

**Chief Marker's Reports on Marking of 2012 National Senior
Certificate Examination (NSC)**

SUBJECT	PAPER	PAGE
ACCOUNTING		2
AFRIKAANS 1 ST ADDITIONAL LANGUAGE	PAPER 1	9
AFRIKAANS 1 ST ADDITIONAL LANGUAGE	PAPER 2	16
AFRIKAANS 1 ST ADDITIONAL LANGUAGE	PAPER 3	25
AFRIKAANS HOME LANGUAGE	PAPER 1	32
AFRIKAANS HOME LANGUAGE	PAPER 2	35
AFRIKAANS HOME LANGUAGE	PAPER 3	46
AGRICULTURAL SCIENCE	PAPER 1	56
AGRICULTURAL SCIENCE	PAPER 2	67
BUSINESS STUDIES		70
CIVIL TECHNOLOGY		79
CONSUMABLE STUDIES		87
ECONOMICS		93
ENGINEERING GRAPHICS AND DESIGN	PAPER 1	105
ENGINEERING GRAPHICS AND DESIGN	PAPER 2	110
ELECTRICAL TECHNOLOGY		115
ENGLISH 1 ST ADDITIONAL LANGUAGE	PAPER 1	122
ENGLISH 1 ST ADDITIONAL LANGUAG	PAPER 2	129
ENGLISH 1 ST ADDITIONAL LANGUAG	PAPER 3	137
ENGLISH HOME LANGUAGE	PAPER 1	142
ENGLISH HOME LANGUAGE	PAPER 2	156
ENGLISH HOME LANGUAGE	PAPER 3	172
GEOGRAPHY	PAPER 1	182
GEOGRAPHY	PAPER 2	188
HISTORY	PAPER 1	195
HISTORY	PAPER 2	200
HOSPITALITY STUDIES		214
ISIXHOSA 1 ST ADDITIONAL LANGUAGE	PAPER 1	221
ISIXHOSA 1 ST ADDITIONAL LANGUAGE	PAPER 2	226
ISIXHOSA 1 ST ADDITIONAL LANGUAGE	PAPER 3	230
ISIXHOSA HOME LANGUAGE	PAPER 1	233
ISIXHOSA HOME LANGUAGE	PAPER 2	238
ISIXHOSA HOME LANGUAGE	PAPER 3	252
LIFE SCIENCES VERSION 1	PAPER 1	261
LIFE SCIENCES VERSION 1	PAPER 2	267
LIFE SCIENCES VERSION 2	PAPER 1	276
LIFE SCIENCES VERSION 2	PAPER 2	282
MATHEMATICAL LITERACY	PAPER 1	286
MATHEMATICAL LITERACY	PAPER 2	293
MATHEMATICS	PAPER 1	302
MATHEMATICS	PAPER 2	310
MECHANICAL TECHNOLOGY		316
PHYSICAL SCIENCE	PAPER 1	321
PHYSICAL SCIENCE	PAPER 2	328
RELIGION STUDIES	PAPER 1	338
RELIGION STUDIES	PAPER 2	341
SESOTHO HOME LANGUAGE	PAPER 1	345
SESOTHO HOME LANGUAGE	PAPER 2	350
SESOTHO HOME LANGUAGE	PAPER 3	359
TOURISM		366

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ACCOUNTING		
DATE OF EXAMINATION:	23 OCTOBER 2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The 2012 NSC Accounting paper was welcomed by educators and the well prepared, conscientious learners. It represents a good balance of the grade 12 accounting syllabus and included an acceptable percentage of the grade 10 and 11 programme. It must be noted that Accounting is a dynamic subject and it is generally difficult to strictly separate the content into defined sections. Basic concepts and procedures covered in Grade 10/11 will filter into almost all other sections; therefore the secret to success depends on a solid foundation and constant hard work and dedication. Those who put in the effort and approached their studies with seriousness will reap the benefits. The ill-prepared, less-committed learners will unfortunately, not be able to pass this paper.

The paper adheres to the appropriate weighting of Learning Outcomes and Assessment Standards, spread across the paper, as prescribed by the Guidelines. It also takes into account the different cognitive levels of candidates by providing a good balance of lower order and higher order questions (refer to attached grid – Blooms revised taxonomy).

Although markers indicated that the paper was well balanced and “easier” than previous years’, the marking did not convey the same message. There is still that divide between “good” schools and “underperforming” schools. The well prepared learners were able to score above 80% comfortably. When marking these scripts, there was clear evidence of thorough preparation, including the use of past-year papers. On the other extreme, it was disappointing to note that basic accounting knowledge is lacking, which leaves one wondering how did those candidates get to Grade 12 level. (*The question by question analysis will elaborate further.*)

One cannot help raising the social issues that have a bearing on the Accounting results in the Eastern Cape. These include the access to adequate resources (teaching and learning resource material and educators) as well as the language constraints (English being the 1st and 2nd additional language of the majority of learners).

Overall, the results should be an improvement to previous years. It is the quality of the results that is of major concern.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question tested Inventory Valuation and VAT (35 marks; 12% of the paper). A good opening question for learners. Question 1.2 required a good understanding of stock valuation systems. This was well answered and good marks were scored by many. Question 1.3.1 (Calculation of VAT owed to SARS) was poorly answered. Learners did not

<p>read the question carefully. The average mark from the sample of 100 scripts was $\frac{21}{35}$ (59%)</p>
<p>(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>In Question 1.3.1, learners focused on the word <i>calculate</i> and simply calculated all the VAT amounts. Many were not able to differentiate between VAT Input and VAT Output or VAT inclusive and VAT exclusive. This question was problematic to mark due to the different approaches to calculate VAT Input and Output. Fortunately, the memorandum made provision for the different options. Markers had to pay careful attention to combinations that would award the maximum benefit to candidates.</p> <p>With Question 1.3.2, the learners overlooked the fact that Amy was the owner of the business and suggested the usual disciplinary actions that are commonly discussed in class, such as suspension, firing, or charge her for malpractice.</p>
<p>(a) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>With regards to Stock Valuation, there is little room for variations to the type of questions that can be set. Educators need to use practical examples to illustrate why different methods are necessary. This may mean setting up a model in class (simulation). Accounting teachers are guilty of merely doing many exercises without achieving any understanding of stock control. A good starting point would be the use of the perpetual and periodic concepts taught in grade 11. This is a relatively simple section once the basic concepts are taught and followed up by examination type questions from past papers.</p> <p>It was evident from the responses to the VAT question that this portion of the syllabus was neglected. This topic is introduced in Grade 10 and needs to be re-enforced in Grades 11 and 12. The concepts of VAT Input (VAT paid) and VAT Output (VAT received) must be clearly explained as these terms appear to be contradictory. The ledger accounts are useful and an excellent way of explaining these concepts. Learners must be encouraged to use them in the examinations as well.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>When teaching or discussing the analytical and commenting type questions, educators tend to focus on stereotypical responses and expect those statements to apply to most situations (such as internal controls, favourable and unfavourable, unethical and fraud). Learners just make vague statements often having no relevance to the question. They must be taught to read the information presented and answer appropriately.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Teachers must devise their year plan at the beginning of the year and make sure that all sections are given adequate time and attention. It's the quest to complete the syllabus before the June Examinations that causes many educators to rush through some topics which they may consider to be less important.</p> <p>Subject advisors can assist novice Grade 12 educators by organising content-gap workshops, inviting guests from other provinces or from industry, or SARS to give educators some insight and motivation. Also use experienced educators from neighbouring schools to mentor new teachers. The cluster groups can also serve this purpose.</p>
<p>QUESTION 2</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question focused on Bank Reconciliation and Debtors Age Analysis (30 marks; 10% of the paper).</p> <p>Once again, these are topics that receive little attention in Grade 12 only because they are expected to be covered quite extensively in Grade 11 (beside Age Analysis). It must be understood that Grade 12 learners are required to analyse and interpret, and not prepare</p>

<p>reconciliation statements. This skill is lacking. It was also sad to note that preparing the Bank Reconciliation Statement was also not up to standard.</p> <p>The average mark from the sample of 100 scripts was $14/30$ (46%)</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Very few learners explained the GAAP principle involved. Learners are taught to write INTERNAL CONTROL to almost all explanation type questions. This time the question stated “provide internal control measures...” and this reduced their options to answer the question. In Question 2.2.2, learners still do not understand the requirements to prepare a reconciliation statement and the process of rectifying differences. They bring in many foreign items (for which they were penalized).</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>For the bank reconciliation, it might be necessary to go back to basics and enact the banking system (role playing). Learners must not simply do exercises mechanically. They need to understand the processes/steps involved and be given different scenarios to study and analyze.</p> <p>Debtors Age Analyse is not done effectively in many textbooks. Thus far, they were only required to analyze given information. It is time we get learners to prepare an age analysis from debtors’ ledger accounts so that they can see the logic behind its usefulness to a business selling goods on credit. Linking this to the charging of interest to the overdue portions of the accounts is also helpful.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>2.3 Learners do not understand the difference between credit terms and credit limits. They identify the same problem with different debtors (the question requested two different problems).</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Do not take anything for granted, assuming that it was done in previous grades. Encourage some self-study in this topic. Design an assignment or case study that will require learners to explore the banking procedures and come up with practical solutions. It is also important to be aware of current banking practices as changes do take place. When teaching Debtors Control reconciliation with the Debtors List, incorporate the Age Analysis and illustrate how this is a useful management tool.</p> <p>Internal controls and management accounting concepts must not be taught in isolation. It should be brought into every section of the syllabus, together with ethical issues. Do not rely totally on past year examination papers – try to create new/innovative ways of testing the same principles; with the knowledge that examiners are constantly doing the same. Subject advisors can assist with designing common tasks to assist inexperienced educators.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The question covered Manufacturing, internal controls and ethics. (55 marks; 18% of the paper)</p> <p>Question 3.1.1 and 3.1.2 were welcomed by the majority and it was answered well. The Production Cost Statement and the notes featured in all past papers. It was predictable that it would appear in some form.</p> <p>Question 3.2 required comparing, analysing and explaining. This part was poorly answered. The average mark from the sample of 100 scripts was $30/55$ (55%)</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>

<p>In Question 3.1, the formats were provided in the answer books. The <i>indirect labour cost</i>, <i>direct material costs</i> and the <i>direct labour cost</i> involved some complex calculations. Although these calculations were straight forward application of the principles, learners struggled with them. This can only be attributed to poor preparation for examinations, as these types of calculations feature in almost every exercise on the Production Cost Statement. The only confusion here was the R35 000 for goods <i>not ordered</i>. Learners were not sure if the amount was taken into account, or not. The memorandum catered for both options. Marks were lost for foreign entries. Advertising expenses was a common error in the Factory Overhead note. Question 3.2 was an interpretative question requiring learners to study the financial data of two products, and analyze the breakeven point. Educators normally focus on the calculation of BEP and compare it to the level of production achieved. This question gave the information and wanted to know why the owners should be <i>concerned</i>. As a result, many did not know how to answer the question.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>This question exposed educators who engage in rote learning, feeding learners with very basic knowledge and skills. The skill that needs developing is reading with understanding and answering the question. It would be useful if learners highlight key words in a question so as not to lose the intention of the examiner. Often, many clues are provided in the question itself. Educators in Grade 12 must expose learners to different case studies. These may not necessarily be found in textbooks. Tasks/scenarios must be created by educators with emphasis on the aspects they wish to develop. These exercises will also broaden their vocabulary and develop their language skills.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners are good in doing routine exercises (those that follow clearly defined rules, procedures and formats). They find it challenging when faced with information presented in a different way, where they have to apply the theory learned to a practical situation</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Subject advisors must assist educators in developing SBA tasks that encourage learners to research the manufacturing industry. Organised tours (excursions) to a manufacturing plant and guest speakers from the manufacturing sector can be useful in broadening the learners' knowledge of the real world. These activities must start in Grade 10 and should be on-going. Manufacturing concepts such as fixed and variable cost, direct and indirect materials etc. must be clearly defined and used conversationally so that they become part of the learners' vocabulary.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Company financial statements and fixed assets were tested. (70 marks; 23% of the paper) This question was answered well mainly because it focused on pure accounting application on a topic that starts in Grade 10 and is built upon in subsequent Grades. Learners tend to do well when they have to apply standard principles and procedures. Over 95% of the learners answer this question. Certain provisions in the memorandum such as misplaced items and marks for details, also contributed to the good marks. The average mark from the sample of 100 scripts was $\frac{45}{70}$ (64%).</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>The tangible asset note and asset disposal are always tested, yet candidates still find it challenging. The asset disposal adjustment was a simple (Grade 11) example and many learners could not calculate the carrying value of the vehicle sold. Learners still do not know</p>

<p>the appropriate use of brackets to show negative figures (amounts to be subtracted). With regards to the Balance Sheet, learners still grapple with inserting the workings in brackets as they are used to preparing notes and then transferring amounts to the balance sheet. As a result there were many misplaced items and different permutations, which the memorandum catered for. The capitalization of interest is still a new concept to many. Learners also misunderstood the treatment for SARS (Income Tax). Some showed it as debtors and others listed it under creditors.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>Asset disposal and depreciation are part of the Grade 11 syllabus and educators tend to pay scant regard to this topic in Grade 12. Learners, on the other hand, find this topic difficult and complex. Breaking this down to smaller segments is useful in this regard. (Example: focus on the different depreciation policies, followed by calculations involving existing assets, new assets and then assets sold). In this way, learners would not be so overwhelmed. The Balance Sheet (in fact all financial statements) must be drilled from Grade 9. Learners must understand the basic structure (Assets = Equity + Liabilities) and be able to see how it changes as new forms of ownership are being taught. It is useful to test the format of the Financial Statements (no amounts) when the section on Companies is introduced. Learners must be familiar with the items that must appear on the balance sheet, and more especially, in which section of the statement it belongs. The Balance Sheet and the Accounting Equation should be taught together.</p>
<p>(d) Describe any other specific observations relating to responses of learners.</p> <p>Many learners were not able to calculate the Retained Income balance. Those who used the Appropriation Account format were able to score some marks. It was disappointing to note that Grade 12 learners did not know some of the details in the Balance Sheet (for which marks were awarded). They misplaced many items for which they scored marks, and they introduced many foreign items for which they were not penalized.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>Formats of financial statements must either be printed and handed out to learners or charts be made and placed in the front of classroom. Try to relate every lesson to a financial statement and the accounting equation so that learners get in the habit of matching accounts to a specific statement. (Example when teaching bank reconciliation, say: "this is <i>bank charges</i>; it is a <i>nominal account</i> and an <i>expense</i> so it will appear on the <i>Income Statement</i>"). Subject Advisors must identify inexperienced teachers and provide content gap workshops for them. They can also be attached to experienced educators of neighbouring school and work together. A confident educator will be able to impart information with confidence.</p>
<p>QUESTION 5</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>Company interpretation and audit reports. (70 marks; 23% of the paper). This question proved to be the difficult question in this paper. Most of the questions here were predictable as they appeared in almost all previous examinations. The well prepared learners (those who made use of past papers in their preparation) scored very good marks. This, however, was a small minority. The majority of the learners just wrote meaningless and irrelevant comments which resulted in markers engaging in much reading and trying to make sense of the responses so that at least some marks can be awarded. Many candidates did the calculations but did not answer the interpretative questions. The average mark from the sample of 100 scripts was $\frac{33}{70}$ (48%).</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>

As mentioned earlier, learners enjoy doing things in prescribed ways. They study the Cash Flow Statement and the formulas, often without understanding and reasoning. When this section is tested in different ways, they are unable to make sense of the information (such as calculating only certain amounts relevant for the Cash Flow Statement).

Learners were able to calculate the ratios but they do not understand their significance to the business. Candidates were given the financial indicators of two companies and was required to compare and comment, providing evidence. They were unable to link the relevant ratios to liquidity, gearing or return on investment. Many still mention industry norms. This was the first time learners were presented with information of two companies. Past examinations focused on a single company with comparative figures for two years. So it may have appeared strange and unfamiliar to many learners.

(c) Provide suggestions for improvement in relation to Teaching and Learning

There is an urgent need for educators to embrace this section and handle it with confidence. Often their reluctance and negative attitude rubs off onto learners. Learners are made to believe that this is difficult and that they can expect bad marks here. Educators must take the responsibility of bridging their gaps with this topic first. This might involve going back to basics, consulting many resources such as their college notes, the internet, and working many examples. Once they have a clear understanding of the concepts, they will have the confidence and learners will then be the beneficiaries.

(d) Describe any other specific observations relating to responses of learners

In an effort to score some marks, learners tend to write something (anything) in the spaces provided for the commenting type questions. Many are clichés picked up in class discussions and used inappropriately. They also quote figures without any relevance to the questions being asked, and at times without any explanations.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

In addition to the comments in (c) above, teachers *must* include an analysis exercise/assignment as part of the SBA programme. This task must involve some research and could also include interviews with people from the corporate world. It must not give opportunity for learners to copy and submit. Some educators get learners to do this assignment as a group, in class in an effort to minimise the copying of assessment tasks. Class discussions on financial indicators and audit reports are useful in drawing the reserved learners to engage their minds. Debates and brainstorming sessions can be used to assist learners in getting alternative opinions. This topic demands sound knowledge and insight which can only be developed by exploring different examples and case studies. Short class tests (focusing on specific problems) can also be very useful in this section. These must be recorded and discussed; otherwise learners would not take them seriously.

The use of the answer book: educators must familiarise learners about the answer book. Show them examples of the booklet and use them in class exercises. Many of the learners find it difficult to write legibly and write on a straight line. Teach them to answer briefly and to the point. A 2 mark question generally requires one valid point.

QUESTION 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question tested **Projected Income Statement** and **internal control**.

(40 marks; 13% of the paper).

The majority of the learners did not complete this question. Many did not attempt it. This can be attributed to poor time management, or spending too much time on Question 5. The question was not answered as well as expected. Basic calculations were poorly done, and once again, learners lack the ability to compare and comment effectively.

The average mark from the sample of 100 scripts was $\frac{17}{40}$ (41%).

<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Learners confused the cash budget with the projected income statement. In 6.3, they did not see the decrease in the Gross Profit (although the sales increased). In 6.5 they identified the three items but found it difficult to give a comprehensive advice for all three. In 6.6 they did not associate the benefit of selling the property to the income statement.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>The weakness in this section is calculations, specifically percentages. This skill can only improve with practice and understanding. Many examples must be provided. Teachers take for granted that this skill is covered in mathematics and pay little attention to it.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>The questions requiring comments and explanations were problematic for many learners. Learners do not know how to express themselves clearly. Once again, they tend to write too much, hoping to score part marks. Markers had to read between the lines and make sense of what is communicated before awarding marks.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>The preparation of budgets and projected income statements is done in Grade 11. Grade 12 educators must focus on interpretation. Get learners to prepare their own budgets and do a class presentation. Encourage learners to question the presenter for explanations and motivation for including certain amounts. Integrate this with economics and bring in the national budget as an example. Introduce the concepts of inflation, standard of living etc. When the topic becomes meaningful, then it becomes easier to reason and comment. Subject advisors can organise content gap workshops and help educators develop assessment tasks, which must also be discussed at cluster level.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AFRIKAANS – FAL PAPER 1		
DATE OF EXAMINATION:	01/11/12	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Die meeste van die kandidate het hierdie vraestel goed beantwoord. Net 16.2% (1020 uit 6310 kandidate) het gedruip (vlak 1/minder as 30% behaal), terwyl 83.8% (5290 uit 6310) kandidate geslaag het. 51.5% van die kandidate het meer as 50% (vlak 4+) behaal. Daar was net 17.8% van kandidate wat meer as 70% (vlak 6 en 7) behaal het. Net 6.1% van hierdie kandidate (388 uit 6310) het A simbole (vlak) behaal.

Oor die algemeen is die gehalte van die resultate beter as in die verlede. Soos verlede jaar is dit vanjaar baie bemoedigend dat leerkragte baie van die swakhede van verlede jaar geremedieer het, want daar is 'n verbetering in die punte in al die aspekte wat getoets is (Leesbegrip, Opsomming en Taal). Die enigste kommer is die lae persentasie van kandidate (6.1%) wat vlak 7 (meer as 80%) behaal het. Dit is 388 uit 6310 kandidate.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Oor die algemeen is hierdie vraag goed beantwoord. 48% van die kandidate het meer as 70% behaal (vlak 6 en 7) en net 7% het gedruip (minder as 30% gekry). Al het die meeste van die kandidate goeie punte behaal, is daar wel baie van hulle wat nog geneig is om onnodige woorde/sinsnedes/sinne ens. in hulle antwoorde te verskaf, en 'n paar van hulle het selfs 'n hele paragraaf geskryf in plaas daarvan om kort en bondig te wees en hulle het daardeur bewys dat hulle begripsvermoë nie goed is nie.

Dis net die goeie kandidate wat die "oop vrae" of by vrae waar daar verwag word om hulle eie respons te gee, bv. 1.6, 1.8, 1.10, 1.11.2, 1.12, 1.14, 1.16, 1.17, en 1.18 goed beantwoord het. Daar is baie kandidate wat nog met hierdie tipe vrae gesukkel het en hulle kanse benadeel het om die punt/e by hierdie tipe vrae te behaal. Dié tipe vrae is swak deur baie kandidate in Afdeling A beantwoord en dis hier waar die meeste van hulle hulle punte verloor het.

Die meeste van die kandidate het die volgende vrae goed beantwoord: 1.1, 1.2, 1.3, 1.5, 1.9, 1.19, 1.20, 1.21, 1.23.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Soos hierbo genoem, het kandidate kop gekrap by "oop vrae" waar hulle hul eie antwoorde moes gee/eie woorde moes gebruik het. Die rede hieroor was kandidate se beperkte woordeskat wat daartoe gelei het dat hulle baie Engelse woorde gebruik het en ook soos verlede jaar, is baie van die woorde "verafrikaans". Hierdie swak woordeskat het daartoe gelei dat kandidate hulle nie goed kon uitdruk nie. As gevolg hiervan het hulle baie punte verbeur. Daar is baie kandidate wat sinne sonder 'n werkwoord as antwoord/e gegee het, bv. "Hulle

kan die rymkletsers se liedjies aan die publiek.” / “Rymkletsers kana an die rymklets Kompetisies.” ‘n Sin sonder ‘n werkwoord is verkeerd!

Baie kandidate begin ook hulle antwoorde in die middel van ‘n sin (wat aangehaal is) bv. 1.13 “werkswinkels by om al die reëls van hiphopmusiek te leer.” / “vir ‘n jaar lank saam met professionele vervaardigers opnames te maak.” wat nie ‘n werkwoord het nie of wat nie sin maak nie. Hulle doen dit meestal as hulle ‘n woord in die vraag lees en dieselfde woord in die teks sien. Daardeur wys hulle dat hulle begripsvermoë swak is.

‘n Paar van die vrae is verkeerd beantwoord as gevolg van swak interpretasie.

Daar is kandidate wat kansse vat deur lang response neer te skryf met die hoop dat die antwoord iewers tussenin sal wees.

Die volgende foute het in die verskillende vrae by Afdeling A voorgekom:

- 1.1 Kandidate verwar Afrika met Suid-Afrika.
- 1.2 Kandidate haal ‘n sin/sinne aan. Hulle kan nie sinne in hulle eie woorde skryf nie/ ondervind probleme om hulle uit te druk.
- 1.6 Die meerderheid van die kandidate weet nie wat “ateljee” beteken nie. Baie het gesê dit is sleng of informele taal. Sommige het gesê dis Direkte Rede.
- 1.7 Kandidate haal drie sinne uit die teks aan om by die antwoord te kom.
- 1.9 Kandidate het al twee die antwoorde by die eerste merke/koeëlpunt verskaf en die antwoord by die tweede koeëlpunt vir die tweede punt verkeerd gekry, daarom verdien hulle net een punt (hulle verloor die tweede punt omdat dit verkeerd was.)
- 1.11.2 Kandidate verstaan nie die betekenis van “houding” nie. Baie van die kandidate het die vraag net weggelaat of ‘n sin uit die stuk aangehaal, bv. “ ‘n Suid-Afrikaanse maatskappy het ... rymkletsers baie sukkel.”/ “Die webwerf bied rymkletsers ‘n kans ... meer musiek te maak.”
- 1.14 Kandidate het nie die uitdrukking geken nie.
- 1.15 Hier het talle kandidate ‘n hele sin uit die advertensie geskryf: “Kies BiC en verander ‘n toekoms”, i.p.v. om net “BiC” as antwoord neer te skryf.
- 1.16 Kandidate kon nie hierdie vraag interpreteer nie.
- 1.18 Kandidate het nie geweet wat “mag” beteken nie of hulle het nie die woordeskat gehad om te verduidelik wat dit beteken nie.

(b) Provide suggestions for improvement in relation to Teaching and Learning

Leerkragte moet meer aandag in die klas skenk deur leerders te onderrig hoe om vrae te interpreter en hoe om dit kort en bondig te beantwoord. Hiermee toon hulle hulle begripsvermoë./dat hulle verstaan wat hulle geleer het.

Stel leerlinge aan verskillende tipe tekste bloot, bv. koerant-/tydskrifartikel, boek-/rolprentresensies, brief aan die pers, advertensies, televisieroosters, ens. en toets hulle gereeld hieroor.

Kandidate moet geleer word dat as hulle meer as een sin as antwoord gee en die eerste sin is irrelevant/ lei nie tot die antwoord nie, is die antwoord verkeerd. Al is die antwoord in die tweede/derde sin.

Hulle moet ook geleer word dat as hulle Engelse woorde gebruik, word dié woord geïgnoreer/toegedruk en as dié sin nie sin maak nie, is die antwoord verkeerd.

Leer kandidate woorde soos: beklemtoon/uit te lig/aandag trek.

Leer kandidate om gevoel/emosies uit te druk. (nie alles is “mooi”, “lekker”, ens. nie).

