag 19

1 mark each for:

- 'n Doeltreffende opskrif
- Wanneer: 20:00, 10 September 2003
- Waar: Skoolsaal
- Wie: Savannah-orkes
- Toegang: R5 – studente; R10 – volwassenes
- Bring geld saam: verversings, CD's en kassette

1 mark for any 6 facts + 2 marks for linguistic accuracy and style

3 marks for presentation, language and style

[Totaal: 9]

It was clear that most candidates did not know what was meant by '*n kennisgewing* (notice/announcement) or its format. Because most candidates rewrote the given information, few were able to an announcement that was truly satisfactory. In responding to questions such as these, it is recommended that candidates try to identify the objective of the piece of writing they have to produce first and then think about the best format in which to present the required information.

Vraag 20

Examiners were looking for the following points:

- Sistematiese uiteensetting en bespreking van konsert
- Wie, wat, waar
- Aard en doel van konsert
- Verloop van konsert
- Moet 'n geheel vorm

[Totaal: 12]

Most candidates responded to the topic satisfactorily and used the information in the rubric to write their report. Apart from errors in punctuation, spelling, syntax/word order and the negative, many candidates did not know how to write in paragraphs. Too many reports consisted of just one paragraph.

Paper 0548/02

Reading and Writing (Extended)

General comments

Most candidates appeared to have a fair command of Afrikaans as a second language. They understood most of the questions and responded appropriately. Nevertheless, many candidates still ran out of time and could not complete the Paper, which meant that some received low marks. Candidates will, therefore, need to be reminded of the need to manage their time wisely within the available two hours.

A good vocabulary is of the utmost importance. Frequent use of English words or badly translated words cannot be credited. Specifically, candidates seemed to have problems with the following aspects of the language:

- prepositions
- differentiating between male and female pronouns
- double negative
- word order/syntax
- flexion (for instance, *help/hulp*).

Comments on specific questions***Afdeling 2*****Vrae 22 and 23**

Candidates need to read these types of questions very carefully and focus on the specific task in hand, rather than summarise the entire passages on which they are based, thereby using too many words and not answering the question. The fact that candidates struggled with these questions is especially unfortunate, since these are relatively straightforward questions, which most candidates should have been able to cope with.

Afdeling 3**Vrae 24, 25 and 26**

The use of paragraphs is almost non-existent, while punctuation is generally poor. It would seem these important aspects of writing will need further attention in the classroom.

<p>Paper 0548/03 Listening (Core)</p>

General comments

There were a number of candidates who obtained good marks. However, it is rather worrying that the performance of a fairly large number of candidates was rather weak. It is obvious that such candidates have a very limited command of Afrikaans and have not been exposed enough to spoken Afrikaans.

Candidates were not penalised for spelling errors, provided the words were recognisable and showed that candidates had understood the text and the question.

Comments on specific questions***Afdeling 1*****Vrae 1 – 6**

- | | | |
|---|---|--------------------|
| 1 | 223267 | [1] |
| 2 | (a) 'n Mens sal uitvind hoe om seep te laat dryf. | [1] |
| | (b) 20 Namibiese dollar (N\$ 20,00) | [1] |
| 3 | Die meisies kan nie Engels praat nie. | [1] |
| 4 | donkerblou | [1] |
| 5 | 6/ses | [1] |
| 6 | Sy moet na twee kleuters omsien/op twee kleuters pas. | [1] |
| | | [Totaal: 7] |

Candidates had to listen very attentively to get the first question right, as two different telephone numbers were given. Many could not distinguish between the two numbers to get the correct answer.

Question 3 was misunderstood by a number of candidates, because they did not appear to know the meaning of the word *oppervlakkig* in the question.

The majority of candidates appeared not know the meaning of the expression *omsien na*, which was needed to answer **Question 6**.

Afdeling 2**Vraag 7 (a) – (f)**

- (a) rugby; akademie [2]
 (b) drama [1]
 (c) ouer mense [1]
 (d) familie wat 'n mens kies [1]
 (e) wat jy aanhet/die klere wat jy aanhet/jou klere [1]
 (f) opwindend [1]

[Totaal: 7]

The first two questions were answered satisfactorily, but the majority of candidates did not understand the text well enough to do well on **Question 7** as a whole.