(d) Describe any other specific observations relating to responses of learners
<p>Onderwysers moet daarop let dat antwoorde wat 'n woord bevat wat verkeerd gespel is, en dié woord verander die betekenis van die sin bv. 1.3 Hy is die lyer van die groep.; 5.18 (mane i.p.v. manne) word die antwoord nie aanvaar nie.</p> <p>Kandidate moet bewus gemaak word dat 'n antwoord vir 'n eenpuntvraag, kan nie 'n hele paragraaf of 2 lang sinne wees nie. As kandidate begin met irrelevante inligting en kom later by die antwoord uit, verdien die antwoord geen punt nie</p>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<p>Oefen leesbegrip wat ook vlak 3 en 4 vrae bevat, nie net WAT?, WAAR?, WANNEER?, ens. nie.</p> <p>Poging moet aangewend word om verslae so vroeg moontlik aan skole te stuur sodat alle leerkragte alle graad 12-leerders eksamengereed kan kry.</p> <p>Maak gebruik van onderwysers wat “matriek nasienervaring” het en hou werkswinkels en slypskole om swakhede van leerders uit te wys/skakel. Wys vir hulle ook hoe die verskillende tipe vrae nagesien word/hoe punte toegeken word.</p>
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Kandidate het goed in Afdeling B (Opsomming) gevaar. 72% het meer as 40% (vlak 3+) behaal. Net 12% het minder as 30% gekry en 42% het meer as 70% (vlak 6 en 7) behaal.</p> <p>Dit is duidelik dat daar wel in die klaskamer aandag gegee is aan die skryf van opsommings. Die meeste van die kandidate het die getal woorde wat hulle gebruik het, aangedui en amper al die kandidate het goed by die formaat (puntsgewys) gehou. Die chronologiese volgorde (vir die maak van kougom) was meestal korrek.</p> <p>Hier vraag (Opsomming) is beter as in die verlede beantwoord en daar was geen kandidaat wat dit (soos in die verlede) nie beantwoord het nie.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Daar is kandidate wat nog die verkeerde feite aanhaal omdat hulle nie die instruksie(s) deeglik gelees het nie, bv. “Kougom word van petroleumprodukte gemaak en bevat bestanddele soos...”. Dis nie 'n stap in die maak van kougom nie, daarom het kandidate die punt verbeur. Sommige het ook die inleidende sin(ne) as 'n feit aangebied.</p> <p>Talle kandidate het feite herhaal. Sommige het twee feite in een sin geskryf.</p> <p>'n Groot probleem is nog sinne waar die werkwoord ontbreek of waar die sleutelwoorde uitgelaat is of word deur die kandidaat se eie (verkeerde) woord vervang.</p> <p>Daar is kandidate wie se sinskonstruksie nog swak is. Sommige sinne lees baie moeilik en daarom is die punt nie toeken nie.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Kandidate moet geleer word om die instruksies deeglik te lees voordat hulle begin beantwoord.</p> <p>Hulle moet 'n verskeidenheid opsommingsoefeninge in die klas gegee word en onderrig word hoe om die regte feite/inligting (wat die vraag vereis) te vind. Gewoonlik is die eerste</p>

<p>koeëlpunt baie belangrik, want dit sê wat/watter feite/stappe leerders moet opsom. Kandidate moet bewus gemaak word dat hulle nie 'n punt sal kry as die werkwoord in 'n sin/feit ontbreek nie en ook dat daar net EEN feit in 'n sin mag wees. Net die eerste feit word nagesien. Kandidate moet geleer word om nie die getal woorde aan die einde van elke sin te skryf nie, maar net die KORREKTE getal aan die einde. Kandidate moet daarteen waak om twee feite in een sin te verskaf.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Kandidate moet nie koeëlpunte gebruik nie, maar die feite moet puntsgewys (1 tot 7) genommer word. Leerders moet in kennisgestel word dat net 5 ekstra (70 + 5 woorde) toegelaat word. Van die 76ste woorde af word daar nie gemerk/gelees nie.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Hou werkinkels om onderwysers in die skryf en nasien van opsommings te onderrig.</p> <p>Aspekte soos die volgende kan bespreek word:</p> <ol style="list-style-type: none"> 1. Hoe om die korrekte feite te kies, 2. Direkte aanhalings (wat toelaatbaar is), 3. Die skryf van feite puntsgewys, 4. Die toelaatbare getal (70+5) woorde, 5. Hoe kandidate punt/e verdien vir (korrekte) feit/e, 6. Die geskryf van die getal woorde, (net aan die einde van die opsomming). 7. Waar/hoe kandidate punte verloor, 8. Kandidate moet ook geleer word dat daar nie noodwendig 'n feit in elke paragraaf sal wees nie. 9. Benadruk die belangrikheid van die werkwoord om 'n punt te verdien. 10. Kandidate moet onderrig word om belangrike feite van onbelangrike inligting te kan onderskei.
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Vraag 3 (Taal/Advertensie) is die swakste deur kandidate beantwoord. 15% het gedruip en 18% het vlak 2 (30-39%) behaal. 49% van kandidate het meer as 60% (vlak 5-7) gekry en net 17% van die kandidate het vlak 7 behaal.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Kandidate het probleme met die volgende vrae ondervind:</p> <p>3.1 Die meeste van die kandidate weet nie wat <u>manipulerende taal</u> is nie.</p> <p>3.3 Die meeste van die kandidate wat die korrekte sin (Bevelsin) gekies het, kon nie hul keuse van dié sin korrek motiveer nie of hulle het dit moeilik gevind om hulle by hierdie vraag uit te druk.</p> <p>3.7 Baie kandidate het dié punt verloor omdat hulle 'n punt/e by "CV" plaas of "cv" met kleinletters geskryf het.</p> <p>3.9 Die meeste van die kandidate het "maak" as antwoord by hierdie vraag verskaf i.p.v. "neem"</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Meer aandag moet aan taalaspekte gegee word. Sinskonstruksie en woordstruktuur moet deurgaans geoefen word. Soos in die verlede konsentreer die meeste van die matriekonderwysers op letterkunde en</p>

<p>hulle skeep die taal af. Taalleer moet steeds 'n belangrike komponent in die onderrig bly. Taal moet in situasies/temas onderrig word en net een aspek, bv. Direkte/Indirekte Rede kan in 'n taalles onderrig word.</p> <p>Leerders moet ook oefeninge kry om oop vrae te kan beantwoord.</p> <p>Leerders moet ook geleer word om die prentjie/leesstukkie waarop die taalvrae gebaseer is, deeglik te lees. Soms help dit om by die korrekte antwoord uit te kom, bv.4.4 Zoé loop <i>AGTER haar ma aan.</i> (VOORSETSEL)</p> <p>Aandag moet aan die bogenoemde swakhede en aanbevelings geskenk word.</p> <p>Onthou, elke leerder behoort die jongste uitgawe van 'n goeie woordeboek te besit.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Kandidate volg steeds nie die instruksies nie. As daar gevra word om die hele sin uit te skryf, moet die hele sin uitgeskryf word, anders verloor die kandidaat die punt. Dieselfde geld as die vraag lui: Begin so ...</p> <p>Daar is van die kandidate wat hul antwoorde verkeerd nommer en dit skep 'n verwarring vir die merker.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Reël werkwinkels en slypskole op 'n gereelde basis vir onderwysers.</p> <p>Nooi kenners (matriekmerkers) om hierdie werkwinkels aan te bied, want hulle het die nodige kennis wat hulle by die merksentrum opgedoen het.</p> <p>Taallesse kan baie afgesaag en vervelig wees. Onderwysers moet nuwer, opwindender maniere probeer vind om taal interessanter in die klas aan te bied.</p> <p>Weereens behoort alle leerders die nuutste woordeboek te besit.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Kandidate het bevredigend in Vraag 4 (Taal/(Strokiesprent) gevaar. Net 16% het gedruip en 51% het meer as 60% gekry (vlak 5+). 33% van die kandidate het vlak 7 (80%+) behaal en 28% het 40-59% (vlak 3 en 4) behaal. Oor die algemeen was daar 'n goeie verspreiding van die punte.</p> <p>Die sterker kandidate het die vraag baie goed beantwoord, maar die swakker kandidate het probleme ondervind en baie punte verloor.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Hierdie vraag se strokiesprent het verwarring by baie van die kandidate veroorsaak omdat hulle nie geweet het of die kleiner persoon 'n meisie of 'n seun was nie. Hulle was verwar met die geslag van die dogtertjie in die prentjie. Baie het gedink dat dit 'n seuntjie is, daarom het hulle HOM/SY gebruik.</p> <p>Probleme is o.a. met die volgende taalaspekte ondervind:</p>
<p>4.2 Trappe van Vergelyking: leerders verstaan nie die vergrotende trap nie, BAIE – MEER</p> <p>4.3 Homofone: KLEURE x KLERE.</p> <p>4.5 Verlede Tyd: kandidate verander nie WIL na WOU nie. Die meeste van die leerders gebruik HET/ "Hoe <u>het</u> jy jou geld verdien?"</p> <p>4.6 Woordorde: die plasing van HET aan die einde van die sin (NADAT=voegww. 3)</p> <p>4.8 Ontkenning: kandidate begin met NEE, al is dit nie gevra nie. Baie van die kandidate laat die tweede NIE uit.</p> <p>4.9 Infinitief: kandidate gebruik steeds OM in die sin met BEHOORT.</p> <p>4.10 Indirekte Rede: die verandering van die voornaamwoorde, JY x SY en JOU x</p>

HAAR.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Inskerping en inoefening van alle taalaspekte. Dieselfde soos Vraag 3 (c)
(d) Describe any other specific observations relating to responses of learners
Kandidate skryf nie volsinne waar hulle behoort nie. As die vraag sê: bv. 4.6 BEGIN SO .../4.5 SKRYF DIE SIN OOR IN DIE VERLEDE TYD ens , moet die hele sin uitgeskryf word. Kandidate skryf gereeld woorde uit die teks (in sinskonstruksie sowel as in eenwoord-antwoorde) verkeerd oor in hul antwoorde. As 'n een woord antwoord verkeerd van die teks oorgeskryf word, is dit verkeerd.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Dieselfde soos 4(e)
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Kandidate het bevredigend in hierdie vraag gevaar. 55% van die kandidate het meer as 50% (vlak 4+) verdien, maar dit was by hierdie vraag waar daar die meeste druipepinge was (23%) en waar daar die minste A simbole/vlak 7 was (14%).
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Hierdie vraag het sinskonstruksie sowel as woordstrukture (soos by Vraag 3 en Vraag 4) getoets. Die goeie kandidaat, as gevolg van sy/haar taalvaardigheid, het (soos by die vorige twee vrae) beter in hierdie afdeling gevaar in vergelyking met die swakker kandidaat wat baie punte verbeur het. Hierdie vraag het 'n verskeidenheid tipe taalvrae behels waar kandidate goeie punte kon verdien het, maar dit was nie die geval nie. Die vrae wat goed deur die meeste van die kandidate beantwoord was, is: 5.3 T/W/P, 5.5 Die korrekte skryfteken en leesteken: <i>"wie is Sean Brand"</i> 5.8 Die korrekte woord: KEN/WEET. Die vrae wat baie swak beantwoord was, is: 5.6 Afkorting: SA (wisselvorm). Baie kandidate het dié punt verloor omdat hulle 'n punt na S óf na A geplaas het. 5.9 Geslag: SKRYWER x SKRYFSTER. Die meeste van die kandidate het SKRYWERES as antwoord verskaf. 5.12 Baie kandidate het by hierdie vraag UITGEGEE as twee woorde geskryf. 5.13 Klem/Aksent: re <u>se</u> pte. Die meeste van die leerders het nie woordeboek kennis nie en weet nie hoe aksent in die woordeboek aangedui word nie. 5.14 IDIOOM: <i>"Waar daar 'n ROKIE is, is daar 'n vuurtjie"</i> . 5.18: Stereotipering: By hierdie vraag het baie leerders die prent goed geïnterpreteer, maar kandidate het ook MEISIES/SEUNS/DAMES as antwoord gegee, wat nie aanvaar is nie. Die meeste van die kandidate het hierdie vraag verkeerd gekry omdat hulle nie onderrig was om in die breë die manlike en vroulike geslag (in stereotiperingsvoorbeelde) te gebruik nie.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Meer aandag moet van Graad 10 (selfs in die laer grade) af aan taalleer bestee word. Leerders moet baie oefeninge kry sodat taalstrukture ingeskerp word, bv. Indirekte Rede, Lydende Vorm, Tye, Woordorde ens.
Soos by Vraag 3. (c)

(d) Describe any other specific observations relating to responses of learners

Die gebruik van GE- in die Verlede Tyd is ook problematies.

Kandidate gebruik nie die hulpwerkwoord bv.4.10 MOET voor die werkwoord WERK in die Indirekte Rede nie. Kandidate moet geleer word dat die hulpwerkwoord (SAL/KAN/WIL/MOET ens.) voor die werkwoord in die Indirekte Rede kom.

By die afkorting is dit baie keer moeilik om te onderskei of kandidate hoofletters of kleinletters gebruik het, sowel of kandidate 'n punt gebruik het of nie. Kandidate se handskrif móét duidelik wees. 'n Goeie oefening in die skryf van afkortings sal wees om leerders oefeninge te gee waar hoof- en kleinletters verskillend geskryf word bv. G en g/ D en d. Nie alle afkortings kry punte nie, bv. 'CV'.

By Woordorde, 5.3 is sommige van die kandidate nog geneig om slegs die woorde tussen hakies in die korrekte volgorde oor te skryf, in plaas daarvan om die hele sin oor te skryf.

Kandidate moet by dié tipe vraag bewus gemaak word dat as die hele sin nie oorgeskryf word nie, is die antwoord verkeerd.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Soos by vorige vraag. (4e)

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AFRIKAANS FAL	PAPER TWO	
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	2 HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Soos in die verlede het die oorgrote meerderheid van die kandidate die vrae op die kortverhale en die gedigte beantwoord. Hierdie kandidate het oor die algemeen 'n hoër punt in die vraestel behaal.

Die vraestel is gebaseer op sewe verskillende boeke (drie genres) .

Dit blyk dat sekere kandidate verward was as gevolg van die wye verskeidenheid vrae op die vraestel. Hulle kon 'n moontlike drie uit sestien beantwoord indien hulle die gedigte in Afdeling D gekies het.

Gebrekkige blootstelling aan die volgende tipe vrae is ook duidelik: WAAR/ONWAAR – VRAE. CLOZE – VRAE , EEN – WOORD - ANTWOORDE, TWEE OPEENVOLGENDE WOORDE – ANTWOORDE, sowel as antwoorde wat aanhalings vereis.

Verskeie kandidate het al sestien vrae beantwoord. Getuig hierdie feit van gebrekkige voorbereiding? Hierdie kandidate het baie punte ingeboet, aangesien slegs die eerste TWEE vrae nagesien word.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1 Kringe in 'n Bos – Daleen Matthee Opstelvraag

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Geen leerders het die opstelvraag beantwoord nie.

QUESTION 2 Kringe in 'n Bos – Daleen Matthee Kontekstuele vraag

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Slegs 37 kandidate het hierdie vraag beantwoord. Oor die algemeen was die vraag goed beantwoord.

- Vraag 2.5 het leerders Kate se woorde uit die teks aangehaal.
- Vraag 2.7 leerders kon net eerste twee feite gee – geen kandidaat het al drie die feite geken nie.
- Vraag 2.10 Waarom wou MacDonald nie vir Kate toelaat om met Saul te gesels nie? Kandidate het slegs geantwoord dat Saul is 'n bosmens. Hulle het nie by die wild en vuil uitgekome nie.
- Vraag 2.23 leerders kon nie hierdie vraag beantwoord nie.
- Vraag 2.24 kandidate het met hierdie vraag gesukkel, geen kandidaat kon dit beantwoord nie.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet aangemoedig word om die voorgeskrewe boeke te lees. Leer leerders om vas te stel wat die kern van die vraag is en wat gevra word, voordat hulle die vraag beantwoord.
(d) Describe any other specific observations relating to responses of learners Kandidate het slegs gedeeltes van die roman wat hulle onthou het in hulle antwoorde weergegee.
e) Any other comments useful to teachers, subject advisors, teacher development
Dink aan kreatiewe maniere om die leerders te verplig om die roman te lees. Leer leerders om kern dele van van 'n vraag te identifiseer deur sekere gedeeltes van die vraag te onderstreep.
QUESTION 3 Die ongelooflike avonture van Hanna Hoekom – Marita van der Vyver OPSTELVRAAG
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Min leerders het die opstelvraag beantwoord.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders behoort aangemoedig te word om eerder die kontekstuele vrae te beantwoord. Leerders moet ook aangemoedig word om die roman te lees.
QUESTION 4 Die ongelooflike avonture van Hanna Hoekom – Marita van der Vyver (Kontekstuele vraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Meer kandidate as die vorige jaar het hierdie roman beantwoord kon aflei dat die kandidate vertrouwd was met die teks en die leerders kan hulself met die karakters in die roman identifiseer omdat hulle in dieselfde ouderdomsgroep as die kandidate val. Kandidate het redelike goeie punte in vraag behaal.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Vraag 4.12 : Gavin het die kinders besig gehou toe hulle alleen in die berghuis agtergebly. Wat het hy tydens hierdie insident gedoen wat jou laat lag het? Leerders het hierdie vraag nie goed geïnterpreteer nie. Die meerderheid het geantwoord dat Gavin 'n konsert gehou het en nie uitgekom by die feit dat hy op die tafel gedans het nie. Vraag 4.17 : Gee 'n rede waarom Hanna aan die begin figuurlik op die berg vasgekeer gevoel het. 'n Klein groepie kandidate het die begrip "figuurlik op die berg vasgekeer" verstaan.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Maak die lees van die roman interessant. Dit kan gebruik word in die mondeling periodes. Daar kan van rolspel gebruik gemaak word om dit vir die leerders interessanter te maak. Die leerders kan met Hanna en haar familie identifiseer want die jong karakters pas aan by hul ouderdomsgroep en die leerders vind ook aanklank by Hanna se uitgebreide gesin.
(d) Describe any other specific observations relating to responses of learners
Indien daar na die DVD gekyk word, moet die leerders daarop attent gemaak word dat dit net as addisionele hulpmiddel beskou moet word en dat die vraestel uit die geskrewe roman opgestel word.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
Ons moet die leerders aan die lees kry en daarom moet ons maniere vind om hulle te verplig om die voorgeskrewe boeke te lees.
QUESTION 5 Meeulanders - Esta Steyn (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Geen kandidate het hierdie vraag gedoen nie.
QUESTION 6 Meeulanders - Esta Steyn (Kontekstuele vraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Sewe kandidate het hierdie vraag beantwoord en hierdie kandidate het al sesien vrae op die vraestel beantwoord. Die afleiding is dat geen sentrum hierdie roman behandel het nie.
QUESTION 7 Poppie die drama - Elsa Joubert en Sandra Kotze (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Hierdie vraag is oor die algemeen swak beantwoord. Die kandidate skryf 'n oorsig van die drama en beantwoord nie die onderwerp nie. Die inhoud is nie vasgelê nie en daarom verstaan die kandidate nie die vraag nie, Beide taal en inhoud is gebrekkig.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Kandidate moes oor Stone, Jakkie en Bonsile se rolle in Poppie se lewe skryf. Kandidate ken nie die verskil tussen stiefbroer en halfbroer nie en hulle kan ook nie onderskei wat relevant is of nie.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet die agtergrond van die drama ken rondom die spesifieke tydperk in die land se geskiedenis wat deur die drama gedek word, maar daar moet 'n duidelike onderskeid getref word tussen die inligting en dit wat in die drama weerspieël word.
QUESTION 8 Poppie die drama - Elsa Joubert en Sandra Kotze (Kontekstuele vraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Oor die algemeen behaal leerders lae punte in die drama.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Vraag 8.2.1 : Kandidate het deurmekaar geraak met De Aar en Lambertsbaai.
Vraag 8.2.3 : Min kandidate het die woord grootgemaak gebruik ,maar eerder opgebring gebruik.
Vraag 8.3.1 : Leerders verstaan nie die woord "gedrag" nie.
Vraag 8.6 : Waarom kon Poppie tydens die sestiger jare nie so vry rond beweeg soos ouma Hannie in haar lewe nie? Baie min leerders het hierdie vraag beantwoord.
Vraag 8.9 : Poppie het op Lambertsbaai skoolgegaan. WAAR of ONWAAR Die antwoord op die memo is onwaar en die motivering is dat Poppie (ma Lena se) kinders opgepas. Leerders het hierdie vraag anders geïnterpreteer en gesê sy het nie op Lambertsbaai skool gegaan nie, maar op Upington.

Vraag 8.20 : Bonsile beteken "iets het reggekome". Dink jy Poppie het 'n rede gehad toe sy haar oudste seun hierdie naam gegee het. Motiveer jou antwoord.
Feitlik geen kandidate het hierdie vraag korrek beantwoord nie.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Kandidate sukkel om plekname te onthou en wat die belangrikheid van hierdie name in die drama is nie.
(d) Describe any other specific observations relating to responses of learners
Kandidate het net gedeeltes van die drama wat hulle onthou het weergegee. Hulle kon ook nie altyd die fokus van die vraag identifiseer nie.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Leerders kan 'n lys maak van plekname uit die drama en dan sinne maak van die belangrike gebeure wat hulle met die plekname assosieer. Taal in konteks oefeninge na aanleiding van die drama kan ook gedoen word.
QUESTION 9 Paljas – Chris Barnard (Opstel vraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Oor die algemeen het die sterk kandidate die vraag bevredigend beantwoord. Daar was egter tog ook kandidate wat wel gesukkel het met die opstel.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Leerders beantwoord nie die vraag nie, maar skryf bloot die gebeure in in die drama neer. Hulle verwar die geskrewe teks met die film bv. Manuel ry bo-op die olifant se rug. Hulle maak ook aannames uit hul eie verwysingswêreld bv. dat die sirkus is Boswell Wilkie. Die leerders sukkel om hulself vloeiend uit te druk en penaliseer dus hulself.
c) Provide suggestions for improvement in relation to Teaching and Learning
Leerders behoort aangemoedig te word om die drama self te lees. Dit is die enigste manier om die inhoud van die teks te ken en te bemeester.
Leer leerders hoe om die kern van die vraag te belig en dan seker te maak dat hulle presies weet wat gevra word voordat hulle die antwoord aanpak.
d) Describe any other specific observations relating to responses of learners
Kandidate wat aan die film blootgestel was, het die film se feite in hul antwoorde gereflekteer.
Maak seker dat leerders die film net as 'n addisionele hulpmiddel beskou en dat hulle moet weet dat die vraestel uit die geskrewe teks opgestel word.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Onderwysers moet aan kreatiewe maniere vind om die leerders te verplig om die teks te lees.
QUESTION 10 Paljas - Chris Barnard (Kontekstuele Vraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Daar was 'n toename in skole wat Paljas aanbied. Die punte wat behaal is, was gemiddeld.

b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Vraag 10.1 : Wat het die dominee tydens sy huisbesoek gesê wat Willem ontstel het? Ds. het gesê dat dit sonde was om jou gesig te verf. Baie min leerders het hierdie vraag korrek beantwoord. Groot meerderheid het hier oor die toordery geskryf.
Vraag 10.2 : Hoekom het die ouderling en Sakkie du Toit die nar juis by die skuur gaan soek? Leerders het hierdie vraag nie verstaan nie en het dus hierdie vraag verkeerd beantwoord.
Vraag 10.4 : Noem twee skinderstories wat die dorpsmense oor Willem vertel het. Memo sê dat Willem kon toor / met die maan gepla was / se tong uitgesny was / met duiwelsdinge besig was. Leerders het egter deur die bank geskryf dat Willen dik snye brood gaan offer het.
Vraag 10.14 : Waarom was Hendrik kwaad oor die blou oorkrabbers wat Katrien gekoop het. Leerders het hier lang omskrywings gegee en by die geld mors uitgekóm nie of die heel laaste in die paragraaf genoem.
Vraag 10.17 : Hoekom dink jy Katrien was so verbaas toe Hendrik vir haar gesê het dat sy mooi is? Bitter min leerders het hierdie vraag beantwoord, miskien as gevolg van die plasing op die vraestel het hulle dit dalk nie raakgesien nie. Die wat dit wel beantwoord het, het afgewyk van die inhoud en geskryf dat Hendrik sê NOOIT vir haar dat sy mooi lyk nie. Daar kon tog wel 'n stadium gewees het dat hy dit wel vir haar gesê het.
c) Provide suggestions for improvement in relation to Teaching and Learning
In die aanbieding van die drama kan rolspel met groot sukses toegepas word.
d) Describe any other specific observations relating to responses of learners
Kandidate wat aan die film blootgestel was, het die film se feite in hul antwoorde gereflekteer.
Onderwysers moet seker maak dat leerders die film net as addisionele hulpmiddel kan gebruik en dat die vraestel uit die geskrewe teks opgestel word.
QUESTION 11 Die storie van Piet se oupa – AH de vries
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die leerders het oor die algemeen hoër punte by hierdie vraag gekry teenoor die opstelvrae by die ander genres.
Die kandidate se antwoorde by hierdie vraag het gestrek van swak tot baie goed. Die kandidate wat goed gevaar het, het duidelik bewys dat hul vertrouwd is met die verhaal en dit geniet het.
(b) Why was the question poorly answered? Also provide specific examples, indicate common Errors committed by learners in this question, and any misconceptions.
Kandidate wat swak gevaar het, het getoon dat hulle 'n baie vae of geen idee gehad het waarom die storie gaan nie. Kandidate vertel die hele storie in plaas om die vraag te beantwoord.
Leerders sukkel met die voornaamwoorde “hy” en “sy”.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Kandidate moet geleer word om 'n effektiewe beplanning te doen. Dit moet onder die leerders se aandag gebring word dat die rubriek voorsiening maak vir goeie en deeglike beplanning.
(d) Describe any other specific observations relating to responses of learners.

Daar word op die vraestel DRIE geleiers voorsien sodat kandidate presies weet watter dele van die kortverhaal belangrik moet word. A.g.v. gebrekkige beplanning wyk talle kandidate van hierdie raamwerk af.
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Leerkragte kan oorweeg om die letterkunde deel te maak van die ander taalafdelings bv.om letterkundige temas as mondeling onderwerpe te kies. Daar moet by die leerders ingeskerp word dat 'n langvraag goeie kennis en begrip van wat gevra word, vereis.
QUESTION 12 Rooi Kombersie – Rachelle Greeff
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Vraag 12.2: Die meerderheid kandidate het hier geskryf hoe sy die kombersie uit die brandende huis gered het. Oorgrote aantal kandidate het hierdie vraag beantwoord. Die kandidate het oor die algemeen hoër punte in hierdie vraag behaal.
Vraag 12.6: “Brand ‘n mens “klein”kan maak. Kandidate het hierdie vraag baie swak beantwoord. Leerders het nie verstaan hoe om “klein”te verduidelik nie en snap nie die figuurlike betekenis nie en het die letterlike betekenis gegee.
Vraag 12.10: Kandidate kon nie die gebeure in chronologiese orde skryf nie. Dit is asof hulle nie die term verstaan het nie.
Vraag 12.11: Leerders gebruik hul eie persoonlike idees om te beskryf wat die inbrekers met Lila en Daniël gedoen het.
Vraag 12.12: Watter simboliese betekenis het die rooi kombersie tydens die inbraak vir Lila gehad? Kandidate verstaan nie die begrip “simboliese betekenis”nie.
Vraag 12.14.2: Toe Lila die inbrekers sien, was sy kalm Waar of Onwaar. By die motivering het die oorgroot meerderheid geskryf “sy was geskok”.
Vraag 12.13: Groot meerderheid leerders het hier gesê: “Daniël het die motorsleutels gegee.”
Vraag 2.17: Leerders verstaan nie die begrip “ironie”. Slegs enkele kandidate kon hierdie vraag beantwoord.
(b)Why was the question poorly answered? Also provide specific examples, indicate common Errors committed by learners in this question, and any misconceptions.
Die kandidate wat swak gevaar het, het duidelik nie die verhaal geken nie en daarom was dit vir hulle moeilik om afleidingsvrae of hoër orde vrae te beantwoord.
Vraag 12.6: “Klein” word letterlik beskryf en die oorgrote meerderheid het glad nie by die antwoord uitgekom nie. Dieselfde met vraag 12.17
Vraag 12.17: “Waarom is die slot van die verhaal ironies as jy van Lila se leefwyse dink?” kandidate het nie die begrip ironie verstaan nie en dus kan daar afgelei word dat leerders nie vertrou is met literêre konsepte nie.
c)Provide suggestions for improvement in relation to Teaching and Learning
Letterkundige terme moet reeds vir laer grade aan leerders geleer word.
Leerders moet daarop attent gemaak word dat die eerste sin in ‘n antwoord gemerk word. Leerders moet ook daarop let dat EEN WOORD in die vraestel slegs een woord beteken. Indien ‘n leerder meer woorde skryf, is die antwoord verkeerd.
(d)Describe any other specific observations relating to responses of learners.
Kandidate kon nie verby die geskrewe teks dink nie.

Een-woord-antwoorde is dikwels in meer as een word verskaf.
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Onderwysers moet korrekte spelling van woorde by leerders inskerp en ook onder die leerders se aandag bring dat die gebruik van Engelse woorde in antwoorde taboe is. Onderwysers kan deur ou vraestelle met die leerders werk sodat hulle aan die vraagstelling en terminologie gewoon kan raak.
QUESTION 13 Stad in die mis – DJ Opperman
(a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Hierdie vraag was die gewildste vraag uit Afdeling D. Dit was egter opvallend dat leerlinge die instruksies in hierdie afdeling gelees het of verstaan het nie. 'n Groot aantal leerders in hierdie afdeling het slegs EEN gedig gedoen en sodoende 'n vraag van 17½ punte uitgelaat.
(b)Why was the question poorly answered? Also provide specific examples, indicate common Errors committed by learners in this question, and any misconceptions.
13.5 Watter EEN WOORD – Leerders het hier meer as een woord geskryf. Die vraag se posisie op die vraestel het veroorsaak dat baie leerders nie die vraag beantwoord het nie.
13.9 Oorgroot meerderheid van kandidate het “knor” reggehad, maar weinig het by “hap” uitgekome nie, maar wel “staal op staal” geskryf. Hulle kon dus nie die assonansie maak dat dit “hap” is nie.
13.11 Die meeste kandidate het geskryf “bly in die huis/moenie uitgaan nie – hulle het nie aan veiligheidsredes gedink nie.
13.13 : By hierdie vraag is die kandidate beïnvloed deur vraag 13.10 waar die hom na die dier of stad verwys. Die meerderheid kandidate se antwoorde was die dier wat die staal hap.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Die volgende kommentaar is van toepassing op al die antwoorde. Gedigte moet deeglik onderrig word. Onderrig alle beeldspraak, stylfigure, klankverskynsels, ironie ens in alle gedigte. Leerders moet daarop gewys word dat gedigte meer sê as wat daar geskryf is en daar moet dikwels na die versteekte of dieper betekenis gesoek word. Daar moet aan leerders duidelik gemaak word dat kontraste, vergelykings en ironie twee aspekte behels wat teenoor mekaar gestel word en albei moet genoem word om twee punte te verdien.
(d)Describe any other specific observations relating to responses of learners.
Die volgende kommentaar is van toepassing op al die gedigte. Wanneer 'n versreël aangehaal moet word, word daar meer as een sin geskryf. Een woord antwoorde word in volsinne beantwoord en hier het baie kandidate punte verbeur.
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Die volgende kommentaar is van toepassing op al die gedigte. Digterlike termes kan vereenvoudig word deur dit op alledaagse gebeurtenisse toe te pas. Berei 'n verskeidenheid vrae voor en laat die leerders die beste antwoorde identifiseer. Dit sal ook aan die leerders kan uitlig waarom daar 'n verskeidenheid antwoorde is.
QUESTION 14 Things that go bump in the night - Rosa Keet
a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
Dit was 'n baie gewilde vraag en oor die algemeen het leerders goed gevaar. Kandidate verloor egter baie punte omdat hulle nie die instruksies nakom nie bv. (EEN WOORD, TWEE OPEENVOLGENDE WOORDE , EEN VERSREËL ens.)
b)Why was the question poorly answered? Also provide specific examples, indicate common Errors committed by learners in this question, and any misconceptions.
Die enigste vraag wat as uitdagend beskou kan word was vraag 14.3
c)Provide suggestions for improvement in relation to Teaching and Learning
Sien kommentaar by vraag 13(c)
(d)Describe any other specific observations relating to responses of learners.
Sien kommentaar by vraag 13(d)
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Sien kommentaar by vraag 13(e)
QUESTION 15 Spore op die maan - Koos du Plessis
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Min kandidate het hierdie vraag beantwoord en diegene wat dit wel beantwoord het baie swak daarin gevaar.
Vraag 15.2 : Waarom is die plan “verfrommel”? Baie min kandidate kon hierdie vraag beantwoord. Mens het die gevoel gekry dat hulle nie die word verfrommel verstaan het nie.
Vraag 15.5 :Waarna verwys die woorde “want die stad blom elke nag” Vier kandidate kon hierdie vraag beantwoord.
Vraag 15.9.2 Kandidate kon nie die vergelyking tussen die rusper(leërs) en die mens uitkom nie.
Vraag 15.11 : Sommige leerders kon tog by die gevoel deel van hierdie vraag uitkom. Maar nie een leerder het die rede korrek verskaf nie
c)Provide suggestions for improvement in relation to Teaching and Learning
Sien kommentaar by vraag 13(c)
(d)Describe any other specific observations relating to responses of learners.
Sien kommentaar by vraag 13(d)
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Sien kommentaar by vraag 13(e)
QUESTION 16 Die hanswors - SJ Pretorius
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Hierdie vraag was baie gewild onder die leerders en baie goeie punte is behaal. Daar was egter 'n paar vrae wat probleme veroorsaak het. Die grootste probleem dat 'n groot getal kandidate nie die laaste bladsy omgeblaai het nie en nie die laaste vraag gedoen het nie en sodoende drie punte verbeur het. Dit kan wees dat die plasing van die vraag 'n rede daarvoor was of dat die leerders net te haastig was om die eksamenlokaal te verlaat.

<p>b)Why was the question poorly answered? Also provide specific examples, indicate common Errors committed by learners in this question, and any misconceptions. Daar was egter drie vrae waarmee die kandidate gesukkel het.</p>
<p>Vraag 16.7 : Waarom, dink jy, het die hanswors die brief “oor en oor “gelees? Die meerderheid kandidate het net geskryf dat hy die brief by die diere gaan lees het. Vraag 16.12 : Kandidate het nie geweet wat die woord “bate” beteken nie. Vraag 16.13 : Wat suggereer die stippels aan die einde van versreël 23? Hierdie vraag was absoluut bo die vuurmaakplek van die grootste gedeelte van die kandidate.</p>
<p>c)Provide suggestions for improvement in relation to Teaching and Learning Sien kommentaar by vraag 13 (c)</p>
<p>(d)Describe any other specific observations relating to responses of learners. Sien kommentaar by vraag 13 (d)</p>
<p>(e)Any other comments useful to teachers, subject advisors, teacher development etc. Sien kommentaar by vraag 13(e)</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	Afrikaans Eerste Addisionele Taal Vraestel 3		
DATE OF EXAMINATION:	23 November 2012	DURATION:	2½ uur

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The learners wrote a fair paper. It was noted that the learners were more prepared to write Paper 3 than the year before. The quality of work written by the learners were of a high standard. This was mainly due to a fair paper which contained topics from the immediate environment of the grade 12 learner. Learners had a variety topics to choose from and the paper catered for the needs of the weak, average and strong academic candidate.

Subject advisors and markers of Paper 3 used the experience gained at the marking of this paper to the benefit of the learners of his/her school and took valuable experience back to the classroom, which resulted in the good performance of the learners of 2012.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

AFDELING A: VRAAG 1.1 'n Vakansiedag wat ek nooit sal vergeet nie.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Hierdie opstel is deur kandidate as 'n beskrywende / verhalende opstel beskou. Die meeste kandidate wat oor hierdie onderwerp geskryf het, het dit voldoende na goed beantwoord.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Probleme voortspruitend uit hierdie vraag was: <ul style="list-style-type: none">• Kandidate het nie EEN spesifieke dag beskryf nie, maar 'n paar dae of 'n hele vakansie. Dit was dan as gemiddelde tot beperkte interpretasie beskou en kandidate is op Inhoud gepenaliseer.• Die gedeelte oor hoe die dag jou en jou gesin se lewens beïnvloed het, was ook nie goed aangeraak nie. Grotendeels omdat kandidate 'n lang inleiding/aanloop tot die gebeure gehad het en dan die aantal woorde reeds bereik het. Kandidate het dan punte verloor by Struktuur.• Kandidate het ook die vakansie met hulle vriende beskryf, eerder as met hulle gesin soos wat gevra is. Kandidate het dan punte by interpretasie van onderwerp verloor.
(d) Describe any other specific observations relating to responses of learners
Leerders ken nie die verskil tussen gesin en familie nie. Hulle is nie gepenaliseer indien die verskil nie duidelik in die opstel te voorskyn gekom het nie.
VRAAG 1.2 'n Groot teleurstelling
(a) General comment on the performance of learners in the specific question. Was the question

well answered or poorly answered?
Die vraag was oorwegend verkeerd geïnterpreteer. Leerders het die vraag swak beantwoord. Dit was egter 'n gewilde keuse onder die leerders, maar misgetas deur baie. Die fokus van die leerders was foutiewelik meer op die <i>geleentheid</i> as op die <i>teleurstelling</i> van die kamera wat weggeraak het met al die herinneringe daarop.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Weereens is die instruksie nie noukeurig deurgelees nie. Leerders het veral die <i>spesiale geleentheid</i> bespreek. Die fokus is op teleurstelling toe die kamera weggeraak het. Leerders het punte verloor by Inhoud as swak/bepaalde fokus. Leerders se inleiding tot die onderwerp was ook te lank en dan het hulle die aantal woorde oorskry of skielik besef dat hulle die aantal woorde bereik het. Die samehang van die skryfstuk kon dus nie tot sy reg kom nie en leerders het punte bu struktuur verloor.
(c) Describe any other specific observations relating to responses of learners
Die matriekafskiedfunksie was baie gewild onder die leerders om te beskryf. Die interpretasie was gewoon en geen nuwe, volwasse idees is deur leerders geskryf nie.
VRAAG 1.3 Behoort leerders 'n derde taal op skool te leer?
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het nie die vraag goed beantwoord nie. Hulle moes hul eie opinie gee en dit blyk moeilik te wees. Hulle het die opstel as argumenterend begin, maar afgewyk van die tipe opstel en oorgegaan na 'n beredenerend of omgekeerd. Leerders is nie benadeel as hulle die tale uit die vraestel neerskryf het nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
Leerders het die vraag beantwoord deur te verwys na die <i>voordele</i> van 'n derde taal in Suid-Afrika, veral na skool. Leerders moes hulle opinie gee oor 'n derde taal op <i>skool</i> . Hulle opinie is gevra. Leerders het nie die vraag beantwoord nie. Baie leerders het Afrikaans, Engels en Duits as die derde taal op skool gesien. .
(c) Describe any other specific observations relating to responses of learners
Leerders het nie gehou by die formaat wat vir argumenterend / beredenerend gevolg moes word nie. Hulle het die twee opsteltipes verwar/ saam gebruik in een skryfstuk.
VRAAG 1.4 Ek het doelwitte om in die toekoms te bereik.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Hierdie vraag is baie goed deur leerders beantwoord. Hulle het geweet wat doelwitte is, asook wat hulle moet doen om dit te verwesenlik. Hulle het geen probleem gehad om DRIE doelwitte te bespreek nie.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die leerders se inhoud was gewoon sonder diepte. Doelwitte was: universiteit, kar en trou met kinders. Min diepte en volwasse idees was te bespeur by hierdie opstel.
(c) Describe any other specific observations relating to responses of learners
Dit het uit die opstelle gebuik dat die vak Lewensoriëtering baie van die leerders se denkwyses beïnvloed het. Hulle ken die verskil tussen doelwit en doele en het die vraag korrek geïnterpreteer. Die doelwitte was gewoon en soms vaag.
VRAAG 1.5 Verkies tieners selfone bo geselskap?
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die opstel was redelik gewild onder die leerders. Dit het gewissel tussen uitstekend tot misgetas
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die probleem met die opstel was dat sommige leerders die voordele en nadele van selfone gegee het (amper feitelike opstel) en nie die vraag beantwoord het nie. Die kandidaat het dan 'n beperkte fokus op die onderwerp weerspieël. Oorwegend het leerders die selfoon bo die geselskap van familie verkies!
(c) Describe any other specific observations relating to responses of learners
Kandidate blyk deeglik bewus te wees van die gevare van kletskamers! Leerders se woordeskat en korrekte woordgebruik was goed- tegnologiese terme kon geskryf word.
VRAAG 1.6 Visuele tekste
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die instruksie by die vraag was dat die die opstel direk by die prent moet aansluit. Die visuele tekste se invalshoeke kon verskil. Leerders het veral oor 1.6.1 geskryf (oor die vrees van/vir die eksamenlokaal.) Die angstigheid van die persoon moes in die opstel te voorskyn kom. 1.6.2 Leerders het baie hieroor geskryf. Dit het veral oor 'n reisverhaal gehandel. Baie interessante temas was aangeraak, soos 'n nuwe begin, my lewe in 'n tas ens. Die sterk kandidaat het interessante en verbeeldingryke skryfstuk geproduseer. 1.6.3 Die hond en kat op die boomstomp, het 'n verskeidenheid invalshoeke meegebring, maar hier het ook die grootste mistasting plaasgevind. Moontlike temas was by die Memo bespreking behandel.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die probleem was grotendeels die invalshoek waaruit die kandidaat geskryf het.

(c) Describe any other specific observations relating to responses of learners.
Leerders het baie geskryf oor 'n reis met die familie. Dit was soms verwar met Vraag 1.1.
AFDELING B: LANGER TRANSAKSIONELE TEKS
VRAAG 2.1 FORMELE BRIEF
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Dit was nie baie goed beantwoord nie. Die probleem was hoofsaaklik die formaat en die register van die brief.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Formaat was 'n probleem. Leerders ken nie die formaat van 'n formele brief nie. Die skryf van adresse was ook problematies. Daar was beperkte fokus deurdat die leerder nie aan al die teksvereistes voldoen het nie. Die projek moes beskryf word en die munisipaliteit se hulp moes gevra word. Leerders het selde beide gedoen. Die gebruik van die infinitief was ook swak. Leerders kon die vraestel aanhaal sonder om gepenaliseer te word. Die konsep van "leef groen" was baie abstrak vir die leerder en was verwar met die osoonlaag en groen verf. Toon, register en styl was ook 'n probleem. Die register van die brief was formeel en min leerders het "u" gebruik.
(c) Describe any other specific observations relating to responses of learners.
Dit was opvallend dat leerders bewus is van gemeenskapprojekte en hoe dit die gemeenskap kan verbeter.
VRAAG 2.2 FORMELE TOESPRAAK
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Gemiddelde respons. Die leerders het al die inligting gehad om die toespraak te skryf. (Moeder Teresa se woorde) Leerders kon die woorde in die toespraak gebruik en baie het dit gebruik as die inleiding of as die slot.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Leerders het nie die gehoor/luisteraars gegroet nie. Die boodskap moes positief wees, met die fokus op aanmoediging vir die lewende na skool. Leerders het dit uit hul eie perspektief as 'n klasmaat geskryf, wat nie nodig was nie. Min leerders het dit geskryf uit die genooide gasspreker perspektief. Alhoewel dit as 'n formele toespraak gevra is, was leerders nie gepenaliseer as dit die informele toon van 'n klasmaat was nie.- daar moes egter 'n groetvorm aangedui wees. Die formaat hoef nie in paragrawe te wees nie. Dit kan ondermekaar in volsinne wees, maar definitief nie kripties nie.
(c) Describe any other specific observations relating to responses of learners
Leerders het die toespraak uit hul ervaringswêreld geskryf.

VRAAG 2.3 DIALOOG
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Dit was baie goed beantwoord. Leerders ken die formaat baie goed. Die idees was volwasse en oortuigend.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die inhoud was oorwegend goed en fokus is deurgaans behou. Meestal taalprobleme het die punte hier verminder.
(c) Describe any other specific observations relating to responses of learners
Leerders weet almal wat selfmoord is en hoe om iemand te oortuig om nie selfmoord te pleeg nie. Baie goeie advies en ooredingstegnieke is deur hulle gebruik.
VRAAG 2.4 SKOOLKOERANTARTIKEL
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het klei getrap om hierdie vraag te beantwoord. Hulle het nie aan die teksvereistes voldoen nie, naamlik 'n artikel skryf vir 'n skoolkoerant (formaat) en inhoud (beantwoord die vraag wat gevra word). Die vraag <i>Is daardie matriekbaadjie regtig nodig?</i> moes in die artikel beantwoord word.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
Leerders ken nie die formaat by die skryf van 'n koerantartikel nie. (omgekeerde piramide). Die vraag moes beide kante berig, nl. Die ouers se kant en die matrikulant se kant. Dit was nie nodig om tot 'n slotsom te kom nie. Die leerders kon dit in kolomme of in paragrawe skryf. Dit is nie nodig om die skrywer se naam onder die titel te skryf nie.
(c) Describe any other specific observations relating to responses of learner
Leerders het matriekbaadjies verwar met kleurbaadjies. (skooluniform)
AFDELING C: KORTER TEKS. NASLAAN-, INFORMATIEWE EN TRANSAKSIONELE TEKSTE.
VRAAG 3.1 ADVERTENSIE
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Daar was gemiddelde responses op hierdie vraag. Dit het gewissel van uitstekend tot baie swak interpretasie van die teksvereistes van die advertensie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Leerders het nie die ABBA beginsel toegepas nie. Die fokuswoorde van die advertensie was jongmense, ouetehuis, skoonmaak, verf. Leerders het hul blind gestaar teen die woorde van

die prent en daarvolgens 'n advertensie ontwerp met min of geen van die fokuswoorde in nie.
(c) Describe any other specific observations relating to responses of learners
Leerders lees nie die teksvereistes nie. Hulle herken een woord in die leidende sinne en reageer daarop.
VRAAG 3.2 POSKAART
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Swak beantwoord. Leerders kommunikeer min/glad nie meer met hierdie tipe middel nie en dit was duidelik in hulle beantwoording van hierdie vraag.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die eerste probleem was met die natrek van die poskaart in die antwoordboek. Leerders het linkerkant en regterkant verwar. Die adres was sonder die naam van die ontvanger en die datum was aan die adreskant van die poskaart. Leerders het die fokuswoorde nie raakgesien nie en dit het bloot 'n verwysing na die president geword. Die woord "ervarings" was nie verstaan nie.
(c) Describe any other specific observations relating to responses of learners
Leerders kan nie 'n adres in Afrikaans skryf nie. Die Engelse invloed word duidelik gesien.
VRAAG 3.3 INSTRUKSIES
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Dit was oor die algemeen baie goed tot uitstekend beantwoord.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Leerders se instruksies was soms vaag in die sin dat hulle die instruksies nie werkwoorde gebruik het nie. Voornaamwoorde is baie verkeerd gebruik by hierdie vraag bv. Hulle / ons /julle was baie verkeerd aangewend met die gee van instruksies.
(c) Describe any other specific observations relating to responses of learners
Leerders se ervaringswêreld van partytjie hou was duidelik. Kru taalgebruik het veral hier na vore gekom.
(e) Provide suggestions for improvement in relation to Teaching and Learning
Meer skryfwerk in die klas en afrigting oor hoe om 'n vraag te lees en te interpreteer word aanbeveel. Leerders moet tussen die grade 10 en 12 aan al die verskillende skryfstukke blootgestel word. Woordeskat en spel oefeninge moet gereeld geoefen word. Gebruik nuwe woorde uit letterkunde om die skryfstukke te verbeter.
Leerders moet geleer word om die instruksies noukeurig te lees. Hulle moet elke deel van die

vraag aanspreek in die opstel.

Woordeskat en die korrekte gebruik van woorde in 'n sin behoort meer in die klaskamer ingeoefen word.. (klaar word bv. as kla..geskryf)

Leerders verwar die woorde wanneer, waarom, want ens. en dit word verkeerd gebruik Skryfstukke moet 'n titel hê, veral ook by die finale skryfstuk wat geassesseer moet word.

Woorde word enige plek afgekap om na die volgende reël oor te gaan.

Voornaamwoorde word verkeerd gebruik.

Leerders gebruik tye deurmekaar en dit veroorsaak verwarring .

Formaat moet geleer word. Adresse word nog steeds verkeerd geskryf

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Maak gebruik van die riglyne vir skryfstukke om die verskil in aanslag tussen die tipe opstelle aan leerders te verduidelik.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AFRIKAANS HOME LANGUAGE PAPER 1
DURATION OF PAPER :	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Omsendskrywe E2 van 2012 "*Amendments to the Examination Guidelines for official Home Languages*" het verseker dat die langer leesteks by Vraag 1 (Leesbegrip) nie as 'n verrassing gekom het nie. Die leerders het die langer teks bevredigend hanteer.

Die Opsomming is goed beantwoord omdat die teks interessant was en logies uiteengesit is.

Vraag 3, wat Taalkunde in konteks getoets het, was ondergemiddeld beantwoord. Ek het egter 'n gevoel dat die afdeling so 'n bietjie beter as verlede beantwoord is.

Die trefkrag van reklametaal (advertensies) het baie kandidate gekelder en leerkragte sal interpretasievrae oor advertensies moet behandel.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Die vraag was die Leesbegrip-vraag wat 'n lang artikel (700-800 woorde) oor die belangrikheid van handskrif en 'n strokiesprent oor grootmense se onvermoë om rekenaartaal en rekenaars te verstaan ingesluit het. Die vraag is bevredigend beantwoord omdat die kognitiewe vlakke van Barrett perfek toegepas is: Vlak 1 en 2 = 40%, Vlak 3 = 40% en Vlak 4 en 5 = 20%. Dit het meegebring dat al die kandidate maklik by 40% (12 uit 30) uitgekom het. Die hoë-orde vrae (1.14 en 1.17) het die toppresterders uitgedaag om by 'n onderskeidingspunt uit te kom.

Dit was 'n billike vraag wat geen leerder benadeel het nie. Die swakker kandidaat kon ook by 40% uitkom.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Die gemiddelde en ondergemiddelde leerder het met vrae **1.14 en 1.17** – die hoë-orde vrae gesukkel. En tereg ook! Hulle het ook gesukkel om die strokiesprent se interpretasie en betekenis onder woorde te bring. Met ander woorde: hulle begrip van die teks was skraal.

(f) Provide suggestions for improvement in relation to Teaching and Learning

Stel die leerders ten minste een keer elke twee weke bloot aan Begripslees. Gooi hulle toe onder 'n verskeidenheid tekste (trek dit van die internet van ander provinsies af).

Laat die leerder tydens 'n Begripsles die teks opsom om by kerngedagtes uit te kom. Laat hulle oefen om afleidings te maak en voorspellings te waag. Leer hulle oefen om 'n eie opinie sinvol te formuleer en telkens te motiveer.