Vrae 8 – 12

- 8 waar [1]
 9 onwaar [1]
 10 waar [1]
 11 onwaar [1]
 12 onwaar [1]

[Totaal: 5]

Because candidates only had to tick to show that a particular statement was true or false, candidates could obtain marks here, even if they did not completely understand the text on the tape. However, a fairly large number opted for the wrong answer and, consequently, did not benefit from the fact that they did not have to write words or sentences.

Afdeling 3**Vrae 13 – 17**

- 13 C [1]
 14 C [1]
 15 D [1]
 16 B [1]
 17 A [1]

[Totaal: 5]

Good listening skills were required to do well in this section. It was pleasing that a number of candidates had understood the text well.

Vrae 18 – 22

18 norsheid/onbeskoftheid/nukkerigheid/ongepoetsheid	[1]
19 Sterker as melkbees; meer indrukwekkend (any one)	[1]
20 Asië	[1]
21 Suider-Afrika; Midde-Afrika (any one)	[1]
22 Hy is sowat 1,5 m hoog/horings 75 cm lank/horings na agter gedraai/vel is rooi (any two)	[2]
	[Totaal: 6]

Many candidates did not possess the skills to write down words and phrases that they had heard from the tape. A number of candidates wrote 57 for *vyf-en-sewentig* and many could not spell simple words which are frequently used in Afrikaans, such as *hoog*, *blou* and *vel*. Very few could spell *Asië* (**Question 20**).

Paper 0548/04
Listening (Extended)

General comments

A considerable number of candidates possessed very good listening skills. Indeed, a few only lost one or two marks for the whole Paper. However, a fairly large number of candidates had an unsatisfactory command of Afrikaans which was apparent from their poor answers. These candidates need more exposure to spoken Afrikaans in order to improve their skills.

Although spelling errors were not penalised as long as the words were recognisable, it is worrying that the spelling of a large number of candidates is not up to standard.

Comments on specific questions***Afdeling 1*****Vrae 1 – 6**

1 223267	[1]
2 'n Mens sal uitvind hoe om seep te laat dryf.	[1]
3 Die meisies kan nie Engels praat nie.	[1]
4 donkerblou; dit het 'n afslaankap	[2]
5 8/agt	[1]
6 (a) 25 tot 30 jaar oud	[1]
(b) moet goeie verwysings hê.	[1]
	[Totaal: 8]

Candidates had to listen very attentively to get the first question right, as two different telephone numbers were given. A few could not decide and gave both numbers, for which they could not be credited.

A number of candidates did not understand **Question 6 (b)** and gave a phone number as their answer.

It was apparent that some candidates wrote down words that they thought they had heard, without appearing to have had any idea of the meaning of what they had written.

Some candidates could not answer **Question 3** correctly because they did not understand the question, which is an indication that their vocabulary was limited.

Afdeling 2**Vraag 7 (a) – (g)**

(a) rugby; akademie	[2]
(b) erekleure vir drama	[1]
(c) ouer mense wat swaarkry	[1]
(d) familie wat 'n mens kies	[1]
(e) dit wat jy aanhet/die klere wat jy aanhet/jou klere	[1]
(f) hy geen geduld op die pad het nie/ongeduldig is wanneer hy bestuur	[1]
(g) opwindend	[1]
	[Totaal: 8]

Candidates with good listening skills obtained excellent marks for this exercise.

Opwindend (answer to (e)) was often written as *ontwindend*.

Vrae 8 – 13

8 waar	[1]
9 onwaar	[1]
10 waar	[1]
11 waar	[1]
12 onwaar	[1]
13 onwaar	[1]
	[Totaal: 6]

Some candidates struggled with this exercise, although they were not required to write anything. What appeared to be guessing often did not stand candidates in good stead, as their guesses were mostly wrong. As the text was fairly complex, careful listening was required. Candidates who answered all these questions correctly are to be commended for their attentive listening skills.

Afdeling 3**Vrae 14 – 18**

13 C	[1]
14 C	[1]
15 D	[1]
16 B	[1]
17 A	[1]
	[Totaal: 5]

Vrae 19 – 22

- 19** Hulle is bang hul kinders raak te vroeg by intieme verhoudings betrokke/Hulle is bang hul kinders sal uitgebuit word/Hulle is bang dit sal te lank duur voordat hul kinders by intieme verhoudings betrokke raak. (any two) [2]
- 20** In die meeste huise word nie oor verhoudings gepraat nie/Ouers praat nie met hul kinders oor verhoudings nie. [1]
- 21** In boeke oor adolessensie [1]
- 22** Kennis [1]
- [Totaal: 5]**

This was a fairly complex text, and candidates who achieved full marks for this exercise are to be commended.