Waar daar van die kandidaat verwag word om 'n **keuse** uit te oefen, byvoorbeeld: **ja of nee**;

geloofwaardig of ongeloofwaardig moet die kandidaat die keuse eers uitoefen voordat die motivering of rede volg.
(d) Describe any other specific observations relating to responses of learners
<p>Dril dit by die by die leerders in om 'n reël tussen elke antwoord oop te laat.</p> <p>Leer hulle om 'n keuse by Ja/Nee vrae uit te oefen voor hulle instorm om dit te bewys. Laat hulle oefen om 'n volsin te skryf. Frases benadeel die leerder aangesien die antwoord dikwels vaag of onvolledig is.</p> <p>As jy aanhaal, moenie die aanhalingstekens vergeet nie.</p> <p>Stel hulle weekliks aan strokiesprente bloot. (Die Burger het elke dag 'n stuk of ses.) Peper hulle met vrae waar hulle sekere goed moet aflei.</p>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
'n Uitdaging aan Vakadviseurs: Stel 'n Begripstoetsboekie uit rekord- en eindeksamenvraestelle saam. Sodoende kan in elke distrik verseker word die leerders kry blootstelling aan goeie en op standaard tekste.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
By die opsommingsvraag moes leerders die sewe interessante feite oor die geskiedenis van Coca Cola bekyk. Die teks het hom vanweë spesifieke datums baie toeganklik vir lesers gemaak. Die vraag is deurgaans goed beantwoord.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Die leerders wat swak gevaar het, was die wat nie hul antwoord in volsinne geskryf het nie. 'n Punt word slegs vir 'n feit wat in 'n volsin is, toegeken. Omdat diegene hulle sewe feite as frases (met ander woorde – daar is geen onderwerp of gesegde nie) aangebied het, het hulle punte verbeur. Wat jammer is, want die kandidaat kon die feite reg identifiseer.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Leerkragte moet dit aanhoudend beklemtoon dat slegs volsinne punte by die opsomming verdien. Wees baie streng as u die opsomming nasien en volg die nasienriglyne, naamlik: ken 1 punt eksta toe vir 1 – 3 korrekte feite, 2 punte vir 4 – 5 korrekte feite en 3 punte vir 6 – 7 korrekte feite. Dié drie punte word vir taal toegeken.
(d) Describe any other specific observations relating to responses of learners
Leerders wat minder woorde as die toegelate 90 woorde gebruik, penaliseer hulself dikwels. Daar is genoeg tyd vir elke leerder om eers 'n rowwe kopie te maak voordat die finale een aangepak word. Daar was ook kandidate wat vergeet het om hul rowwe kopie deur te haal.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<p>Moenie nalaat om die leerders ten minste drie keer per kwartaal 'n opsomming te laat oefen nie. Gebruik ou matriekvraestelle vir hierdie doel.</p> <p>Leer hulle om te kyk wat van hulle verwag word en dienoreenkomstig die feite in die teks te gaan soek.</p>
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die vraag wat gefokus het op drie uiteenlopende tekste, naamlik 'n prosateks, 'n advertensie

<p>en 'n strokiesprent, het taalgebruik in konteks, advertensietegnieke, visuele geletterdheid en taalvaardighede getoets. Dis steeds duidelik, nes die afgelope drie jaar, dat leerders hulle min steur aan dié aspek van Afrikaans. Die vraag is ondergemiddeld beantwoord – iets waaroor ons nie te veel hoef te kla nie aangesien dit heelwat beter was as die 6 uit 30 wat verlede jaar so volop voorgekom het.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Die vrae wat die kandidate by die eerste teks gekelder het, was 3.2 (die afkorting dr.) en 3.3.1 (woordeboekgebruik). Die rede: nie omdat dit moeilik was nie, maar omdat die leerders dit nie uit die konteks van die teks beantwoord het nie. Indien hulle dit gedoen het, sou hulle beseft het die <i>dr.</i> is 'n doktor en nie 'n mediese <i>dokter</i> nie.</p> <p>Met die betekenis van skraal wat hulle uit die woordeboek moes aflei, het hulle hul weer nie aan die teks waarin die woord gebruik is nie, gesteur nie.</p> <p>By die tweede teks het die swakker leerders deurgaans gesukkel en belangrike NKV-taalaspekte beslis nie onder die knie nie. 3.10 (konnotasie), 3.11 (toevoegende wyse), 3.13 (implisiete boodskap), 3.17 (bywoordelike bepaling), 3.19 (onderwerp van 'n sin) is swak beantwoord. LEERDERS WAS BLOOT NIE GOED GENOEG VOORBEREI NIE!</p> <p>By die derde teks het heelwat leerders gesukkel met 3.22 (bevelsin), 3.25 (lydende vorm) en 3.29 (lyftaal). Basiese beginsels soos 'n uitroepteken en die daar word-konstruksie by lydende vorm is nie geleer nie. Die vraag oor hoe lyftaal by die karakter se woorde aansluit, is duidelik deur min skole onderrig.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Dit blyk dat Taalkunde steeds by skole afgeskeep word. En dis onverskoonbaar! Leerkragte kom hul leerders te na. Daar is genoeg tyd dat Taalleer inge oefen kan word. Die kind moet die NKV uit sy kop ken. Dit is elke leerkrag se plig om die afgelope vier jaar se vraestelle met hul leerders snuif te trap. Gebruik die NKV se riglyne: bl. 43,45,47,49 en 51 en werk deur elke assesseringstandaard. Die Wes- Kaap se Lenteskool, onder leiding van mnr. Chris Banda, bied wonderlike wenke wat 'n matriekleerder moet weet vir Taalleer. GAAN SOEK DIT!</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Dit is belangrik dat leerders die basiese woorde in Afrikaans kan spel, want by eenwoordantwoorde tel spelling.</p> <p>Maak seker dat hulle die benaminge van die trappe van vergelyking ken: stellend, vergrotend, oortreffend.</p> <p>Dril basiese spelreëls in, byvoorbeeld: lang klanke in oop lettergrepe (vaker).</p>
<p>Kort klanke en konsonantverdubbeling (pille).</p> <p>Laat die kinders oefen om Taal in konteks te doen.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Laat u leerders elke week kort toetsies skryf oor die Taal-aspekte soos uiteengesit in die NKV. Dit is ons eie skuld dat die Taalgemiddelde jaar na jaar so sleg lyk en beslis nie die standaard van die vraestel nie.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AFRIKAANS HUISTAAL VRAESTEL 2		
DATE OF EXAMINATION:		DURATION:	2H30MIN

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Die leerders het hierdie jaar definitief beter gevaar met die beantwoording van die vraestel. Waar daar al in die verlede 'n 0 in die vraestel was, het ons dit hierdie jaar nie teëgekomp nie. Dit was 'n billike vraestel wat al die fasette van die NKV gedek het. Al die kognitiewe vlakke is ook aangespreek. Daar is heelwat minder kandidate wat twee kontekstuele vrae gedoen het. Daar is egter nog steeds kandidate wat by die opstelvrae geen inleiding en slot skryf nie. Dit is jammer dat onderwysers kandidate afraai om die opstelvrae, veral by die gedigte, te doen. Hierdie jaar was Vraag 1 beslis een van die makliker vrae.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1: Opstelvraag :Safari
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Baie min kandidate het hierdie vraag beantwoord. Onderwysers raai kandidate af om die opstelvraag te beantwoord. Indien 'n leerder egter geleer word om 'n opstelvraag te hanteer, was vanjaar se vraag 1 'n besliste moet.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Leerders gebruik nie 'n inleiding en/of slot nie. Dit plaas hul dadelik by kategorie 3 vir taal & styl. Leerders gebruik ook nie die kapstokke (bullits) om hulle te lei om die vraag te beantwoord nie. Elke kapstok beteken 'n paragraaf. Wanneer gemotiveerde feite verlang word, beteken dit meer as net die opnoem van feite.
(g) Provide suggestions for improvement in relation to Teaching and Learning
Leer die kandidate om die stelling/vraag as 'n inleiding te gebruik. Die slot is 'n samevatting van wat gevra word. Die kapstokke moet gesien word as die hoeveelheid paragrawe. Indien daar net feite gevra word, kan die kandidaat bloot die feite noem. Sodra gemotiveerde feite gevra word, beteken dit die leerder moet hierdie stelling volgens die PIV=metode bespreek. (Stelling – illustrasie – verduideliking)
(d) Describe any other specific observations relating to responses of learners
Kandidate is geneig om slegs die inhoud van die gedig neer te skryf en nie aandag aan die kapstokke te gee nie. Kandidate het nie die tipografie-kapstok voldoende beantwoord nie.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Gebruik die webwerwe van die onderskeie provinsies om vraestelle se opstelvrae op te spoor. Werk 'n voorbeeld saam met die leerders deur en gebruik nog ander om die leerders oefening daarin te gee. Die gedig Safari kan nie anders behandel word as om aandag aan die tipografie van die

gedig te gee nie.
QUESTION 2 : Die skedel lag al huil die gesig
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Kandidate het met hierdie vraag gesukkel. Die gedig as sulks is 'n moeilik verstaanbare gedig.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
2.2 Kandidate het hierdie vraag direk uit die gedig probeer beantwoord en dan het hulle net deels aangehaal. Die klem het hier geval op <i>humorsin behou</i> en <i>die mens sal die dood glimlaggend trotseer</i> .
2.3 Kandidate het hierdie vraag swak beantwoord. Hulle beantwoord nie die vraag deur slegs <i>sal ek weet ek</i> aan te haal nie. Die vraag vra hoe m.a.w. die herhaling/ gebruik van <i>sal ek weet ek</i> sal eerder korrek wees.
2.4 Die begrip <i>uurwerkvernuf</i> is baie swak deur die kandidate verstaan.
2.5 Kandidate ken nie die terminologie <i>vooropplasing</i> nie. Hulle verstaan ook nie die begrip <i>effek</i> nie.
2.6 Weinig kandidate kon by die ouditiewe funksie van die alliterasie uit.
2.8 Kandidate beantwoord hierdie ja/nee-vrae baie swak. Hulle los eenvoudig die ja/nee uit. Kandidate het nie geweet tot watter insig die spreker gekom het nie.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Hierdie gedig moet behandel word met die tema (die mens is vir sy eie ondergang verantwoordelik) as vertrekpunt. Leer die leerders om die vrae korrek te beantwoord. " <i>Stem jy saam.....</i> " <i>Motiveer jou antwoord.</i>
Die leerder moet eers die stem-jy-saam-gedeelte beantwoord voordat hy/sy die motivering gee. Kyk na die woordelys van die NKV en maak seker van die terminologie.
(d) Describe any other specific observations relating to responses of learners
Uit leerders se antwoorde het dit duidelik geblyk dat hierdie gedig ver bo die vuurmaakplek van die kandidate is. Voorgeskrewe gedigte moet met groter sorg gekies word. Terminologie soos vooropplasing, uitheffingstegnieke en funksie van halfryme was vir sommige kandidate onbekend
QUESTION 3 : Vroegherfs
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die meeste kandidate het hierdie vraag beantwoord. Die kandidate het ook goed gevaar in die vraag. Ek skryf dit daaraan toe dat die onderwysers al vertrouwd is met hierdie gedig aangesien dit al jare met die onderwysers saamkom. Dit bewys dus dat voorgeskrewe werke vir 'n langer tydperk behandel moet word indien ons resultate wil sien.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
3.2 Hierdie dubbeldoor-vrae het pyne besorg. Leerders het net by die eerste of laaste gedeelte uitgekom.
3.4 Kandidate haal 2 tot 3 versreëls aan. Kandidate moet besef dat slegs die eerste antwoord gemerk word.
3.5 Kandidate se antwoord was hoofsaaklik " <i>omdat daar 'n verduideliking volg.</i> " Daar is al die afgelope twee jaar in hierdie verslag genoem dat kandidate nie daarvoor punte verdien nie. Hulle moet uitbrei op WAT verduidelik/beklemtoon word.

3.6	Kandidate het die metafoor herken, maar nie geweet wat die funksie daarvan is nie.
3.8	Kandidate duie eenvoudig nie aan of die toepassing effektief is , al dan nie.
(C) Provide suggestions for improvement in relation to Teaching and Learning	
Kandidate moet bedag wees op dubbeldoor-vrae en seker maak dat hul beide beantwoord. Indien kandidate lang gedeeltes aanhaal, moet hulle die gedeelte wat as antwoord moet dien, onderstreep. Kandidate moet onderrig word dat beklemtoning/verduideliking nie punte kry nie, maar wel die WAT wat verduidelik/beklemtoon word. By die hoër denkvlak-vrae moet die kandidate besef hulle moet evalueer/waardeer EN dan daarmee tesame motiveer.	
(d) Describe any other specific observations relating to responses of learners	
Die kandidate het hierdie vraag goed beantwoord.	
e) Any other comments useful to teachers, subject advisors, teacher development etc.	
Hierdie vraag kan as 'n riglyn gebruik word oor wat in Vroegherfs onderrig moet word. Toets leerders op 'n gereelde basis (nadat hulle die inhoud verstaan) oor die tegniese aspekte van 'n spesifieke gedig, bv. Waarom gebruik die digter hier 'n komma/wat is die funksie van die halfrym ens.	
QUESTION 4 : “last grave at dimbaza”	
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
Hierdie was die gewildste gedig. Dit val in sommige leerders se verwysingsraamwerk en is verstaanbaar. Die kandidate het goed in hierdie vraag gevaar.	
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
4.2	Kandidate moet daarteen waak om 3 tot 4 versreëls aan te haal, sonder om die woorde van belang te onderstreep.
4.3	Alhoewel die antwoord <i>sinekdogee</i> was, is <i>metafoor</i> ook aanvaar.
4.6	Kandidate se antwoord was hoofsaaklik <i>omdat hy bly was</i> . Hierdie antwoord vorm egter deel van die vraag. Hier gaan dit oor die funksionaliteit van die woorde wat juis blydschap en vreugde aandui.
4.8	Baie min kandidate het werklik kritiese kommentaar gelewer. Die meeste kandidate het nie geweet wat van hulle verwag word nie.
(C) Provide suggestions for improvement in relation to Teaching and Learning	
Kandidate moet onderrig word om die korrekte woord te onderstreep indien hul versreëls aanhaal. Raadpleeg die NKV se woordelys rondom beeldspraak en stylfigure. Wanneer kritiese kommentaar gelewer word, moet die leerder 'n kriteria hê waarteen hy die stelling meet, bv. Die Engels in die gedig is gepas (nou die kriteria) omdat die pa op die myne gewerk het en Engels en Afrikaans deurmekaar gepraat het (terug na die gedig) daarom skryf die digter hier soos die pa praat. Om kritiese kommentaar te lewer, is soos om 'n resensie te skryf.	
(d) Describe any other specific observations relating to responses of learners	
Die kandidate het hierdie gedig deeglik verstaan.	
e) Any other comments useful to teachers, subject advisors, teacher development etc.	
Onthou by ironie en kontras moet die kandidaat beide kante noem.	
QUESTION 5 Opstelvraag : Die wêreld het so klein geword.(ongesiene gedig)	

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Baie min kandidate het hul hand aan die vraag gewaag.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Onderwysers raai kandidate af om die opstelvraag te beantwoord in plaas daarvan dat leerkragte leerders hierin onderrig.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Die kandidate moet leer om die stelling/vraag as 'n inleiding te gebruik, bv. kontras tussen tegnologiese ontwikkeling se voor- en nadele kom baie sterk in die gedig na vore.
(d) Describe any other specific observations relating to responses of learners
Kandidate gebruik glad nie die kapstokke om hulle te lei nie. Verder herhaal hulle oor en oor dieselfde argument.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Ek glo die versoek moet aan die vakadviseurs gerig word om die saak rakende keuses t.o.v vraagkeuses met die Nasionale Kurrikulumkomitee op te neem. Kandidate moet die keuse kan uitoefen om net kontekstuele vrae by afdeling B en C te beantwoord. Weinig leerders gaan in 'n suiwer taalrigting studeer. 'n Kandidaat hoef dus nie regtig hierdie vaardigheid te ontwikkel nie.
QUESTION 6 : Die wêreld het so klein geword.(ongesiene gedig)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het eintlik baie goed gevaar in die vraag in vergelyking met ander jare. Ek glo dit is omdat die gedig binne hulle ervaringswêreld val.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
6.1 Leerders het die kenmerke van 'n vrye vers geken, maar nie seker gemaak watter hier van toepassing is nie
6.2 Kandidate ken nie die terminologie <i>tipografie</i> en <i>uitheffing</i> nie. Dié wat dit wel geken het, het geen probleme met die vraag ondervind nie.
6.5 Die funksionaliteit van leestekens het probleme gegee. Kandidate moet hierin onderrig word. 'n Digter maak tog om 'n spesifieke rede op spesifieke plekke van leestekens gebruik.
6.6 Sommige kandidate het dit moeilik gevind om hierdie reël in hul eie woorde te gee.
6.7 Kandidate het nie geweet wat 'n oksimoron is nie. Dit dui eenvoudig daarop dat leerders nie volgens die NKV onderrig word nie.
6.8 Kandidate het hierdie vraag moeilik gevind aangesien hulle nie die tema van die gedig kon raakvat nie.
6.9 Kandidate het hier verward geraak tussen <i>strobe</i> en <i>versreël</i> . Sommige het die begrip <i>kontrasteer</i> ook nie geken nie.
6.10 Kandidate het ook hier nie uitgekóm by die gevolgtrekking van die spreker nie.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Wanneer onderwysers vrastelle vir hul onderskeie skole opstel of 'n toets, moet hul die bewoording en terminologie soos in die eind-eksamen vraestelle gebruik.
Besoek die onderskeie provinsies se webwerwe en laat leerders ou vraestelle uitwerk.
(d) Describe any other specific observations relating to responses of learners
Dit het voorgekom asof leerders hierdie gedig verstaan het.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
Daar moet reeds in gr. 8 met elementêre ongesiene gediggies begin word. Hoe vroeër leerders hieraan blootgestel word, hoe beter. Terminologie kan lekker gedril word met kort toetsies.
QUESTION 7 Opstelvraag Die kwart-voor-sewe-lilie
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het hierdie vraag nie sommer beantwoord nie. Die wat dit wel beantwoord het, het moeilik bo 75% gekom.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Kandidate se grootste fout lê by die feit dat hul nie die kapstokke gebruik om hul te laat lei nie. Daar is nog steeds kandidate wat eenvoudig die storie oorvertel. Verder maak kandidate hulle skuldig aan opskrifte of puntsgewyse aanbieding.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet weet dat die kapstokke daar is om hulle te lei. Die kapstok dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Gemotiveerde feite beteken die leerder moet die paragraaf volgens die PIV-metode bespreek. Wanneer daar net feite gevra word kan die leerder slegs die feite gee. By 'n kapstok waar aktualiteit bespreek word, moet hulle die vergelyking tussen vandag se gebeure en dit wat in die boek gebeur, bespreek. Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Indien 'n leerder die inhoud van sy boek goed ken, kan hy/sy enige langvraag doen. Ook hier kan die uitwerk van ou vraestelle handig te pas kom.
(d) Describe any other specific observations relating to responses of learners
Kandidate het met gemak by die eerste twee kapstokke uitgekom. Onthou egter dat by 'n tema moet hulle universeel dit beskryf m.a.w. daar is meer as een blomgeleentheid vir geluk in jou (nie Iris nie) se lewe. Hulle het egter baie mis getas by die derde en vierde kapstok.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie.
QUESTION 8 : Die kwart-voor-sewe-lilie
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die leerders het gemiddeld in hierdie vraag gevaar. Sommige vrae is redelik swak beantwoord. Kommerwekkend was dat waar aanhalings gevra word, die kandidate die aanhaling omskryf.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
8.1 Leerders het nie by beide kante van die ironie uitgekom nie.
8.2 Dit het voorgekom asof die motto glad nie met sommige kandidate behandel is nie. Dié wat wel iets van die motto geweet het, het gesukkel om dit by die beskrywing van Elsa se swangerskap te pas.
8.5 Min leerders het hierdie vraag reg beantwoord. Leerders het nie die uittreksel in gefdagte gehou met die formulering van hul antwoorde nie.
8.6 Hierdie vraag moes fyn gelees/geïnterpreteer word. Dit was of die stelling wat gemaak word geloofwaardig is, al dan nie.
8.7 Kandidate gee nie die aanhaling nie, maar skryf sommer self hul eie woorde.

8.8 Hier het die leerders nie by die verskil uitgekom nie. Hulle noem slegs die een kant.
8.9 Kandidate ken die voordele van die verskillende vertellers, maar nou moet hulle leer om te kyk watter een is op die uittreksel van toepassing.
8.11 Kandidate lees die vrae nie goed genoeg nie. Hier het hul die aanhaling net so geneem en gesê sy pas nie in nie. Kandidate moes gesê het hoekom Iris nie inpas nie.
8.12 Weereens kom die kandidate nie uit by die verskil nie.
8.14 Hierdie vraag is baie swak beantwoord. Dalk omdat kandidate nie die boek goed genoeg ken nie?
8.17 Dit wil blyk of die kandidate nie geweet het tot watter insig Iris gekom het nie.
8.18 Alhoewel 'n groot groep leerders wel by die antwoord uitgekom het, wil dit voorkom of die begrip <i>hoe ondersteun</i> probleme gegee het.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet geleer word om vrae korrek te lees. Wys hulle op wat verwag word by kontras, ironie, verskil tussen 2 dinge ens.. Wys aan leerders die stapel-vrae (3 punte) uit. Werk 'n vraestel saam met die leerders deur en wys verskillende soorte vraagstelling aan die leerders uit. Toets leerders gereeld oor die inhoud van die roman. Indien 'n leerder die inhoud ken en die vrae reg kan lees, behoort daar nie probleme met 'n vraestel te wees nie.
(d) Describe any other specific observations relating to responses of learners
Leerders het nie al die gedeeltes van die stapel-vrae beantwoord nie. Leerders lees die vrae baie swak. Sommige vrae vereis 'n <i>nee of ja</i> en dan los hulle dit eenvoudig uit. Ander vereis weer 'n <i>dit is effektief toegepas</i> en dan antwoord hulle <i>ja/nee</i> . Daar is ook nog steeds sentrums, bv. 4231033, wat twee kontekstuele vrae beantwoord.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Moenie die leerders huis toe stuur om die roman daar te lees nie. Lees dit fisies met hulle in die klas en toets hulle gereeld oor die inhoud.
QUESTION 9 : Manaka- Plek van Horings (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Daar is baie min skole wat hierdie werk behandel. Die wat dit wel doen, is nie baie suksesvol daarin nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Kandidate se grootste fout lê by die feit dat hul nie die kapstokke gebruik om hul te laat lei nie. Daar is nog steeds kandidate wat eenvoudig die storie oorvertel. Verder maak kandidate hulle skuldig aan opskrifte of puntsgewyse aanbieding.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet weet dat die kapstokke daar is om hulle te lei. Die kapstok dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Gemotiveerde feite beteken die leerder moet die paragraaf volgens die PIV-metode bespreek. Wanneer daar net feite gevra word kan die leerder slegs die feite gee. By 'n kapstok waar aktualiteit bespreek word, moet hulle die vergelyking tussen vandag se gebeure en dit wat in die boek gebeur Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Indien 'n leerder die inhoud van sy boek goed ken, kan hy/sy enige langvraag doen. Ook hier kan die uitwerk van ou vraestelle handig te pas kom.
(d) Describe any other specific observations relating to responses of learners
Kandidate ken nie die inhoud van die boek nie. Hulle het selfs gesukkel om om die tweede

kapstok te kon beantwoord. Hulle het dus nie werklik by kapstok 3 & 4 uitgekome nie. Onthou egter dat by 'n tema moet hulle universeel dit beskryf m.a.w. die mens is op soek na die ware aard van Christenskap.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie.
QUESTION 10 : Manaka- Plek van Horings
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het in hierdie werk swak gevaar. Hierdie vrae is op dieselfde manier as die ander romans gevra, asook op dieselfde kognitiewe vlakke. Daar is dus geen rede hoekom leerders in hierdie werk so swak gevaar het nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
10.1 Kandidate het nie beide kante van die ironie benoem nie.
10.2 Kandidate haal nie aan nie, maar omskryf die frase in eie woorde.
10.3 Kandidate het hierdie vraag baie swak beantwoord. Hulle het die vraag glad nie verstaan nie. Kandidate moes hier geweet het dat die oupagrootjie ook sulke honde gehad het. Dus word die hede en verlede gekoppel. Weer was dit inhoud wat die leerders moes ken.
10.5 Kandidate vergelyk nie die twee gegewes met mekaar nie.
10.6 Omdat kandidate nie die inhoud van die roman ken nie, het hulle nie geweet dat die plant saam met die oupagrootjie na Manaka gekom het nie.
10.8 Kandidate het wel geweet wat die tema van die roman is, maar hulle kon nie die handeling daarby laat aansluit nie.
10.14 Na verlede jaar se vrae oor geloofwaardig of ongeloofwaardig, is daar nog steeds kandidate wat met hierdie begrip sukkel.
10.16 Die woord <i>leidende</i> was vir die kandidate onbekend.
10.18 Kandidate ken die voordele van die derdepersoonverteller, maar hulle moet dit van toepassing maak op die spesifieke gedeelte.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet geleer word om vrae korrek te lees. Wys hulle op wat verwag word by kontras, ironie, verskil tussen 2 dinge ens.. Wys aan leerders die stapel-vrae (3 punte) uit. Werk 'n vraestel saam met die leerders deur en wys verskillende soorte vraagstelling aan die leerders uit. Toets leerders gereeld oor die inhoud van die roman. Indien 'n leerder die inhoud ken en die vrae reg kan lees, behoort daar nie probleme met 'n vraestel te wees nie.
(d) Describe any other specific observations relating to responses of learners
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Moenie die leerders huis toe stuur om die roman daar te lees nie. Lees dit fisies met hulle in die klas en toets hulle gereeld oor die inhoud.
QUESTION 11 : Vatmaar (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Daar is baie min skole wat hierdie werk behandel. Die wat dit wel doen, is nie baie suksesvol daarin nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate

common errors committed by learners in this question, and any misconceptions.
Kandidate se grootste fout lê by die feit dat hul nie die kapstokke gebruik om hul te laat lei nie.
Daar is nog steeds kandidate wat eenvoudig die storie oorvertel. Verder maak kandidate hulle skuldig aan opskrifte of puntsgewyse aanbieding.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet weet dat die kapstokke daar is om hulle te lei. Die kapstok dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Gemotiveerde feite beteken die leerder moet die paragraaf volgens die PIV-metode bespreek. Wanneer daar net feite gevra word kan die leerder slegs die feite gee. By 'n kapstok waar aktualiteit bespreek word, moet hulle die vergelyking tussen vandag se gebeure en dit wat in die boek gebeur Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Indien 'n leerder die inhoud van sy boek goed ken, kan hy/sy enige langvraag doen. Ook hier kan die uitwerk van ou vraestelle handig te pas kom.
(d) Describe any other specific observations relating to responses of learners
Kandidate het die derde en vierde kapstok baie swak beantwoord. Die leerders het by die roman hulle veral skuldig gemaak aan die storie se oorvertel. Onthou egter dat by 'n tema moet hulle universeel dit beskryf m.a.w.liefde sonder grense word nog daaglik gesien.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie..
QUESTION 12: Vatmaar
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Leerders het in hierdie werk swak gevaar. Hierdie vrae is op dieselfde manier as die ander romans gevra, asook op dieselfde kognitiewe vlakke. Daar is dus geen rede hoekom leerders in hierdie werk so swak gevaar het nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
12.1 Kandidate ken die voordele van diesoorte vertellers, maar moet nou hier dit van toepassing op die spesifieke gedeelte maak.
12.2 Kandidate het nie geweet tot watter insig t.o.v. God Tant Wonnie gekom het nie.Hulle kon ook nie die titel dan hierby uitbring nie.
12.3 Kandidate het nie by beide kante van die ironie uitgekome nie. Hulle het die vraag swak gelees en daarom nie by die laaste twee antwoorde uitgekome nie.
12.6 Kandidate kon nie hier die afleiding maak dat sy lief was vir Norman nie.
12.7 Kandidate het net by die eerste gedeelte van hierdie vraag uitgekome.
12.9 Kandidate het met hierdie vraag gesukkel. Ek dink nie die ontwikkeling van hierdie karakter word met die leerders gedoen nie.
12.13 Kandidate het nie die begrip <i>sosiale agtergrond</i> verstaan nie.
12.14 Na verlede jaar se vrae oor geloofwaardig of ongeloofwaardig, is daar nog steeds kandidate wat met hierdie begrip sukkel.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet geleer word om vrae korrek te lees. Wys hulle op wat verwag word by kontras,ironie, verskil tussen 2 dinge ens..Wys aan leerders die stapel-vrae (3 punte) uit.Werk 'n vraestel saam met die leerders deur en wys verskillende soorte vraagstelling aan die leerders uit. Toets leerders gereeld oor die inhoud van die roman. Indien 'n leerder die inhoud ken en die

vrae reg kan lees, behoort daar nie probleme met 'n vraestel te wees nie.
(d) Describe any other specific observations relating to responses of learners
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Moenie die leerders huis toe stuur om die roman daar te lees nie. Lees dit fisies met hulle in die klas en toets hulle gereeld oor die inhoud.
QUESTION 13: Krismis van Map Jacobs (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Kandidate het hierdie opstelvraag verkies. Hulle het dan ook glad nie sleg in hierdie vraag gevaar nie. Daar was 'n paar volpunt-antwoorde.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Ongelukkig is daar nog steeds kandidate wat nie met 'n inleiding begin nie. Baie het sommer dadelik met die eerste kapstok begin. Kandidate het gesukkel met die vierde kapstok. Ander foute is kandidate wat nog steeds opskrifte maak en/of puntsgewys skryf.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet weet dat die kapstokke daar is om hulle te lei. Die kapstok dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Gemotiveerde feite beteken die leerder moet die paragraaf volgens die PIV-metode bespreek. Wanneer daar net feite gevra word kan die leerder slegs die feite gee. Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Indien 'n leerder die inhoud van sy boek goed ken, kan hy/sy enige langvraag doen. Ook hier kan die uitwerk van ou vraestelle handig te pas kom.
(d) Describe any other specific observations relating to responses of learners
Oor die algemeen het leerders die inhoud goed geken. Hulle moet egter daarteen waak om die storie net so oor te vertel.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie. Gebruik die NKV as jou riglyn wanneer u voorgeskrewe werke behandel. Ek kan nie genoeg beklemtoon hoe belangrik die inhoud van die boek is nie. Skryf genoeg inhoudstoetsies of werk genoeg kontekstuele vrae uit. Eers wanneer leerder die inhoud ken, kan 'n voorgeskrewe werk behandel word. Maak gebruik van ou vraestelle in die klas. Sterkte!
QUESTION 14: Krismis van Map Jacobs
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die kandidate het goed gedoen in hierdie vraag. Jy kon agterkom dat hulle die inhoud van die boek goed ken.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
14.1 Kandidate het hier baie vaag geantwoord, bv. <i>Dit wat Blanchie doen.</i>
14.2 Kandidate het hier die term <i>skinnerbek</i> omskryf sonder om dit aan die drama vas te maak.
14.5 Hier was die term <i>geloofwaardig</i> vir sommige kandidate 'n probleem. <i>Omdat die mense so praat</i> is nie die antwoord op hierdie vraag nie. Kandidate moet leer om meer spesifiek in die beantwoording van vrae te wees.
14.9 Min kandidate het geweet wat die doel van dialoog in die drama is.(!)
14.10.1 Die begrip <i>sosio-politiek</i> was vir kandidate problematies.

14.11 Onderwysers behandel klaarblyklik die drama sonder om aandag aan die neweteks te gee.
14.14 Hierdie was weer 'n stapelvraag. Kandidate kom nie by al drie die gedeeltes van die vraag uit nie. Hulle moet ook onthou dat by al drie die gedeeltes moet hulle beide kante van die ironie bespreek.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Onderwysers moet na die NKV gaan voordat voorgeskrewe werke behandel word. Daarin word presies uitgestippel wat verlang word. Los tog die al ewige blokboeke. U kan dit vir u verryking lees, maar moenie dit aan die leerders gee om te lees nie. Alles wat hulle nodig het, is in hulle boeke.
(d) Describe any other specific observations relating to responses of learners
Kandidate is geneig om vrae vaag te beantwoord. Hulle moet spesifiek wees. Gaan van die veronderstelling uit dat die merker glad nie die boeke ken nie.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Daar is 'n hoorbeeld beskikbaar. Kry dit en laat die kinders Map werklik ervaar.
QUESTION 15: Mis (Opstelvraag)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Kandidate het hierdie opstelvraag verkies. Hulle het dan ook glad nie sleg in hierdie vraag gevaar nie.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Ongelukkig is daar nog steeds kandidate wat nie met 'n inleiding begin nie. Baie het sommer dadelik met die eerste kapstok begin. Kandidate het gesukkel met die derde en vierde kapstok. Ander foute is kandidate wat nog steeds opskrifte maak en/of puntsgewys skryf.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Leerders moet weet dat die kapstokke daar is om hulle te lei. Die kapstok dui baie duidelik aan wat in die spesifieke paragraaf genoem of bespreek moet word. Gemotiveerde feite beteken die leerder moet die paragraaf volgens die PIV-metode bespreek. Wanneer daar net feite gevra word kan die leerder slegs die feite gee. Moenie vooraf uitgewerkte langvrae aan leerders gee om te leer nie. Indien 'n leerder die inhoud van sy boek goed ken, kan hy/sy enige langvraag doen. Ook hier kan die uitwerk van ou vraestelle handig te pas kom.
(d) Describe any other specific observations relating to responses of learners
Oor die algemeen het leerders die inhoud goed geken. Hulle moet egter daarteen waak om die storie net so oor te vertel.
e) Any other comments useful to teachers, subject advisors, teacher development
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie
QUESTION 16: Mis
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Die kandidate het goed gedoen in hierdie vraag. Jy kon agterkom dat hulle die inhoud van die boek goed ken.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

16.2	Kandidate beantwoord hier soms vaag. Hulle moet onthou om spesifiek in hul antwoord te wees.
16.3	Kandidate het met hierdie vraag gesukkel. Leerkragte moet onthou om na naamgewing te kyk. Die skrywer het tog 'n rede gehad om nie haar doopname te gebruik nie. Naamgewing val onder karakteriseringstegnieke.
16.4	Kandidate kon nie die slot van die boek by die dialoog uitbring nie.
16.6.	Sommige kandidate het nie die simboliek verstaan nie.
16.8	Onderwysers behandel klaarblyklik die drama sonder om aandag aan die neweteks te gee.
16.9	Hierdie was weer 'n stapelvraag. Kandidate kom nie by al drie die gedeeltes van die vraag uit nie. Hulle moet ook onthou dat by al drie die gedeeltes moet hulle beide kante van die ironie bespreek
16.10	Hier was die term <i>geloofwaardig</i> vir sommige kandidate 'n probleem.
16.13	<i>Onvanpas</i> was vir sommige kandidate 'n vreemde woord.
(C) Provide suggestions for improvement in relation to Teaching and Learning	
Onderwysers moet na die NKV gaan voordat voorgeskrewe werke behandel word. Daarin word presies uitgestippel wat verlang word. Los tog die al ewige blokboeke. U kan dit vir u verryking lees, maar moenie dit aan die leerders gee om te lees nie. Alles wat hulle nodig het, is in hulle boeke.	
(d) Describe any other specific observations relating to responses of learners	
Kandidate is geneig om vrae vaag te beantwoord. Hulle moet spesifiek wees. Gaan van die veronderstelling uit dat die merker glad nie die boeke ken nie.	
e) Any other comments useful to teachers, subject advisors, teacher development	
Die laaste kapstok is gewoonlik die evaluering/waardering. Kandidate moet weet dat hul antwoord aan die boek vasgemaak moet word. Dit is nie sommer enige antwoord nie. Gebruik die NKV as jou riglyn wanneer u voorgeskrewe werke behandel. Ek kan nie genoeg beklemtoon hoe belangrik die inhoud van die boek is nie. Skryf genoeg inhoudstoetsies of werk genoeg kontekstuele vrae uit. Eers wanneer leerder die inhoud ken, kan 'n voorgeskrewe werk behandel word. Maak gebruik van ou vraestelle in die klas. Sterkte!	

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AFRIKAANS HOME LANGUAGE 3		
DATE OF EXAMINATION:	23 November 12	DURATION:	2½ HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

AFDELING A

Die kandidate het oor die algemeen gemiddeld tot goed gevaar. Daar was min leerders wat bo 75% behaal het, maar ook min wat onder 40% behaal het. Die meeste van die kandidate het 1.1 en 1.5 gekies omdat die onderwerpe hulle makliker tot verhalende, beskrywende en bespiegelende opstelle verleen het. Moontlik ook omdat dit binne hul leefwêreld pas. Baie van die kandidate het die prosesbenadering (beplanning en redigering) gevolg en dit het bygedra tot beter opstelle as in die verlede. Daar is egter nog te veel kandidate wat nie hierdie benadering volg nie. Die swak taalgebruik, geen interpunksie, lang oorloopsinne, paragraferingfoute en woordorde foute bly nog steeds 'n groot probleem. Baie oulike, uitmuntende opstelle het voorgekom en dis verblydend om te sien dat kandidate met kreatiwiteit, insig en kritiese taalbewustheid vorendag kom.

AFDELING B

Die kandidate behaal oor die algemeen beter punte in hierdie afdeling omdat hulle minder moet skryf oor 'n bepaalde onderwerp en baie van die stukke is funksionele skryfwerk waarmee hulle in ander leerareas in aanraking kom. Baie van die kandidate geniet dié tipe skryfwerk, omdat elke onderwerp in die vraestel volledig ontleed word bv. Skryf 'n artikel vir die 2012-jaarblad oor 'n *besondere onderwyser* wat 'n *groot invloed op die leerders se lewens gehad het*.

AFDELING C

Kandidate vaar gewoonlik goed in die korter stelstukke. Selfs die swakker kandidate geniet hierdie afdeling omdat dit baie kort is en die eksaminatore se keuses is redelik beperk.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1

(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

VRAAG 1.1

Hierdie onderwerp was uiters gewild (ongeveer 57% van die kandidate het hierdie onderwerp gekies) en het veral die gemiddelde tot swak kandidaat aangegryp. Hierdie onderwerp het gemiddeld tot uitstekende opstelle gelewer (gemiddeld van 57%). Verlaag die swakker kandidate het hierdie onderwerp gekies, omdat dit binne hul ervaringswêreld pas. Die sterker kandidate wat hierdie onderwerp aangepak het, moes uiters kreatief wees om 'n skitterende opstel oor die onderwerp te skryf.

VRAAG 1.2

Hierdie onderwerp is deur min kandidate gekies. Oor die algemeen was daar baie goeie opstelle hieroor (gemiddeld van 69%), maar ook uiters swak opstelle. Die skander kandidaat het gefokus op beide die verlede en die hede.

VRAAG 1.3

Hierdie onderwerp is deur slegs 2% van die kandidate gekies. Die skrandere kandidaat het 90% behaal, terwyl die swak kandidaat die pot heeltemal mis gesit het met hierdie onderwerp. Die gedig bied werklik vir kandidate 'n uitdaging en dit blyk weereens dat bitter min daarvoor kans sien.

VRAAG 1.4

Oor die algemeen het hierdie onderwerp uiters swak tot redelike goeie opstelle gelewer ('n gemiddeld van 56%). Kandidate wat baie lees en op hoogte is van aktuele sake kon hierdie opstel suksesvol aanpak. Swakke kandidate wat die opstel aangepak het, het ondergemiddelde tot gemiddelde punte behaal.

VRAAG 1.5

Naas 1.1 was hierdie onderwerp ook uiters gewild onder die kandidate. Selfs die swakke kandidate kon oor hul wense bespiegel en hulle het gemiddelde punte behaal ('n gemiddeld van 58%).

VRAAG 1.6

Die visuele prikkels het leerders weereens die kans gebied om baie kreatiewe opstelle te skryf. Kandidate het gemiddeld tot baie goed hierin gevaar aangesien daar 'n legio interpretasies was ('n gemiddeld van 71%). Hierdie vraag is gemik op die swakke sowel as die skrandere kandidate, dus het die opstelle van gemiddeld tot uitstekende opstelle gewissel. Veral 1.6.1 en 1.6.3 het briljante opstelle opgelewer.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

VRAAG 1.1

Kandidate het swak gevaar weens die volgende:

- Hulle kan nie hul gedagtes in woorde omskryf nie.
- Beplanning ontbreek. Indien hulle beplan, sal die struktuur van die opstel korrek wees met 'n kort inleiding en slot.
- Hulle wyk af van die onderwerp, omdat hulle op onnodige detail fokus.

VRAAG 1.2

- Die paar ondergemiddelde opstelle wat ons hier gekry het, is as gevolg van kandidate wat nie die onderwerp korrek ontleed nie.
- Hulle fokus net op een deel van die onderwerp bv. koebaai gister (verlede)
- Hulle is nie in staat om hul gedagtes logies uiteen te sit nie en skryf niksseggende, herhalende idees.

VRAAG 1.3

- Kandidate het nie 'n benul gehad waarom om te skryf nie en daarom het so min kandidate dit aangepak.

VRAAG 1.4

- Kandidate het swak gevaar omdat hulle nie fokus op wat gevra word nie en hulle is woordarm.
- Die opstel vereis goeie kennis van die sosiaal ekonomiese omstandighede in Suid-Afrika en baie kandidate het nie daarvoor beskik nie.
- Sommige kandidate het genoegsame idees gehad, maar hulle weet nie hoe om dit in 'n sinvolle geheel te vorm nie.
- Mistastings het voorgekom aangesien die kandidate die land se aantreklikhede en bates as geleentheid hanteer.

VRAAG 1.5

- Swak opstelle was die gevolg van kandidate wat nie hul gedagtes in woorde kan omskryf nie.
- Die baie Engelse woorde in hul skryfstukke getuig van hul gebrek aan goeie taalgebruik.
- Oorloopsinne is nog steeds 'n probleem en baie kandidate maak nie van korrekte paragrafering gebruik nie.

VRAAG 1.6

- Kandidate het swak opstelle gelewer omdat die onderwerpe nie goed ontwikkel nie en paragraafbou (een idee per paragraaf) kelder baie kandidate.

(h) Provide suggestions for improvement in relation to Teaching and Learning

- LEES, LEES, LEES!!! Dit is wat kandidate nodig het om beter in hierdie vraestel te vaar – hulle taalgebruik en spelvermoë sal verbeter.
- Stel leerders bloot aan 'n wye verskeidenheid onderwerpe.
- Stelwerk behoort onderrig te word sodat kandidate baie meer skryf bv. laat leerders 'n skryfjoernaal begin. Dit hoef nie nagesien te word nie, maar kandidate sal leer om hulself beter uit te druk.
- Moedig leerders aan om 'n leesbare en aanvaarbare grootte skrif te skryf. **GEEN HOOFLETTERS NIE!!!**
- Alle getalle onder 10 en afkortings moet voluit geskryf word.
- Meer lees- en begripsoefeninge kan ook help om leesvaardighede te verbeter.
- Stel kandidate bloot aan verskillende tipes inleidingsparagrafe deur op 'n bepaalde onderwerp se inleiding te fokus en te laat voor lees aan die klas.
- Doen gereeld "vryskrif"-oefeninge oor 'n woord of voorwerp en laat kandidate dit dan hardop lees.

(d) Describe any other specific observations relating to responses of learners

- As kandidate dialoog in die opstel wil gebruik, moet hy/sy weet om die paragraafbou daarby aan te pas.
- Baie kandidate kan nog steeds nie buite voor die handliggende dink nie.
- Kandidate moet eenvoudig, maar treffend skryf.
- Eenvoudig, maar korrekte taalgebruik dra soms die inhoud treffend oor as die onnodig hoogdrawende taal waarin sommige kandidate hulleself vasskryf.
- Vermoë woordordefout – die werkwoord staan aan die einde van die sin.
- Vermoë ook anglismes soos: **ek geniet myself; op die ouderdom van; soos almal weet.**
- 'n Verskeidenheid leestekens en afwisseling van sinne lei tot 'n geslaagde opstel.

e) Any other comments useful to teachers, subject advisors, teacher development etc.**AFDELING A**

- Onderwysers moet ophou om net op letterkunde te fokus; stelwerk moet onderrig word aangesien hierdie vraestel die meeste punte tel. Kandidate moet geleer word om onderwerpe uit verskillende hoeke te kan benader en

beplanning van onderwerpe uiteen te kan sit.

- Paragraaf- en sinsbou vereis dringende aandag! Baie kandidate het die opstel aaneenlopend sonder enige leestekens geskryf. Herhalende gedagtes kom soms in dieselfde paragraaf voor.
- Kandidate moet waar nodig 'n titel vir opstelle voorsien. Dit titel moet verband hou met die inhoud.

- Die anglisistiese weglating van lidwoorde kom algemeen voor bv. **Mense hou van vakansie i.p.v. Die mense hou van vakansie.**
- Weglating van voorsetsels kom ook baie voor bv. **Ons gaan saam hulle vakansie hou i.p.v. Ons gaan saam met hulle vakansie hou.**
- Die weglating van "dat" by die indirekte rede bv. **Ma het gesê ek moet 'n wenslys opstel i.p.v. Ma het gesê dat ek 'n wenslys moet opstel.**
- Die korrekte gebruik van betreklike voornaamwoorde was 'n turksvy in al drie afdelings bv. **Ek het met dit gespeel i.p.v. Ek het daarmee gespeel.** Kandidate moet oefening in die korrekte gebruik hiervan kry.
- Die volgende taalgoggas kom tot vervelens toe voor:
 - "van" i.p.v. "want"
 - "dit" i.p.v. "het"
 - "daai" i.p.v. "daardie"
 - spelling van "waardeur" i.p.v. "waardeer"
 - "dit was 'n mooi dag gewees" i.p.v. "Dit was 'n mooi dag"

2.1 ARTIKEL

Die kandidate moes 'n artikel skryf oor 'n besondere onderwyser wat 'n groot invloed op die leerders se lewens gehad het. Die artikel was baie gewild en kandidate het gemiddeld tot baie goed gevaar. Heelwat kandidate het 70% en hoër gekry. Daar was selfs 'n paar wat 100% gekry het.

2.2 FORMELE BRIEF

Die formele brief was ook gewild, maar baie kandidate het nie daarin geslaag om beide aspekte aan te spreek nie. Die kandidate moes 'n formele brief aan 'n bekende winkelgroep skryf waarin gevra word vir 'n borgskap. Die fokus was op redes vir die borgskap en om sekere lekkernye aan te vra. 'n Gemiddeld van 60% is met die formele brief behaal.

2.3 FORMELE VERSLAG

'n Paar kandidate het gepoog om die formele verslag aan te pak, maar dit was uiters swak beantwoord. Die kandidate moes 'n formele verslag aan die jeugkomitee van die kerk of gemeenskap skryf om terugvoering oor 'n suksesvolle jeugnaweek te gee. 'n Gemiddeld van 54% is behaal.

2.4 INFORMELE TOESPRAAK

Naas die artikel het kandidate graag die toespraak beantwoord. Veral die swak en gemiddelde kandidate het die toespraak beantwoord. Heelwat leerders het 70% en hoër gekry. Daar was selfs 'n paar wat 100% gekry het. Die gemiddeld van hierdie teks was 65%. Die kandidate moes 'n toespraak skryf waarin hulle afskeidneem van 'n klasmaat wat as uitruilstudent na Amerika gaan.

(b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

2.1 ARTIKEL

- Kandidate ken nie die formaat van die artikel nie.
- Soms was die onderwerp verkeerd geïnterpreteer en die kandidate het op meer as een onderwyser gefokus of slegs die onderwyser se invloed op sy of haar lewe gemeld.
- Die kandidate bied ook die artikel as 'n huldeblyk of karakterskets aan.

2.2 FORMELE BRIEF - VERSOEK

- Die formaat van die brief was 'n groot kopseer: adresse, aanhef, inhoudsopskrif, inleiding, slot is of weggelaat of dit was foutief.
- Toon, styl en register van die brief was ook foutief: baie kandidate het 'n informele toon gebruik.
- Baie kandidate het net op een aspek van die onderwerp gefokus of hulle fokus op onnodige detail wat nie verlang word nie.
- Kandidate verskaf dikwels onnodige persoonlike besonderhede wat afbreek doen aan die formaliteit.
- Die skrandere kandidate het op albei aspekte gefokus, daarvoor uitgebrei en nog ekstra inligting gegee bv. **hoe die winkel gaan baat deur die borgskap toe te staan.**

2.3 FORMELE VERSLAG

- Kandidate ken nie die formaat van die formele verslag nie.
- Kandidate het swak gevaar en het nie regtig op die onderwerp gefokus nie.
- Die interpretasie van die onderwerp was 'n probleem: die kandidate het oor die algemeen verval in 'n nelaas van die aktiwiteite soos die rit na die bestemming, die kos en speletjies.

2.4 INFORMELE TOESPRAAK

- Die formaat van die toespraak is dikwels verkeerd aangepak – baie toesprake het geen inleiding en 'n slot gehad nie.
- Sommige kandidate het die opdrag verkeerd vertolk deur afskeid te neem van 'n Amerikaanse uitruilstudent.
- Paragrafering en swak taalgebruik bv. weglating van lidwoorde, onvoltooide sinne en die gebruik van Engelse woorde was ook 'n probleem.
- Kandidate het grotendeels verwys na hul eie persoonlike reaksie op die nuus.

(c) Provide suggestions for improvement in relation to Teaching and Learning

2.1 ARTIKEL

- Gee genoeg klasoefeninge waarin die formaat, toon, register en styl beklemtoon word.
- Voorbeelde van artikels, goed en swak, behoort aan die kandidate gegee te word en dit

moet deeglik met hulle bespreek word.

- Onderwerp-interpretasies moet ook deurlopend geoefen word, sodat kandidate geskool kan word hoe om die inhoud daaruit af te lei.

2.2 FORMELE BRIEF

- Gee genoeg klasoefeninge waarin die formaat, toon, register en styl beklemtoon word.
- Voorbeelde van briewe, goed en swak, behoort aan die kandidate gegee te word, maar dit moet deeglik met hulle bespreek word.
- Stel leerders bloot aan 'n verskeidenheid formele briewe.
- Dril leerders om die persoon aan wie die brief gerig word, te noem bv. Die Bestuurder, Die Skoolhoof.

2.3 FORMELE VERSLAG

- Leer kandidate die funksie en formaat van die verslag.
- Gee teksvoorbeelde van beide informele en formele verslae aan kandidate.
- Skerp dit in by kandidate dat volsinne by alle skryfstukke vereis word; telegramstyl is onaanvaarbaar.

2.4 INFORMELE TOESPRAAK

- Die toespraak is 'n gewilde keuse by eksaminatore en behoort deeglik onderrig te word.
- Vestig die kandidate se aandag daarop dat die teikengroep van die toespraak bepaal of die toon formeel of informeel gaan wees

(d) Describe any other specific observations relating to responses of learners

- Veral by afdeling B moet die formaatvereistes vir stelstukke ingeoefen word.
- Die toon, styl en register van die tekste moet beklemtoon word.
- Goeie en swak voorbeelde van transaksionele tekste moet aan kandidate getoon word.
- Kandidate moet geleer word om die ontleding van die onderwerp korrek te doen

e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Die merker word nie beïndruk as hy van die kandidaat se seksavonture en drinkery moet lees nie.
- Oordrewe verwysing na godsdiens en Bybelversies moet liewer vermy word.
- Elke Afrikaanse vakonderwyser moet 'n **SELFSTUDIEGIDS: SKRYF VAN KREATIEWE TEKSTE** hê.
- Laat kandidate redigering doen van bv. formele briewe deur vir hulle voorbeelde met verskillende tipe foute te gee.