Vrae 23 – 25

- 23** Dit is sterker/meer indrukwekkend. (any one) [1]
- 24** Afrika [1]
- 25** Horings is 75 cm lank/horings is na agter gedraai/sowat 1,5 m hoog/vel is rooi. (any one) [2]
- [Totaal: 4]**

Many candidates did not know what *vasteland* is (**Question 24**). Future candidates are advised to improve their vocabulary through listening and reading, as a lack of vocabulary is a big stumbling block in the way of success in mastering a language.

<p style="text-align: center;">Paper 0548/05 Oral Communication</p>

General comments

The conduct of the orals is improving yearly, and this is in no small part due to the hard efforts of the Examiners.

Quality of recordings

Although most Centres sent in recordings of good quality, it is very important to listen to the cassettes before Examiners submit them for moderation.

Range of sample

A few Examiners tend to select the recordings of either too many good or too many weak candidates for moderation. There should be three of the best, three of the weakest and then four spread out in the average range, unless there are fewer than ten candidates taking the examination, in which case all the cassettes should be sent.

The order in which the recordings are presented on the sample tapes does not have to be in a certain rank order, i.e. first the good candidates, then the average ones and lastly the weaker ones. The order may be random, but the names on the cassette labels/cards must correspond with the order in which the candidates are recorded on the cassette.

Examination techniques

Announcements

The announcements at the beginning of the tape, i.e. Examination name, Centre number and name etc., may be done in Afrikaans.

When announcing the candidate's name and number, also state the number of the Topic card chosen for the candidate. Please do not start with the conversation before this has been done.

Always start at the beginning of Side A of each cassette, and please do not forget to rewind the tape to the start of Side A after all the recordings for the tape have finished.

At the conclusion of each conversation, please just thank the candidate, but never express your assessment or opinion of the oral.

Warm-up phase

The warm-up phase is compulsory and must be recorded, although it is not part of the evaluation of the conversation. This phase should last only 2 - 3 minutes and the rationale behind the warm-up phase is to put the candidates at ease. Please do not extend this phase beyond the allocated time.

Please ask general questions during this phase (e.g. about future plans, the matric farewell, hobbies etc.), in order to allow the candidate to get used to the format of the exam.

Conversation

Please do not go through the instructions with each and every candidate, as they are supposed to know the procedure and should have had time to prepare for the conversation beforehand. You will only need to ask them whether there is anything they do not understand or whether they need any further explanation.

Remember this should be a two-way conversation between Examiner and candidate, not a monologue! Only candidates who receive Card F must talk on the topic of their choice for approximately five minutes (not more) after which a conversation should ensue.

Examiners should prepare a number of questions for each topic beforehand. Formulate open-ended questions that will compel the candidates to answer in more than one sentence. Guard against giving too much information in your question which the candidate can just duplicate in his/her answer. The intention is that the candidate must elaborate on the idea in the question.

If a candidate struggles to answer a question, help them by either rephrasing the question or asking another question. Try to prevent long pauses from occurring in the conversation.

It is very important to bear in mind that the oral is not a general knowledge quiz. Examiners should not want to know how much general knowledge a candidate has, but should try to discover whether the candidate can communicate in Afrikaans and if so, to what extent.

Examiners must keep in mind that as the candidates are the ones being evaluated, they should talk most of the time. Examiners should guard against talking too much and not interrupt candidates, so that they have enough time to say what they want to say.

Evaluation

It was noted that Examiners are applying the marking grid much better than before. However, they must keep in mind that Fluency will usually earn candidates more marks than the other two categories on the grid. Marks for Accuracy and Vocabulary will tend not to differ very much from each other.

Administration

This aspect has also improved during the last few years, although a few Examiners still do not follow the instructions closely.

It must be remembered that the order of the names on the Oral Assessment Form must be in the same order as they appear on the MS1. The candidates whose conversations were selected for moderation must be indicated with an asterisk (*) on the Oral Assessment Form.

The addition of marks, the transfer of these marks onto the MS1 and the shading of the correct lozenges must be double-checked by somebody other than the Examiner who conducted the Oral and had originally marked the candidate.