- Gebruik kontrolelyste waarin formaat van tekste inge oefen word.
- Leer kandidate wat met kort en bondig bedoel word – telegramstyl is nie kort en bondig nie.
- Bring SKRYF en PRAAT bymekaar uit – kandidate kan bv. die toespraak, formeel of informeel, na die skryfproses mondelings aanbied

QUESTION 3

(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Die meeste kandidate het Afdeling C van swak tot baie goed beantwoord. Die poskaart is swak beantwoord, terwyl die dagboekinskrywing die gewildste was, omdat kandidate daarmee vertrouwd is. Sommige kandidate het volpunte vir die dagboekinskrywing gekry. Kandidate wat die uitnodiging beantwoord het, het effens kleigetrapped. Dit kan moontlik wees omdat die opdrag se bewoording vereis dat 'n uitnodigingskaartjie ontwerp moet word en veral die gemiddelde en swak kandidate het net die basiese inligting verskaf bv. tyd, plek en datum.

(b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

3.1 POSKAART

- Min kandidate het die vraag beantwoord en hulle het swak tot gemiddeld hierin gevaar. Die gemiddeld was 58%.
- Kandidate moes 'n poskaart aan die ouers skryf en vertel van die uitsonderlike sport-/kultuurprestasies van die span.
- Die volgende foute is begaan:
 - Die meeste kandidate het nie die formaat van die poskaart geken nie: aanhef, adres, datum en slot.
 - Die sport-/kultuurprestasies is nie aangespreek nie, want kandidate het nie op die uitsonderlike prestasie gefokus nie, maar het eerder op sport of kulturele aktiwiteite, waaraan hulle deelneem, gefokus.
- In die tyd van e-posse is die poskaart vir baie kandidate nie meer bekend nie.

3.2 DAGBOEKINSKRYWING

- Die meeste kandidate het hierdie vraag gedoen en met swak tot uitsonderlike tekste vorendag gekom. Die gemiddeld was 66%.
- Hulle moes TWEE dagboekinskrywings in hul dagboek doen waarin hulle die soet en suur van hul skooljare in herinnering roep.
- Kandidate moes dus fokus op die aangename en onaangename van hul skooljare.
- Die volgende algemene foute is begaan:
 - Baie kandidate het slegs EEN dagboekinskrywing gedoen.
 - Daar is geen datum of dag aan die begin van die dagboekinskrywing nie.
 - Kandidate fokus net op een aspek van die opdrag.

- Veral die swak kandidate brei nie lekker uit oor die **soet** en die **suur** nie.
- Baie kandidate skryf teenstrydig bv. soet: baie bly om klaar te wees met skool > suur: hartseer omdat hulle die skool en vriende gaan mis.

3.3 UITNODIGING

- Naas die dagboekinskrywing was hierdie vraag 'n gewilde keuse, veral onder die gemiddelde tot swak kandidate en die kandidate wat min tyd oorgehad het om die vraestel te voltooi. Die gemiddeld was 54%.
- Kandidate moes 'n uitnodigingskaartjie vir 'n revue/skoolkonsert ontwerp en dit aan die voorsitter van die skool se Beheerliggaam rig.
- Kandidate se punte wissel van baie swak tot gemiddeld.
- Die volgende algemene foute is begaan:
 - Die styl, toon en register is te informeel en pas nie by die uitnodiging nie.
 - Veral die swak kandidate gee net basiese inligting wat normaalweg in 'n uitnodiging verskyn bv. tyd, plek, datum ens. en kom nie naastenby uit by 100-120 woorde nie.
 - Die meeste kandidate rig nie die uitnodiging aan die voorsitter nie.
 - Kandidate gee onnodige inligting omdat hulle by die vereiste aantal woorde wil uitkom – dit doen afbreek aan 'n andersins goeie skryfstuk.
 - Kandidate voldoen nie aan die formaatvereistes nie; hulle ontwerp bv. 'n plakkaat

QUESTION 3

(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Die meeste kandidate het Afdeling C van swak tot baie goed beantwoord. Die poskaart is swak beantwoord, terwyl die dagboekinskrywing die gewildste was, omdat kandidate daarmee vertrou is. Sommige kandidate het volpunte vir die dagboekinskrywing gekry. Kandidate wat die uitnodiging beantwoord het, het effens kleigetrapped. Dit kan moontlik wees omdat die opdrag se bewoording vereis het dat 'n uitnodigingskaartjie ontwerp moet word en veral die gemiddelde en swak kandidate het net die basiese inligting verskaf bv. tyd, plek en datum.

(b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

3.1 POSKAART

- Min kandidate het die vraag beantwoord en hulle het swak tot gemiddeld hierin gevaar. Die gemiddeld was 58%.
- Kandidate moes 'n poskaart aan die ouers skryf en vertel van die uitsonderlike sport-/kultuurprestasies van die span.
- Die volgende foute is begaan:
 - Die meeste kandidate het nie die formaat van die poskaart geken nie: aanhef, adres, datum en slot.
 - Die sport-/kultuurprestasies is nie aangespreek nie, want kandidate het nie op die

uitsonderlike prestasie gefokus nie, maar het eerder op sport of kulturele aktiwiteite, waaraan hulle deelneem, gefokus.

- In die tyd van e-posse is die poskaart vir baie kandidate nie meerbekend nie.

3.2 DAGBOEKINSKRYWING

- Die meeste kandidate het hierdie vraag gedoen en met swak tot uitsonderlike tekste vorendag gekom. Die gemiddeld was 66%.
- Hulle moes TWEE dagboekinskrywings in hul dagboek doen waarin hulle die soet en suur van hul skooljare in herinnering roep.
- Kandidate moes dus fokus op die aangename en onaangename van hul skooljare.
- Die volgende algemene foute is begaan:
 - Baie kandidate het slegs EEN dagboekinskrywing gedoen.
 - Daar is geen datum of dag aan die begin van die dagboekinskrywing nie.
 - Kandidate fokus net op een aspek van die opdrag.
 - Veral die swak kandidate brei nie lekker uit oor die **soet** en die **suur** nie.
 - Baie kandidate skryf teenstrydig bv. soet: baie bly om klaar te wees met skool > suur: hartseer omdat hulle die skool en vriende gaan mis.

3.3 UITNODIGING

- Naas die dagboekinskrywing was hierdie vraag 'n gewilde keuse, veral onder die gemiddelde tot swak kandidate en die kandidate wat min tyd oorgehad het om die vraestel te voltooi. Die gemiddeld was 54%.
- Kandidate moes 'n uitnodigingskaartjie vir 'n revue/skoolkonsert ontwerp en dit aan die voorsitter van die skool se Beheerliggaam rig.
- Kandidate se punte wissel van baie swak tot gemiddeld.
- Die volgende algemene foute is begaan:
 - Die styl, toon en register is te informeel en pas nie by die uitnodiging nie.
 - Veral die swak kandidate gee net basiese inligting wat normaalweg in 'n uitnodiging verskyn bv. tyd, plek, datum ens. en kom nie naastenby uit by 100-120 woorde nie.
 - Die meeste kandidate rig nie die uitnodiging aan die voorsitter nie.
 - Kandidate gee onnodige inligting omdat hulle by die vereiste aantal woorde wil uitkom – dit doen afbreek aan 'n andersins goeie skryfstuk.
 - Kandidate voldoen nie aan die formaatvereistes nie; hulle ontwerp bv. 'n plakkaat

(C) Provide suggestions for improvement in relation to Teaching and Learning

3.1 POSKAART

<ul style="list-style-type: none"> ➤ Klasoefening oor die formaat van die poskaart. ➤ Leer kandidate hoe om die inhoud van die onderwerp af te lei.
3.2 DAGBOEKINSKRYWING
<ul style="list-style-type: none"> ➤ Genoegsame oefening in die skryf van die tekste gaan die situasie verbeter. ➤ Kandidate moet in die volgende gedril word: <ul style="list-style-type: none"> ○ Wat het gebeur, goed of sleg, wat die moeite werd is om oor te skryf. ○ Hoe voel ek nou daarvoor. ○ Wat is my gedagtes nou daarvoor en hoe gaan dit my toekomstige optrede beïnvloed. ○ Maak gebruik van emosies.
3.3 UITNODIGING
<ul style="list-style-type: none"> ➤ Klasoefening oor die formaat van die uitnodiging. ➤ Wys kandidate op die belangrikheid van korrekte styl, toon en register. ➤ Leerlinge moet by 100 woorde uitkom.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ➤ Kandidate lees nie die instruksies deeglik nie; daarom is daar so baie foute begaan bv. slegs die soet of die suur van die skoolherinneringe word genoem. ➤ Daar is nog steeds kandidate wat net in hoofletters skryf; geen leestekens is gebruik nie – oorloopsinne.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ➤ Transaksionele tekste moet alreeds vanaf graad 8 inge oefen word. ➤ Die SELFSTUDIEGIDS met al die verskillende skryfstukke moet aan alle skole en onderwysers voorsien word.
(C) Provide suggestions for improvement in relation to Teaching and Learning
3.1 POSKAART
<ul style="list-style-type: none"> ➤ Klasoefening oor die formaat van die poskaart. ➤ Leer kandidate hoe om die inhoud van die onderwerp af te lei.
3.2 DAGBOEKINSKRYWING
<ul style="list-style-type: none"> ➤ Genoegsame oefening in die skryf van die tekste gaan die situasie verbeter. ➤ Kandidate moet gedril word in die volgende: <ul style="list-style-type: none"> ○ Wat het gebeur, goed of sleg, wat die moeite werd is om oor te skryf. ○ Hoe voel ek nou daarvoor. ○ Wat is my gedagtes nou daarvoor en hoe gaan dit my toekomstige optrede beïnvloed.
3.3 UITNODIGING
<ul style="list-style-type: none"> ➤ Klasoefening oor die formaat van die poskaart. ➤ Wys kandidate op die belangrikheid van korrekte styl, toon en register.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ➤ Kandidate lees nie die instruksies deeglik nie; daarom is daar so baie foute begaan, bv. slegs die soet of die suur van die skoolherinneringe word genoem. ➤ Daar is nog steeds kandidate wat net in hoofletters skryf; geen leestekens gebruik nie – oorloopsinne.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ➤ Transaksionele tekste moet alreeds vanaf graad 8 inge oefen word. ➤ Die SELFSTUDIEGIDS met al die verskillende skryfstukke moet aan alle skole en onderwysers bekend gemaak word.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AGRICULTURAL SCIENCES PAPER 1		
DATE OF MARKING:	1ST-13TH DECEMBER	DURATION:	2½ HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Contrary to expectation, there seems to be a slight decline in learners' performance in comparison with that of the previous year, 2011. A significantly higher number of candidates obtained level 1 and fewer level 7s in comparison with the previous year. Although scores for Section A ranged between 0 and 43 with most learners obtaining between 15 and 25 out of 45 marks, the trend could not be sustained through Section B. Learners performed relatively better in Question 3 than in Question 2. Performance of candidates in Question 4 was the poorest.

Calculations and drawing of graphs still pose a challenge to a substantial number of learners. A negligible number of candidates managed to score the full marks for the three calculations in Question 2. In Question 2.4.1 and 2.5.2 most learners could not state the correct formulae for **co-efficient of digestibility** and **nutritive ratio** respectively, hence could not arrive at the correct answers.

Most candidates lost marks as a result of the omission of units.

The rather poor performance of learners in Question 4 could be attributed to their inability to relate parts to functions, analysing graphs as well as a lack of knowledge in Animal Protection and Control.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Though the performance of candidates in this question was generally fair, quite an appreciable number of candidates obtained less than 15 out of 45 marks. Scores ranged from 0 to 43. Candidates performed relatively better in Question 1.1 (MCQ) than the other sub-questions. Most candidates would have scored zero (0) in Question 1.2 were it not for sub-question 1.2.4, where almost every candidate managed to answer correctly.
The average score out of 45 marks was 17.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1 Multiple choice <ul style="list-style-type: none">• In question 1.1.3 ,a number of learners chose D instead of A ,they mistook non nitrogen substances for non protein nitrogen (NPN).• 1.1.3 The question is asking for a method to improve palatability and digestibility of low grade roughage. Some learners have opted for letter D which refers to supplements with non-nitrogenous substances whereas the correct answer is A which indicate the

supplementing of low grade roughage with molasses.

- This shows that learners are not aware that molasses is very palatable and increases microbial activity to digest cellulose or crude fibre due to high amount of proteins and yet the carbohydrate rich non-nitrogenous substance does not contain protein at all which could improve digestibility.
- In question 1.1.7 ,learners wrote D instead of **A** because the correct letter in the diagram is D. The way the answers were arranged confused the learners i.e. D in the answer and D in the diagram. They should have used different letters in the Diagram.
- **1.1.7** -The question is based on the diagram which illustrates the route of an egg from the time of fertilisation to implantation. Different processes involved are indicated with labels in the diagram. The learners are therefore requested to indicate a letter where differentiation of cells into tissues and organs occur.
- Many have incorrectly selected labels C & A instead of label D. This shows that they don't understand the stages involved during pregnancy and processes taking place therefore in each stage. The differentiation of cells in tissues asked occurs during the embryonic phase which starts from the part labelled D in the diagram. Processes in label A to C are occurring during ovum phase.

1.2. **Column A and B**

- **1.2.5** - All learners, including the best performers have identified B which is concentrate feeding as a supplementary feed that promotes ovulation. Concentrate feed can also be rich in carbohydrates but cannot promote ovulation. The correct answer is A which is flush feeding. This indicates that both educators and learners are not aware of flush feeding as a feed that stimulates reproduction ,hence it is loaded with substances that would promote oestrus.

1.3 **One word/term**

- **1.3.1**- Learners incorrectly written Vitamin A ,B₂ and C as vitamins needed for absorption of calcium and phosphorus and yet the correct answer is Vitamin **D**.
- **1.3.2** - Learners wrote villi (of the small intestine) instead of **papillae**(of the rumen).They associated the finger like protrusions with only the small intestine although the question wanted finger like projections in the rumen which are called Papillae and not villi.
- **1.3.3** -The question is asking for the process during which ground Lucerne is compressed. Virtually all learners wrote bailing instead of **pelleting**. Bailing is when roughage is bound in the veld as soon as is cut whilst pelleting is the compression of the milled roughage.

1.4 **Change the underlined word**

- **1.4.3** - The question is asking for the longest period of the oestrus cycle during which corpus luteum is fully developed. Some learners wrote Pro-oestrus, oestrus and some even wrote met-oestrus which is underlined in the question instead of **Di-oestrus**. This is an indication that learners are not fully aware of the duration of each stage of the oestrus cycle and the development occurring in each stage.
- **1.4.4** - The question is asking for chemicals produced in the body to provide protection against diseases. The correct response is **antibodies**. Virtually all learners wrote antibiotics and were not credited. Antibiotics are chemicals which are supplied artificially through injection ,or mixed with concentrate when given to animals whilst antibodies are produced by the body.

(c) **Suggestions for improvement in relation to Teaching and Learning**

- Educators need to assist the learners to differentiate the stages involved in the oestrus

cycle and in pregnancy and the processes involved in each stage.

- Section A type of questions should be **incorporated into classworks and homeworks**.
- The teacher should assist the learners **to master the language of the subject**.
- Before offloading content of any unit, the educator must **ensure mastery of concepts** and terminology by the learners.
- Learners' to be given **homework to investigate the meaning of new concepts** a day before starting a chapter.
- **Short Drama plays** could be encouraged so as to enhance learner understanding of the difficult concepts/topics.

(d) **Other specific observations relating to responses of learners**

- Un-attempted questions or blank spaces in Question 1 especially multiple choice questions is not advisable.
- Some learners rely on guesswork ,for example ,learner choosing the letter A in all questions.

(D) Any other comments useful to teachers, subject advisors, teacher development etc.

- Subject Advisors to ensure that Quiz competitions are organised amongst schools in a cluster at the end of first two terms. The bulk of the quiz items should be terminologies to be known by learners for that term.
- Tests should always include Section A, with items covering all sub-questions structured along the lines of the final NSC examinations – MCQ, Matching (Column A and Column B), give a word / term for a statement and changing underlined words to make statements true.
- The subject advisors should quality assure all Programme of Assessment tasks checking the appropriateness of tasks with respect to the SAG, Workschedule, grade, context of learners and cognitive levels.
- Subject advisors to organize courses to train educators in graphs and data collection and analysis.
- Teachers must identify their own areas of weakness and seek help from other teachers or in the cluster, then the subject advisor can arrange movement of these teachers from school to school to assist in the teaching of these problematic areas.

QUESTION 2

(A) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Question was generally not satisfactorily answered. Scores ranged between 0 and 34, with the majority of learners obtaining a score between 10 and 15 out of 35 marks.

Question 2.1 was fairly well answered with more than 50% obtaining 8 out of 10 marks.

Questions 2.2.2 and 2.2.3 were not satisfactorily answered. More than 40% of the learners got zero (0) for both Questions 2.2.2 and 2.2.3.

Only about 10% of the candidates managed to get the full marks, 14, for the three calculations in Questions 2.4.1, 2.5 and 2.6.

(B) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

2.1.1 Three labelled parts of ruminants' forestomachs

- Some wrongly wrote abomasum or letter E which is not part of the forestomachs and lost a mark. Abomasum is no part of the fore-stomachs which have micro organisms, it

is referred to as a true stomach because it contains gastric juices with enzymes for chemical digestion. The correct answers are **B,A and F** i.e. rumen, reticulum and omasum

2.1.2 **Two ideal conditions for microbial activity**

- Those who wrote 'temperature' or 'hot temperature' or cold temperature were not credited.
- Some learners gave functions instead of ideal conditions needed for microbial activity, they might have been confused by the use of the term '**ideal conditions**' in the question instead of the '**requirements**' of micro-organisms

2.1.3 **Two functions of micro-organisms**

- Some learners gave requirements of the micro organisms instead of **functions**.
- Some wrote 'digest food' instead of 'digest cellulose' and they were not credited because food is rather too broad and not specific whereas cellulose refers to the crude fibre or grass which is fermented by micro organisms.

2.1.4 **Reason for enzymatic digestion in stomach**

- Question not well understood because learners simply repeated the question.
- This could be attributed to the fact that learners are not aware what brings about chemical digestion and also language barrier especially to the rural learners.

2.1.5 **Adapted part in a fowl**

- Many learners wrote ventriculus instead of proventriculus.
- Learners were not well prepared

2.2.2 **Main nutrients absorbed**

- Many learners wrote food and water, expected responses were glucose, amino acids and fatty acids.
- Some scored 1mark giving only the nutrients absorbed in A(blood capillaries) in both A &B.
- They did not mention fatty acids or glycerol for B(lacteal).

2.2.3 **Suitability of villus for its function**

- *Misunderstood the question* and provided the adaptation features of the small intestines instead of the villi.
- Many scored only 1 mark for 'increase surface area'.

2.3.1 **Supplements**

- The responses for question 2.3.1 were obtainable from the scenario but many learners were unable to get them.
- Those who were able to identify a season of the year to supplement vitamin A couldn't substantiate their choice.
- That is because of learner *inability to make simple deductions* from the scenario.

2.4.1 **Digestibility coefficient**

Learners lost marks because they:

- forgot to multiply by 100 in the formula
- forgot units like Kg/g in the calculation.
- did not express the answer as percentage(%)
- some did not write the formula at all.
- some could not convert moisture from percentage(%) to kilograms (Kg).
- That can be attributed to *lack of mathematical skills*.

2.4.2 **Factors determining digestibility**

- The question was asking for the influence of the **quantity** of the feed on digestibility, and yet many learners simple repeated the question and some related the question to

<p>the calculated digestibility co efficiency in question 2.4.1 .</p> <ul style="list-style-type: none"> • Some explained other factors affecting digestibility which were not asked like - composition of the ration, age of the plant etc. • Some wrote ways of improving digestibility which was also not asked.
<p>2.5.2 Nutritive Ratio</p> <ul style="list-style-type: none"> • Most learners were able to do calculations correctly but lost marks for omission of 1 and the ratio sign in the formula and in the calculation .e. g .instead of writing (1 : 3),they wrote 3.
<p>2.6.1 Pearson square</p> <ul style="list-style-type: none"> • Learners did not use the diagonal method in determining the ratio using the pearson square as expected, instead they used the <i>V-method</i> and as a result they lost marks. • Some failed to present the answer as the ratio as required by the question.* • Those who wrote the ratio failed to define the parts of the ratio. <p>2.6.2 They were unable to calculate the percentage of feed B since they could not determine the ratio for feed B. They calculated the percentage of feed A instea</p>
<p>(C) Suggestions for improvement in relation to Teaching and Learning</p> <ul style="list-style-type: none"> • The implications and significance of results / answers of all calculations must be thoroughly discussed with learners. (e.g. the narrower the nutritive ratio, the higher the protein content and better the suitability of the feed for growth, production and reproduction). • Educators with weak mathematical background may solicit assistance from maths teachers in their school.
<p>(D) Specific observations relating to responses of learners</p> <ul style="list-style-type: none"> • Learners cannot differentiate between the functions and requirements of micro-organisms. They confuse the two. • Incorrect numbering of questions - Learners lose marks carelessly . • Lack of analytic and comprehension skills • Inability to make simple deductions from the scenario. • Many spelling mistakes.
<p>(E) Comments useful to teachers, subject advisors, teacher development</p> <ul style="list-style-type: none"> • Analyse the results of the performance of all learners to inform teaching, learning, assessment and remediation by developing Subject Improvement Strategies. • Participate in subject meetings at school and cluster level. • The subject advisors should quality assure all Programme of Assessment tasks checking the appropriateness of tasks with respect to the SAG,Workschedule,grade,context of learners and cognitive levels. • Standardized tasks must be made available for implementation in schools. • Workshops must be conducted for educators on setting of level three and four questions. • The subject teachers should adequately prepare learners for all examinations, using focused revision plans.
<p>QUESTION 3</p>
<p>(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Learners' performance was relatively better than Questions 2 and 4, though not as good as expected. Scores ranged from 5 to 28, with the majority obtaining between 11 and 15 out of 35 marks.</p> <p>Most candidates managed to score the full 3 marks in Question 3.1.1.</p>

<p>In Question 3.1.2 less than 40% of the candidates managed to obtain 3 out of 6 marks, with the rest ranging between zero (0) and 2.</p> <p>Unlike Questions 3.2 which was poorly answered, the performance of candidates in Questions 3.3 and 3.4 was fairly good.</p>
<p>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>3.1.1 Production system</p> <ul style="list-style-type: none"> • Many learners did not know the production system asked or they misinterpreted it wrongly by giving the opposite answer-Intensive (because the scenario mentioned shelter). • Some learners wrote 'external' system instead of 'extensive' system. • Learners could not substantiate why it is an extensive system. • Some provided general reasons like, animals are kept in rural/large areas although they should have based their reasons on climatic conditions mentioned in the scenario. • The problem was inability to make simple deductions from the scenario.
<p>3.1.2 Reasons for recommendation of shelter, insulation material and heaters</p> <ul style="list-style-type: none"> • In sub questions (a),(b) and (c) learners failed to explain how the structures were adapted to protect animals against different climatic conditions. For example, in (a) shelter - they got 1 mark for explaining that shelter gives protection against cold winds and they lost another mark for failing to explain how the shelter is designed to protect animals against cold winds .i.e. it has got sides for protection against winds, has roof for protection against rain. • In (b) insulation material-learners couldn't explain why insulation material was used. Responses given such as, it prevents diseases, protects animals from thieves, it gives light indicates that they do not know what insulation material is. • In (c) heaters-they got only 1 mark for indicating that heaters keep animals warm, and lost another mark for failing to explain that heaters assist in increasing temperature. • The reason could be that learners lack practical exposure to give convincing responses.
<p>3.1.3 Reasons for the government grant/funding</p> <ul style="list-style-type: none"> • Most learners mentioned only '<i>to build' shelter</i> and were awarded 1mark . • A fair number of learners gave the general importance of subsidy to farmers, like buying tractors, improving their farms etc instead of concentrating on the use of subsidy as described in the scenario.
<p>3.2.1 Two primary products of farm animals</p> <ul style="list-style-type: none"> • Some learners wrote the names of farm animals(sheep, cow) instead of mentioning their primary products (wool ,meat etc) and others gave secondary products as the response. This shows that they cannot differentiate between primary products and secondary products derived from farm animals. • Some identified examples of only one category i.e. meat products e.g.chicken,beef,pork and were awarded only 1 mark .
<p>3.2.2 Optimising poultry production</p> <ul style="list-style-type: none"> • In question 3.2.2@ learners were asked to comment on how space could contribute to optimizing poultry production. • Some misunderstood the question and wrote 'no spacing' instead of more space. • In question 3.2.2(b) learners failed to interpret the question which required the use of feeding facilities to optimize poultry production. They mentioned feeds to give to chickens such as maize instead of explaining that the feeding facility should allow easy

<p>feeding.</p> <ul style="list-style-type: none"> • <i>This could be attributed to the lack of conceptual and application skills.</i>
<p>3.2.3 Handling</p> <ul style="list-style-type: none"> • Learners gave the different handling methods and equipments and did not make comparison. • They differentiated between farm animal B and D handling on the basis of the number of handlers and behaviour of animals and not on the size, strength and nature of the handling facilities. • Some did not differentiate at all. • Some only described what they were seeing in the picture • Compared farm animal A and D instead of comparing their handling facilities. • They could not <i>understand and conceptualize</i> the question.
<p>3.3.1 Behavioural patterns of cattle</p> <ul style="list-style-type: none"> • The answers are obtainable from the scenario but some learners could not identify the behavioural patterns from the scenario instead they gave general abnormal behaviour patterns such as tail biting, or mentioning the consequences of abnormal behaviour such as dark carcass quality. • Learners find <i>it difficult to understand/interpret scenarios</i> and case studies.
<p>3.3.2 Economic benefits of good cattle management</p> <ul style="list-style-type: none"> • Instead of mentioning the economic benefits(anything that may bring income), learners extracted the general benefits of good cattle management(like calm wild and stress prone animals) from the scenario. • This indicates that learners did not understand the meaning of economic benefits. • They need to know that not all responses are obtainable from the scenarios as some responses demand creative thinking from them, which they lack.
<p>3.4.1 Animal fat content research</p> <ul style="list-style-type: none"> • Many learners did not understand the question and lost marks. • Some scored 1 mark for 'improved carcass quality' only. • Could be apportioned to a lack of knowledge because they could not come out with reasonable responses apart from those in the passage.
<p>3.4.2 Line graph of the total fat content over a period of 50 yrs</p> <ul style="list-style-type: none"> • Some got the direction of the graph wrong due to misplacement of dependent and independent variables even though the question gave them a lead/hint. • They failed to indicate units on both axes .i.e. g/100g for fat content in the y-axis and years for time in the x-axis. • Some started with the last year 2010 and ended with the first one 1960.****
<p>3.4.3 Trend in fat distribution</p> <ul style="list-style-type: none"> • Learners could not analyse and interpret the graph e.g. they wrote, "the body fat concentration will be high". • It was also evident from their responses that some did not understand the meaning of a 'trend'. For example some wrote "the farmer will get loss because they don't get money".
<p>(C) Suggestions for improvement in relation to Teaching and Learning</p> <ul style="list-style-type: none"> • Educators are advised to indicate <i>the importance of reading and understanding the scenarios</i> given to them and answering questions based on them. • Many classwork and homework <i>activities on case studies and scenarios.</i> • Learners must <i>go on field trips / excursions to Agricultural Colleges, Research Stations</i> and other places of interest to familiarise themselves with the practical aspects of the theory learnt in the classroom.

- **Assignment** to be given on a particular topic **before and after topic has been taught.**
- Teachers should tell the learners that if questions do not restrict them to the given scenario, then they can come out with reasonable responses even when they are not from the passage.
- Candidates could have done better had they been able to:
 - Identify the dependent and independent variables
 - Correctly label the axes
 - Choose the appropriate scale
 - Give a proper heading / title to the graph.

(D) Specific observations relating to responses of learners

- Learners do not follow instructions.
- They don't understand questions ,and that could be apportioned to language as a barrier especially in rural schools.
- Lack of comprehension and analytic skills
- Lack of data handling skills
- Inability to read and describe the trends in graphs and tables.

(E) Comments useful to teachers, subject advisors, teacher development

- Subject advisors to organize courses to train educators in drawings of graphs.
- Teachers must identify their own areas of weakness and sort help from other teachers, then the subject advisor can arrange movement of these teachers from school to school to assist in the teaching of these problematic areas.

QUESTION 4

(A) General comment on the performance of learners in question 4.

This was the most poorly answered question, with marks ranging from 0 to 28. Low achievers averaged 04; mediocre 12 and higher achievers 24 out of 35 marks.

Less than 25% managed to obtain above 06 out of 10 marks in Question 4.1; the rest of the learners getting lower scores.

Questions 4.2 and 4.3 were equally poorly answered, with candidates obtaining an average of 3 out of 8 and 2 out of 9 marks respectively.

Learners' performance was fairly good in Questions 4.3. and 4.4. The only exception being Question 4.4.4 where the majority of candidates scored zero (0).

(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

4.1.2 Spermatogenesis

- Learners could not identify the process "Spermatogenesis"/sperm formation.**
- Some wrote meiosis or mitosis which are the steps during spermatogenesis.

4.1.3 Functions of parts D and L

- Learners confused the functions of the Vas differens with those of the Urethra .e.g. transportation of urine.
- Learners could not give the functions of acrosome instead some gave the functions of the nucleus like fusion with the ovum. This means that they could not differentiate between the nucleus of the sperm and the acrosome.
- Some confuse the ovum/egg cell with the ovary(female primary reproductive organ) e.g. it penetrates the ovary instead of ovum..

<p>4.1.4 Influence of congenital defects</p> <ul style="list-style-type: none"> Learners did not understand what the question required. They were either giving the examples of Congenital defects like cryptorchidism, hypoplasia or explaining the influence of congenital defects on fertility in general such as inability to mate, instead of describing its influence specifically on Spermatogenesis/sperm formation.
<p>4.1.5 Reason for part H to be situated outside the abdominal cavity</p> <ul style="list-style-type: none"> Very few learners were able to give the temperature in the abdominal cavity as a reason for the testes to be situated outside the body. Some learners could not specify the reason for the testes to be situated outside the body, the responses given were,-for identification as a male animal.
<p>4.2.1-4.2.3 Progesterone and Oestrogen</p> <ul style="list-style-type: none"> Some learners could not interpret the graph because they could not pick it up from the graph that progesterone works against oestrogen. That demonstrates the lack of knowledge of the content by learners as they could have answered the question even without relating to the graph
<p>4.2.4 Two effects of oestrogen on the animal at peak period</p> <ul style="list-style-type: none"> The majority of the learners wrote the signs of oestrus instead of giving other functions of oestrogen. However they were credited with 1 mark for mentioning the signs of oestrus
<p>4.3.2 Classification of the bont tick</p> <ul style="list-style-type: none"> Learners could not classify the bont tick according to its life cycle. Some wrote intermediate or final host or single host, or two host tick.
<p>4.3.3 Reason for tick outbreak in the coastal region</p> <ul style="list-style-type: none"> This question demanded critical thinking from the learners. They could not relate this question to previous knowledge in grade 10 that deals with ecological regions. Most of the candidates quoted wrongly from the scenario: "In the eastern coastal regions of Southern Africa,the bont tick challenge has ...abscesses in the udder"
<p>4.3.5 Biological ways of controlling ticks</p> <ul style="list-style-type: none"> It was evident from the learner responses that they do not know the difference between the biological and chemical control of ticks. More than 80% gave chemical methods like dipping, injection, dosing etc instead of providing herbs, rotational grazing etc.
<p>4.4.1-4.4.3 Sheep vaccination plan</p> <ul style="list-style-type: none"> Learners found it difficult to extract information from the data. They could not master the analysis of the data given . All the correct responses needed were obtainable from the data. In 4.4.2 some learners were writing 3 weeks instead of three months, even though in the data there are no weeks.
<p>4.4.4 Role of State</p> <ul style="list-style-type: none"> Learners described the two services instead of explaining the role of state in providing quarantine services and veterinary research.
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>4.1 Diagrams and Concepts</p>

- The teacher should assist the learners to master the language of the subject.
- Before offloading content of any unit, the educator must ensure mastery of concepts and terminology by the learners.
- Homework to investigate the meaning of new concepts a day before starting a chapter.
- Expose learners to different examples of diagrams and pictures and not only those in their text books.
- Fully labeled diagrams/charts with functions could be pasted on the wall during and after unpacking the lesson.
- Short Drama plays could be encouraged so as to enhance learner understanding of the difficult concepts/topics.
- Teachers should attempt to explain that oestrogen takes the initial stage, leading to fertilization and conception. They should explain the fact that after fertilization it stops functioning.
- It is at this stage that progesterone kicks in. The increase in the hormone progesterone levels suggest that pregnancy/gestation had taken place and progesterone is there to maintain pregnancy.
- The meaning of Point of intersection should be stressed when two or more graphs are drawn on the same axes.

4.2 & 4.4 Extracting information from given data.

- Mini projects, investigations and practicals(i.e. data collection, apart from those of the Program of Assessment ,should be given as glasswork/homework so as to hone the learners' skills on generating, recording ,analysis and evaluation of data.
- Homework should be frequently given and should target specific skills like drawing and interpretation of the different types of graphs.
- Graphs with more than two variables should also be given.

4.3.&4.4 Animal health-scenarios

- Due to the fact that there is *too much Information in this section*, candidates tend to get easily confused as they are expected to know all diseases;
- It is therefore suggested that the *examination guideline should give a clear guide* to the educators with regards to this section.
- For example, *channel the educators and the candidates as to the disease that will be examinable*, that is bacterial diseases or viral diseases.
- Descriptive notes to be *supplemented with flow charts* for easy understanding.

(D) Describe any other specific observations relating to responses of learners

- Most of the learners are disadvantaged by the language barrier in understanding questions and in giving responses.
- Many spelling mistakes.
- Compared to other sections, learners show more weakness in animal health.

(E) Any other comments useful to teachers, subject advisors, teacher development

- The section on Animal protection and control is a grey area for educators as all learners including the best performing learners failed to answer questions based on this section. Educators are advised to solicit help from the Department of Agriculture.
- Another contributory factor for poor performance in this section might be inability of educators to complete the syllabus hence the section is dealt with in the last term.
- ***It is therefore advisable that Animal health could be fused with other topics in animal sciences which are taught in the first term.***
- Allow ***sufficient time for focused revision.***
- Expose learners to ***different examples of diagrams and pictures*** and not only those in their text books.

- Learners, with the assistance of educators, should be made to prepare wall charts in the form **annotated** drawings on the following:
 - Digestive systems of the three categories of farm animals.
 - Feeds – concentrates and roughages.
 - Reproductive systems of farm animals.
 - Mating, artificial insemination etc.
 - Mammary gland and lactation curve.
 - Equipment / tools used in handling animals.
 - Equipment / tools used in various procedures / operations (e.g. branding, castration, dehorning, etc.) on animals.
 - Animal diseases and the life-cycle of parasites.
 - Types of graphs – line, bar, histogram and pie.

(Charts should be affixed to walls of the classroom)

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	AGRICULTURAL SCIENCES PAPER 2		
DATE OF EXAMINATION:	6 NOVEMBER 201	DURATION:	2HRS 30MINS

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question seeks to assess core knowledge and recall of agricultural economics and genetics content.
This is addressed by checking the insight into learner's ability to understand terminology and concepts involved.
Candidates performed fairly well in questions.
However, the following questions were poorly answered by candidates: 1.1.9; 1.1.10; 1.2.1; 1.3.1; 1.3.2; 1.3.5; 1.4.4 of which most are questions from the Basic Agricultural Genetics which is still a challenge to some educator and learners.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates were unable to demonstrate knowledge and understanding of the difference between certain concepts such as grading and standardization, dominance, incomplete dominance, and co-dominance and also hedging & insurance.
Learners could not match terms with description accurately
Continuous use of only one textbook limits the learner's scope and opportunity for growth through interacting with different sources. For example, most learners associate intermediaries to marketing costs (1.2.1) and Epistasis to sudden reappearance of the recessive front in a particular herd (1.1.10)
(i) Provide suggestions for improvement in relation to Teaching and Learning
Assessing of knowledge and demonstration of an understanding of how it is applied should be regularly assessed through a variety of classroom activities designed to achieve the outcomes of the subject and address all the relevant content.
Subject advisors should play a key role in assisting educators develop such tasks, through the use of different sources of information.
(d) Describe any other specific observations relating to responses of learners
Performance of the majority of candidates in the question indicates learner progress towards the achievement of the knowledge as prescribed in the subject statement.
Answering question 1 on the answer book instead of the answer sheet by learners.
Choosing the correct answer by circling letters instead of putting a cross (X) over the letter.
Learners writing their full names on the answer book cover, instead of the examination numbers only.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
To be able to assess and develop skills and technique required by learners to be able to perform well in the question.
Learners must be given multiple opportunities to execute all the possible skills in groups or as an individual
In order to solve or address the challenge of non-performance in these questions, the chief marker's report should be used as a guide towards better attainment
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
Translation activities, analysis & interpretation of data, drawing and justification of conclusions are used to assess content knowledge of the candidate in the question through the use of graphs, case studies, pictures and other sources of information.
Candidates have poorly answered the question especially question 2.3.3, 2.4.2 and 2.4.3
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question demanded application of knowledge and problem solving mechanisms within the context of agricultural production, processing and marketing practices.
Learners failed to logically reason and identify relations between data supplied and the question e.g. in 2.4 learners could not relate increase in supply of fruit in summer to the graph showing shift in supply to the right (increase) and to differentiate between management concepts and entrepreneurship characteristics in 2.1.2 and 2.3.3
It was evident from the learner's responses to the question 2.4.3 that much needs to be done to explain the effect that price change has on supply and demand of agricultural products.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Integration with Business Studies or Economics is essential to support and enrich teachers and learners on the topic for this question.
More daily informal assessment activities should be given to learners where graphs, diagrams and/or pictures would be used to equip learners.
Excursions/ field trips visiting various companies should be used as a strategy to reduce the content gap and strengthen content knowledge and application.
Subject advisors should develop extra support material for the question as a way of supporting schools that are in need.
(d) Describe any other specific observations relating to responses of learners
Candidates could not demonstrate creativity in utilizing information given to stimulate their content knowledge.
In question 2.4 candidates could not use the graph to deduce correct responses to questions.
It was evident from learner responses to question 2.4.3 that much need to be done by subject advisors and schools to explain the effect that price has on supply and demand
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners should be trained on how to use given information to answer questions asked.
Candidates could not interpret given information with all the answers provided in the data.
Teachers should read extensively using various textbooks to equip themselves and their learners on the topic for question 2.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question demand that the learners should use the data supplied to make accurate observations by matching of objects, or processes, identifying problems and observing features and differences, in given situations with minimal information in order to respond to questions based on the production factors and management.
This is the question where learners scored high marks compared to other questions, but there were areas that were challenging to learners e.g. 2.3.2 where learners were unable tabulate forms of assets.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates could not tabulate forms of assets in 3.1.2 and were unable to deduce what was asked from the case study or scenario

Could not differentiate between balance sheet, income statement and budget (3.3.1 – 3.3.3)
Handling of financial records information as a source of information for planning others is poor.
Lack of data analysis skill and investigation skill was clearly evident through the performance of most learners in the question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
More emphasis in teaching different types of financial records used in farming business should be employed through various exercises.
(d) Describe any other specific observations relating to responses of learners
Candidates could not identify the difference between net income and balance sheet
Candidates failed to apply knowledge on 3.2.3 where they were expected to figure out how could day to day planning and efficient mechanism could benefit learners.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Educator should train learners on how to handle questions based on graphs and case studies.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question assess the mastering of applicable learning outcomes (LO's) regarding biological concepts, animal sciences and basic chemistry which serves as a good foundation for Basic Agricultural Genetics Performance by learner was poor in this question
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most agric educators are not qualified to teach the subject, as a result this question becomes a challenge for them.
Poor quality task (informal) done at school are not of the same quality as National and provincial examinations
(C) Provide suggestions for improvement in relation to Teaching and Learning
It is strongly recommended that Agricultural Sciences be combined with Life Sciences and Physical Sciences
Learners should be given practical investigations in the topic whose purpose is to develop and assess a learner's science investigative skills.
More daily tasks for practice.
(d) Describe any other specific observations relating to responses of learners
Some learners did well in the question 4.4 giving an indication that those may be learners doing life sciences as an extra subject.
Learners are relating Punnet square to Ponsonts square
It was evident from the way they responded to the question (4.1) that they are not used to research projects and its presentation as they were unable to correctly summarize the results of the survey in question 4.1
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Integration should not be used to outsource teaching of the subject, rather as a strategy to equip one's self improvement in teaching the subject.
More assistance and support should be provided for teachers in the form of additional notes, workshops on the content-gap

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	BUSINESS STUDIES		
DATE OF EXAMINATION:	14/11/2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The question paper seemed to be relatively easy, but after analysing the questions and marking learner responses it became clear that it was a well balanced question paper that has challenged learners who did not focus on their studies.
The general performance of learners seemingly improved a bit this year and the pass rate should show a slight increase.
Learners performed quite well in the Section A questions and there was a general improvement in Section C as well. More learners focussed on the Layout and Originality to their answers in Section C and used more examples in their answers.
Learners still do not read or interpret all questions correctly. Instructions like, differentiate, evaluate, interpret, analyse were problematic to learners. It is an indication that some teachers are not exposing their learners to these key words.
The language barrier is still problematic to many Eastern Cape learners. Subject terminology is not always applied, e.g. "Return on Investment", but some learner's write, "The money that you get".
Still there is a general feeling that learners were a bit better prepared for the 2012 examination.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 30 marks/ 75%
Q1.1 - Learners did well here, but had problems with:
Q's 1.1.1, 1.1.7, 1.1.9 and 1.1.10
Q1.2 - Generally learners performed well here, but had some problems with:
Q1.2.2 and 1.2.5
Q1.3 - Well answered, but some difficulty with: Q1.3.3
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q1.1.1 - Learners could not link the example to horizontal integration. Some textbooks do not cover business strategies and therefore this work may not have been covered in class. Another reason is the possibility that they were not given examples of the different types of business strategies.
Q1.1.7 - Learners did not know the contents/focus of King's Code III. Once again, this topic is not covered in many textbooks. Also, King's Code III is relatively new. Therefore, some teachers may not have been aware of this and therefore did not research and present the latest King's Code information to learners.
Q1.1.9 - Many learners chose A as the correct answer. Learners had possibly misread the question. They read "filling vacancies" and linked it directly to a job advertisement. Learners may also have misinterpreted the word "existing".
Q1.1.10 - Learners again could not link the example to a strategic goal. Learners may not have been supplied with specific examples relating to a strategic goal.

<p>Q1.2.2 - The word “repo” seems to be unknown to many learners. This concept is not really to be covered, but one specific textbook explains it when dealing with business investment opportunities. Therefore this may not have been covered by teachers not using that textbook, as the Reserve Bank need not to be covered specifically in grade 12.</p>
<p>Q1.2.5 - Learners could not define job description. Probably learners just did not study properly. The job description was covered when they did the Human Resource function. A simple learner error therefore.</p>
<p>Q1.3.3 - Many could not link energy as part of the physical environment. This is also a plain error by the learner. Some learners may not have understood the word “solar”. Once again, learners may not have been given examples of different environments by the teacher.</p>
<p>(j) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Q1.1.1 - Teachers must cover the different business strategies in detail. Also give proper examples to learners on each strategy. This is very important.</p>
<p>Q1.1.7 - Teachers must ensure that the learners are able to apply the King’s Code to specific corporate governance situations. Once again teachers must use applicable examples together with case studies applicable to professional business behaviour.</p>
<p>Q1.1.9 - Learners must be taught on how to read and interpret a question properly. Let them identify and underline key words/ instructions in a question. Practice this with the learners from grade 10 already. This will also assist learners with English language problems.</p>
<p>Q1.1.10 - Teachers to give examples and case studies on strategic business goals to learners.</p>
<p>Q1.2.2 - Deal with this specific word (repo rate) from now. Also do the basic functions of the Reserve Bank that may have an influence on investments.</p>
<p>Q1.2.5 - Teachers must not omit basic definitions/ explanations of all basic business concepts, etc. Ensure that learners understand such concepts from the start. This type of question we can expect in Section A of a question paper.</p>
<p>Q1.3.3 - Teachers to do more detailed teaching on business sectors and environments. Learners must understand the different elements of each business environment, as well as its practical application and control over businesses.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> ▪ Ensure that learners use the Answer Sheet for Section 1. Do this when revising old question papers with learners.
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<ul style="list-style-type: none"> ▪ Focus on multiple choices, choosing the correct word and matching columns with learners during the year. Give them such questions from old question papers on a regular basis. ▪ Subject Advisors should devise a Section A questions document based on each LO. Teachers can use to do revision throughout the year with their learners.
<p>QUESTION 2</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The 100 scripts average was 23 marks/ 38%</p>
<p>Q2.1 - Learners performed quite well in this question. However there was a problem with many learners which will be addressed in point (b)</p>
<p>Q2.2 - A straight forward question, but some centres did well, while others faired poorly.</p>
<p>Q2.3.1 - A well answered question.</p>
<p>Q2.3.2 - Poorly answered question.</p>

Q2.3.3 - A mixed performance by learners in this question. Many learners had a specific problem and therefore performed badly
Q2.4.1 - Generally learners answered this question poorly.
Q2.4.2 - Learners also had a poor performance with this question.
Q2.5.1 - Well answered by learners.
Q2.5.2 - Most learners knew the impact of this act and answered it well.
Q2.5.3 - An extremely poorly answered question.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q2.1 - Many learners misinterpreted the question. They gave the general requirements of a presentation instead of focussing on the presenter's feedback and response to questions. Learners have a tendency to answer what they know/remember, instead of what is actually required by the question.
Q2.2 - Seemingly SETA's were not covered at all schools. This was clearly the case where all learners from a centre could not answer this question at all.
Q2.3.2 - Learners answers focussed on the steps of formulating strategies, rather than steps in evaluating strategies. They also tended not to focus on the specific clothing manufacturer.
Q2.3.3 - Learners answered this question poorly. They could not identify the challenges and also had a problem with a possible strategy. Seemingly they could not apply the PESTLE model at all.
Learners also did not use the table they were instructed to use in answering the question.
Q2.4.1 - Learners could not calculate the compensation. Therefore they could also not give the motivation why the customer would receive this amount.
Q2.4.2 - Many learners clearly did not understand the principle of reinstatement. They did not know rebuild/replace and cash repayment. Therefore they were totally confused why this was not applicable to this insurance claim.
Q2.5.2 - Instead of evaluating the impact of this Act on a business, some carried on with the purpose of this Act (already asked in Q2.5.1). Apparently they did not understand this question fully.
Q2.5.3 - This was a higher order question. Learners tended to repeat their answers given in Q's 2.5.2 and 2.5.2 and had no correct answer to supply here.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Q2.1 - Learners should practice to analyse questions properly. They must read the whole question slowly and ensure they fully understand it before answering it.
Q2.2 - SETA's is very important in South Africa and must be covered. Teachers to ensure that they cover all the requirements as per Examination Guidelines of 2009.
Q2.3.2 - Ensure that learners knows the difference between steps in formulating strategies and evaluating strategies. Give learners case studies to apply the difference between formulating and evaluating.
Q2.3.3 - Please deal with all models to evaluate the extent of control over business environments. Focus on SWOT analysis, PESTLE, Porters Five Forces, Balanced Score Cards, etc.
Give learners case studies/ situations to apply the above.
Teachers to remember that not all textbooks contain the content on the above models.
Q2.4.1 - Learners must be exposed to underinsurance calculation. Give learners sufficient calculations of this sort until they fully understand and can do it.

Q2.4.2 - Teachers must deal with all insurance principles and ensure that learners can explain it in practical situations. Supply them with practical exercises to do/ comment on.
Q2.5.3 - When dealing with all the acts, ensure that learners understand the role that government can play and enforce to ensure that these acts is successfully implemented by all businesses.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Learners are not always using full sentences in their answers. They then lose one mark.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Teachers must focus more on pages 9, 10, 23 and 24 of the Examinations Guidelines when teaching legislations. The content to be covered is clear as well as what the learners must be able to do. ▪ Encourage learners to use full sentences in their answers.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 24 marks/ 40%
Q3.1 - Fairly well answered question.
Q3.2.1 - Well answered question.
Q3.2.2 - Poorly answered question.
Q3.2.3 - Poorly answered question.
Q3.3 - Poorly answered question.
Q3.4 - A relatively well answered question.
Q3.5 - Well answered question.
Q3.6 - A very poorly answered question.
Q3.7 - Poorly answered question.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q3.1 - Learners tended to confuse/ mix their answers. They mixed the employee steps between the full process/still inside the business and the process outside the business. Their answer contained both steps.
Q3.2.2 - Many learners gave the general characteristics of an autocratic leader. They should rather have given specific situations where this leadership style would be successful if applied.
Q3.2.3 - Most learners could only give one correct reason here. Seemingly, the word "Justify" was not understood by many learners.
Q3.3 - Learners mixed the difference between the manager and leader. They clearly did not know this work well. They did not tabulate there answer as instructed in the question either. In such answers their differences did not correlate with each other and they lost marks.
Q3.6 - Many learners just omitted this question. There was no attempt to give some answer. Seemingly this work might not have been covered the teacher.
Q3.7 - This National Credit Act is still not covered in all classes. It is also not covered by some textbooks. Other learners also included implications of this Act on the customer as part of their answer. Once again, these learners did not read/understand the question properly.

(c) Provide suggestions for improvement in relation to Teaching and Learning
Q3.1 - Teachers must ensure that learners understand these steps that a dismissed worker can follow. Make a clear distinction between what can be done inside the business and/or outside the business. The learners must understand the difference. Case studies should be done with learners on this. Also discuss the many articles available on unfair dismissals. Teach the learners on the correct order in which the steps will/should follow.
Q3.2.2 - Do not only focus on the characteristics of a leadership style. Ensure that learners can also apply the leadership style in certain situations. Use examples and case studies/ scenarios.
Q3.2.3 - Enlighten learners with case studies that focus on how one leader should apply different management styles when addressing different challenges. Also, supply learners with reasons why a leader should be able to do this.
Q3.3 - Focus more on the difference between managers and leaders. It is the very first thing learners are expected to be able to do under LO3, AS5, as explained in the Examination Guideline of 2009 on page 20!
Q3.6 - Ensure learners understand the instruction to “examine”. More attention must be given on key verbs/ instructional words that may appear in questions. Once again use practical examples when dealing with quality in businesses.
Q3.7 - This Act must be covered in class. Get information on this Act on the government’s departmental websites if needed. Use the many cases between businesses and customers appearing in newspapers as practical examples of the application of this Act.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ The learner’s layout of the answers is not always correct. Some learners use their own numbering system by adding a number to each fact in their answer, e.g. With Q4.3.1 where they add the following numbering to their answer: 4.3.1.1, 4.3.1.2, etc. Teachers must inform learners in advance (grade 10 already) how to number their answers correctly.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Teachers are encouraged to use practical examples wherever possible. The daily newspapers are very good sources for this. ▪ Subject Advisors must supply teachers with content/ information on topics not covered in textbooks, e.g. The National Credit Act. ▪ Teachers can invite guest speakers on certain topics, e.g. Union issues, investments, etc.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 22 marks/ 37%
Q4.1 - Poorly answered.
Q4.2.1 - Well answered.
Q4.2.2 - Poorly answered.
Q4.2.3 - Well answered.
Q4.3.1 - Well answered.
Q4.3.2 - Well answered.
Q4.4 - Very poorly answered.
Q4.5 - Quite well answered, but many learners had a problem.

Q4.6 - Very poorly answered.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q4.1 - Many learners gave the functions of unions instead of only workplace forums functions.
Q4.2.2 - Many learners simply just did not understand the term preferential procurement. Some also confused it with the Employment Equity Act, Skills Development Act and human rights.
Q4.2.3 - Learners did not understand or read the scenario well. The answers to this question were given to learners in the scenario.
Q4.4 - Here many learners just omitted this question and lost 12 marks. Some gave the general characteristics of a company. Some learners focussed their answers on other forms of ownership instead of companies as required by the question. It could be that teachers did not fully understand and therefore also not applied the core content that should have been covered by them in the class. This is clearly stated in the Examination Guidelines document on page 16.
Q4.5 - Some learners misinterpreted the question. They assumed that punitive and legal matters should be covered in their answer. This is not the case as the question clearly refers to how the manager can ensure the wellbeing of the employee. The employee is still working in the business and the manager wants to assist with his wellbeing.
Q4.6 - Learners mostly focussed on the causes of conflict in their answers to this question. The question actually required them to focus on the types of conflict in the workplace. There is a big difference between types and causes!
(c) Provide suggestions for improvement in relation to Teaching and Learning
Q4.1 - Teachers must ensure that they teach both workplace forums and unions. Also, highlight the difference between the two. Focus must not only be on the unions. Remember workplace forums should be covered as a conflict management skill(LO3,AS6) and unions as part of industrial relations(LO4,AS5)
Q4.2.2 - Learners must understand this concept clearly, as it is a very important part of BBBEE. Spend a bit more time on BBBEE with many practical examples.
Q4.4 - Use this specific question when teaching this topic to the learners. Thereby the learners will know how to respond to such a question on this topic. Teachers should remember not to focus only on the general characteristics of the forms of ownership. Special attention should be on Companies.
Q4.5 - Ensure that learners understand that there is a difference in the measures that can be applied to ensure the wellbeing this employee. Teaching must cover both punitive and non- punitive measures as well as legal matters outside the business if the employee has already been fired. This can be applied to all employee problem situations in a business, e.g. Late arrival at work, etc.
Q4.6 - The Examination Guidelines document clearly states that learners must make a detailed study of the types and causes of conflict. (in one sentence) Refer to page 21. Take note that once again not all textbooks have the types of conflict content in. The teacher must gather this content from another textbook/source.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> ▪ Many learners thought that the UIF is paying people for their retirement or simply just for been really unemployed.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Give learners examples when covering the content. Even learners that answered Q4.6 correctly did not supply examples of the types of conflict.

<ul style="list-style-type: none"> Recommend to learners that if they must answer a similar question as Q4.4 they should answer it in tabular form.(as done in the memorandum)
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 25 marks/ 62%
<ul style="list-style-type: none"> In Section C this was the most popular question answered by learners. Generally this question was also the best answered although still not to good.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Learners mixed the nature and purpose of Corporate Social Investment under one heading, or also just combined their answers on this in paragraphs. Some learners discussed general social economic issues in detail, e.g. HIV/ Aids, poverty and training. Most learners omitted the implementation part of the answer completely. Not all learners knew that “impact” meant they had to discuss the benefits and problems/disadvantages of corporate social investment. Limited marks awarded for insight. Still learners that do not indicate Introduction and Conclusion. Also for Originality marks, learners did not supply examples.
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Teachers should focus more on Corporate Social Investment Explain to the learners on the importance of correct sub headings/sections they should use in a Section C answer. These must be underlined as well. In future, ensure learners know how CSI is to be implemented.(How it works) The language issue - Benefit or Advantage and Problem or Disadvantage. Inform learners about this.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Learners do not analyse long questions correctly. Learners are not aware of LASO. Learners do not include enough examples in Section C questions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer per week. Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's. Subject Advisors can organise training sessions/ workshops on essay questions for teachers. Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion. Give enough examples to learners.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 26 marks/ 65%
Fewer learners answered this question and the general performance was poor.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

<ul style="list-style-type: none"> ▪ Learners did not answer the first part of this question at all. The word “evaluate” could have contributed to this.
<ul style="list-style-type: none"> ▪ Learners could not give the correct explanation of a formal investment in their answers.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Explain the meaning of “Evaluate” to learners. What is expected from them.
<ul style="list-style-type: none"> ▪ Learners must know which factors to consider when making a decision on an investment.
<ul style="list-style-type: none"> ▪ Teachers must cover investments in detail. Refer to page 15 in the Examination Guidelines document to see exactly what learners must be able to do regarding investments.
(d) Describe any other specific observations relating to responses of learner
<ul style="list-style-type: none"> ▪ Learners do not analyse long questions correctly.
<ul style="list-style-type: none"> ▪ Learners are not aware of LASO.
<ul style="list-style-type: none"> ▪ Learners do not include enough examples in Section C questions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer/work out per week.
<ul style="list-style-type: none"> ▪ Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS’s.
<ul style="list-style-type: none"> ▪ Subject Advisors can organise training sessions/ workshops on essay questions for teachers.
<ul style="list-style-type: none"> ▪ Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion.
<ul style="list-style-type: none"> ▪ Give enough examples to learners.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 19 marks/ 47%
This was the second most difficult Section C question to learners. They really had a very poor performance with this question.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> ▪ Learners could only explain ethics in this question.
<ul style="list-style-type: none"> ▪ They could not evaluate the ethical behavior issues properly.
<ul style="list-style-type: none"> ▪ Recommendations for improvement of each ethical challenge were not answered at all.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Give case studies/scenarios on unethical behaviour in business to learners. Many such cases are published in daily newspapers.
<ul style="list-style-type: none"> ▪ Give more attention on recommendations to improve these unethical issues. Learners are expected to give their suggestions to solve certain issues/problems in many Section C questions.
(d) Describe any other specific observations relating to responses of learner
<ul style="list-style-type: none"> ▪ Learners do not analyse long questions correctly.
<ul style="list-style-type: none"> ▪ Learners are not aware of LASO.
<ul style="list-style-type: none"> ▪ Learners do not include enough examples in Section C questions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Teachers must focus more on Section C type questions in the classroom. Give learners at

least one such question to answer/work out per week.
<ul style="list-style-type: none"> ▪ Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.
<ul style="list-style-type: none"> ▪ Subject Advisors can organise training sessions/ workshops on essay questions for teachers.
<ul style="list-style-type: none"> ▪ Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion.
<ul style="list-style-type: none"> ▪ Give enough examples to learners.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The 100 scripts average was 12 marks/ 30%
By far the least answered question and also the poorest performance Section C question.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> ▪ Most learners did not have a clue on the induction process and omitted this from their answer. This actually should have been easy for them to answer.
<ul style="list-style-type: none"> ▪ Learners do not know the order of human resources procedures/activities. Many included recruitment, selection and interviews as part of the induction process.
<ul style="list-style-type: none"> ▪ Learners missed the fact that Zander was a manager and therefore some of the Basic Conditions of Employment Act conditions will not apply to him, e.g. working hours.
<ul style="list-style-type: none"> ▪ Many learners were not aware that the name Zander is actually a man and not a woman. This might have influenced their answer on the Basic Conditions of Employment Act.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> ▪ Include all human resource activities in the content you cover with learners.
<ul style="list-style-type: none"> ▪ Use practical examples, case studies and scenarios, also job advertisements in newspapers when teaching this.
<ul style="list-style-type: none"> ▪ The Basic Conditions of Employment Act is very important and teachers need to do more on this so that learners fully understand it.
(d) Describe any other specific observations relating to responses of learner
<ul style="list-style-type: none"> ▪ Learners do not analyse long questions correctly.
<ul style="list-style-type: none"> ▪ Learners are not aware of LASO.
<ul style="list-style-type: none"> ▪ Learners do not include enough examples in Section C questions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> ▪ Teachers must focus more on Section C type questions in the classroom. Give learners at least one such question to answer/work out per week.
<ul style="list-style-type: none"> ▪ Subject Advisors can assist teachers by drafting a booklet with essay questions on each LO and suitable AS's.
<ul style="list-style-type: none"> ▪ Subject Advisors can organise training sessions/ workshops on essay questions for teachers.
<ul style="list-style-type: none"> ▪ Inform learners of the importance of an introduction and conclusion in the answers. Tell them what they should include in an introduction and conclusion.
<ul style="list-style-type: none"> ▪ Give enough examples to learners.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	CIVIL TECHNOLOGY		
DATE OF EXAMINATION:	26/11/2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

A variety of performances was obtained in the 2012 question paper.

A couple of centres obtained good to very good results. Although the paper was set up reasonably fair, a large number of centres perform poorly.

Many candidates obtained high marks in some questions but scored less marks in other questions indicating that not all the content was covered. There are, but few those who managed to make it throughout the whole question paper.

In analyzing the type of answers in the papers of the centres who performed poorly, it indicates to a knowledge gap in especially in construction processes, civil services and applied mechanics.

These challenges could be caused by not enough fixation of work, poor mathematical skills and insufficient guidance.

The graphic communication question indicates an improvement.

The averages per question:

	2012	(2011)
--	------	--------

Q.1: Construction processes:	34%	(36%)
------------------------------	-----	-------

Q.2: Advance construction processes:	27%	(25%)
--------------------------------------	-----	-------

Q.3: Civil services:	38%	(32%)
----------------------	-----	-------

Q.4: Materials and quantities:	41%	(23%)
--------------------------------	-----	-------

Q.5: Applied mechanics:	30%	(26%)
-------------------------	-----	-------

Q.6: Graphic communication:	62%	(38%)
-----------------------------	-----	-------

The higher average of graphic communication was mainly attributed by the very high performance by a couple of high performing centres and questions with a low cognitive demand.

As a whole, the learner performance in this question paper indicate a satisfactory improvement with an average mark of 39% (30% - 2011) and with a 16% (48,7% - 2011) in a code rating 1.

Teachers must also emphasise the meaning of the different questioning terms.

Purpose:	Use:	Identify:
Advantage:	Disadvantage:	Indicate:
Construction method:	Describe:	Analyze:
State:	Name:	Explain:
Calculate:	Determine:	Convert:
Deduse:	Proof:	

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1	
Knowledge of construction processes was tested in this question with emphasis on (1) roof constructions, (2) concrete construction, (3) arch construction and (4) plumbing joints. LO: 3: Ass: 1, 2, 4, 5, 7, 10	
1.1	Choose a description that matches the term: This question was adequately answered indicating a good knowledge of construction processes.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
Question 1 was adequately answered by most learners although some centrums struggled with questions on advance construction processes, materials, quantities and applied mechanics. The drawing skills off a number of learners were untidy. Only a few learners knew how to seal a pipe to make it watertight.	
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
Question 1.1 This question was answered well. Most learners knew how to choose the correct answer.	
Question 1.2.1 (simple supported slab) Most learners knew how to draw the slab but drew it very untidy without using a ruler or drawing instruments.	
Some learners drew a concrete slab but with no supports. Some learners drew the supports and added the foundation which was not asked.	
Question 1.2.2 (cantilever slab)	
A large number of learners did not know how to draw a cantilever concrete slab. Many learners drew a sectional view through the concrete floor of a house.	
Question 1.3 (gauged segmental arch)	
Most learners knew how to draw the surrounding brickwork but struggled to draw the arch correctly. The drawing of the voussoir bricks was drawn untidy and inaccurate.	
Most learners did not know the difference between the intrados and the extrados.	
Question 1.4 (roof truss)	
Many learners did not indicate the labels for the roof truss although it was clearly indicated on the drawing sheet.	
Question 1.5 (joining water pipes)	
Very few learners knew how to the seal the joint to make it watertight. Some learners knew how to join the pipe but in general this question was answered poorly.	
1.2	Choose a description that matches the term: This question was adequately answered indicating a good knowledge of construction processes.
1.2	Drawing types of concrete slabs: Teachers must put more emphasis on the different types of supported slabs indicating that a cantilever has only 1 support, e.g. a balcony without front support.

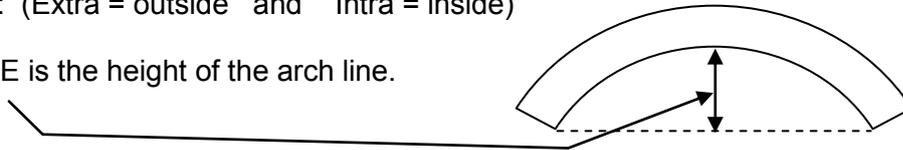
Line sketches must also be drawn neatly.

1.3 Drawing of flat gauged arch with labels:
Candidates are familiar the construction of a gauge arch but did not answer this question very well.

Learners must attend to the following:

- The EXTRADOS indicate the OUTSIDE of the arch and the INTRADOS the INSIDE: (Extra = outside and Intra = inside)

- The RISE is the height of the arch line.



1.4 Layout of roof construction:
Although the roof construction is an important part of construction process, a number of learners could not identify the different parts. Teachers must put emphasis on identifying the parts when the construction method is done in theory or as a project. This can be done by putting up labels on a roof lay-out.

1.5 Plumbing joints:
The watertightening of threaded galvanized water pipes by means of thread tape was unfamiliar to a number of learners. Silicone can NOT be used. A number of learners also explained the joining of PVC pipes and not galvanized pipes. Learners must read the questions thoroughly and differentiate between the types of pipes.

QUESTION 2

Knowledge of advance construction processes was tested in this question with emphasis on (1) formwork, (2) reinforcement, (3) foundations, (4) use of dumpy level, (5) dry-wall construction, (6) safety. LO: 3: Ass: 3, 4, 5, 7

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 2 was answer poorly by most learners.

The drawing of the dry-wall construction was answer very untidy.

Many learners draw the roof truss and a brick wall which was not asked.

Many learners did not know the labels for the formwork.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.1 (formwork)

Learners did not know the parts of the formwork and many learners could not explain the function of the reinforced bars.

Question 2.3 (concrete foundation & piling)

Some learners were confused with this question as both answers were very similar.

Question 2.4 (dumpy level readings)

This question was answered reasonably well by most learners.

Question 2.5 (dry-wall construction)

Many learners draw the roof truss and a brick wall which was not asked.

Some learners draw the timber strut without the cladding.

Question 2.6 and 2.7 was answered well by most learners.

2.1 Analyses of formwork:

The identification of some of the formwork parts was not well answered.

The sole plate is a wide flat surface to prevent the prop from sagging. It is not a foundation.

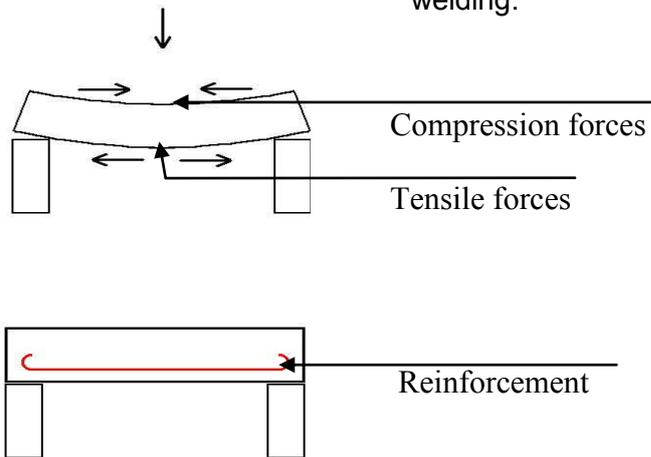
The purpose of the wedges is to secure the prop in position by hammering the wedges towards each other for lifting and apart from each other for easy dismantling.

The purpose of reinforcement was not well answered.

Because concrete is strong under compressive stress and weak under tensile stress, the purpose of the reinforcement is to withstand tensile forces / stresses which are at the bottom $\frac{1}{3}$ rd of a beam or a slab.

Steel is used for the reinforcement because it is strong under tensile stress.

Stirrups or binders are used to bind the main bars together, not bolts and nuts, wire or by welding.



2.3 Differences between types of foundations:

Although this question was adequately answered, a number of marking centre's learners did not know the construction method of the foundations. Teachers must also attend to the methods when foundations are discussed.

2.4 Use of dumpy level:

Adequately answered.

All readings which are not a forth sight or a back sight, will be an intermediate sight.

Although the calculations of the height differences was mostly done correct, a number of learners did not indicate the units.

Teachers must put more emphasis on the use of units as an integral part of the calculations. The standard unit for leveling calculations is meter (m).

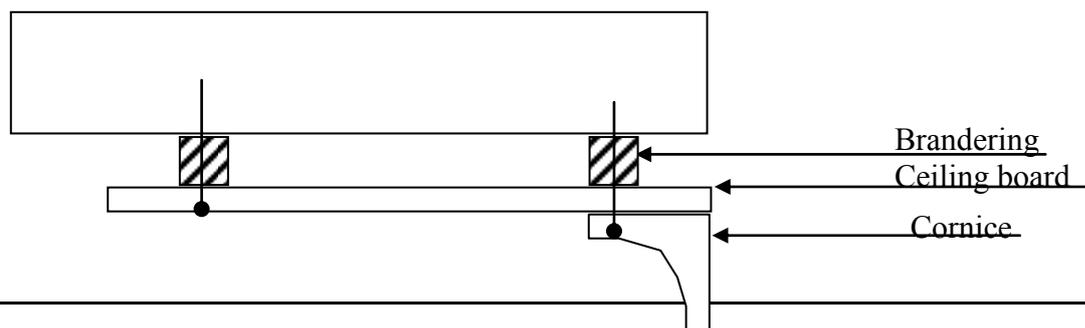
2.5 Drawing of dry-wall construction:

A variety of answers was obtained. Learners must read the questions thoroughly and draw according to the specific instructions.

Teachers must put emphasis on the all types of wall constructions.

Learners must indicate the method of fixing the cornice and cladding by means of nails.

The ceiling board is fixed against the brandering and not on top of it.



2.6 Safety precautions:
Adequately answered indicating good knowledge of safety.

2.7 Safety signs:
Well known sign. Adequately answered.

QUESTION 3

Knowledge and application of civil services was tested in this question with emphasis on (1) lay-out of sewerage systems, (2) sewerage systems parts and (3) abbreviations and symbols.
LO: 3: Ass: 5, 8

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 3 was answered adequately by most learners. Some learners did not know the electrical symbols for the house and made up their own symbols.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1 was answered well by most learners.

Question 3.2 (shallow well) Most learners knew only one or two advantages and disadvantages and guessed the other answers.

Question 3.3 was answered well but many learners did not know the label for the junction (C).

Question 3.4 (electrical symbols) Most learners knew some of the symbols but few could label all of them correctly.

Some learners redrew the floor plan which was not asked.

Question 3.5 was answered adequately by most learners.

3.1 Identification of correct answer for description.

Well answered indicating good general knowledge of civil services.

3.2 Advantages and disadvantages of shallow well-water supply:

Sufficient answered, by using obvious answers.

Learners must note that a shallow well is not provided by local authorities and are not connected to pipes and taps

3.3 Analyses of sewerage system:

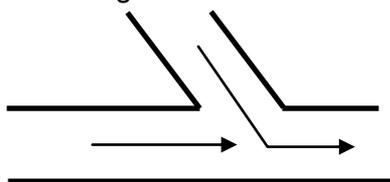
The analyses of the rodding eye was not adequately answered.

Teachers must put more emphasis on the purposes and parts of sewerage systems and indicate the difference between an access point for cleaning of sewerage systems (rodding eye or inspection eye) and gullies for catching of waste water.

The pipes are connected with a JUNCTION, not a connector or a joint.

A connector is used for joining two pipes.

The flow direction of sewerage is ALWAYS in the direction of the junction.



The rodding eye is only an access opening for cleaning, not for waste or sewerage.

3.4 Drawing of electrical symbols:

Adequately answered indicating a good knowledge of symbols.

When a rectangle symbol is drawn, it can indicate a number of parts, therefore, the

symbol for the distribution board must be indicated with the abbreviation.
The SANS document must be used for reference to the correct symbols

DB

3.5 Methods of sewage disposal:
Adequately answered indicating a good knowledge of sewage disposal methods.

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 4 was answered adequately by most learners but a number of learners struggled with the calculations for the wall and the advantages of preservatives.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.1 was answered well by most learners where they had to state true or false.

Question 4.2 Few learners knew the advantages of the two options to preserve timber.

Question 4.3 (calculate quantities) Learners did not know how to use the columns to calculate the number of bricks to be used. Some learners calculated in mm and gave their answers in m and some did not use units. Many learners knew how to calculate the areas but could not work out the total number of bricks needed.

Question 4.4 was answered well by most learners.

The skill to calculate materials and quantities and knowledge of materials was tested in this question with emphasis on (1) properties of materials, (2) timber and (3) calculating quantities.

LO: 3: Ass: 2, 3, 7, 8

4.1 Identify material properties:
The True or False identification of materials was adequately answered.
Teachers must accent that even when the learner do not know the answer, the answer must not be left out. The answer can be guessed.

4.2 Methods of preserving timber:
The question was poorly answered.
Most learners indicated the purpose of the preserving methods and not the ADVANTAGES.
Teachers must also emphasise the meaning of the different questioning terms as indicated in the general overview.

4.3 Calculate areas and number of bricks:
Most learners did the calculations but did not use the quantity list correctly.

EXAMPLE

A	B	C	D
			Centre line = $5000 + 7000 + 5000 - (2 \times 280)$
			= 16,44m
1/	16,44		Wall height = 2,6m
	2,6	24,74	THUS: Wall area = 24,74m ²
1/	2,1		SUBTRECT 1 x D2 = 2,1 x 1,8
	1,8		
	<u>100</u>	378	Thus: T.A. 378 bricks for 1 x D2

Learners must attend to the following:

Only a single wall was specified in this question, therefore no corners was to be subtracted as in this example.

Column A is the multiplication column indicating the number of items which must be multiplied.
 Column B is the measurement column indicating the measurements of the item, below each other and must be multiplied.
 Column C is the result column indicating the result (answer) of the calculations from column B and A.
 Column D is the description column indicating the description of the work that is done in column A, B and C and the description of the total.
 Teachers must put more emphasis on the use of units as an integral part of the calculations. The standard unit for leveling calculations is meter (m).
 In column A, B and C, the calculations are done in meter, but the units are not indicated.
 In column D, the units must be indicated. Ex. Height = 2,6m or area = 2 m²

4.4 Identify materials and their properties

Adequately answered indicating good knowledge of material properties

QUESTION 5

Understanding of applied mechanics principals was tested in this question with emphasis on (1) force diagrams, (2) calculating areas and (3) centre of a lamina.

LO: 3: Ass: 5, 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 5 (applied mechanics)

This question was answered poorly by most learners.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.1 was not answered well by learners. Learners were unable to calculate the forces and some used the wrong units to calculate or did not use units. Few learners were able to give a suitable scale for the shear-force diagram.

Question 5.2 to determine the centroid of a lamina was answered poorly by learners. Some learners were able to calculate the area of the square and the triangle but could not calculate the position of the centroid. Many learners used different units to calculate instead of one unit (mm).

5.1 Analyse shear force diagram:

Learners must indicate the **UNITS** of the answers.

When a value must be deduce, all the calculations must be indicated, not only the answer.

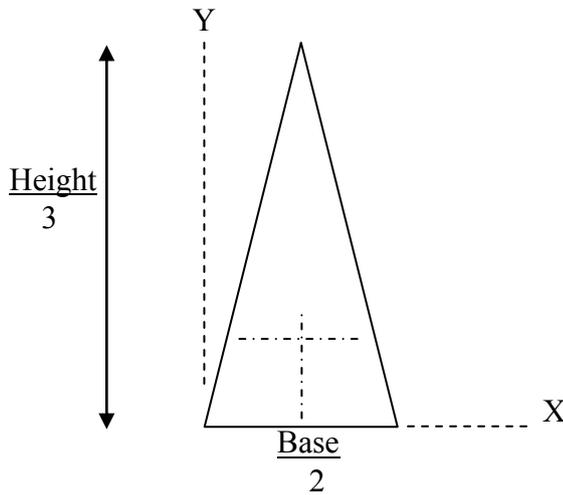
The mathematical skills of learners must attend to by means of repetition and working through examples.

Teachers must also emphasise the meaning of the different questioning terms such as convert, deduce, determine and prove.

5.2 Calculate position of centroid:

A number of candidates had done the calculations incorrectly, although the formulas were provided.

In an isosceles triangle the centroid for the X-axis is: $\text{base} \div 2$ and the Y-axis: $\text{height} \div 3$.



Teachers must firstly ~~teach the learners~~ teach the learners the meaning of each formula and than how to apply it according to the values.
 Learners must be taught to use the same unit size through-out the calculation.
 Learners must indicate the **UNITS** of the answers and know how to convert it from meter to mm.

QUESTION 6

The skill to communicate by means of graphic communication was tested in this question with emphasis on interpretation of building drawing practice in (1) drawing of roof truss and (2) floor plan.

LO: 3: Ass: 5, 6

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 6 (graphic communication)

Question 6.1 and 6.2 was answered well by most learners. Some drawings were untidy but most learners knew how to draw the roof truss and the floor plan.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

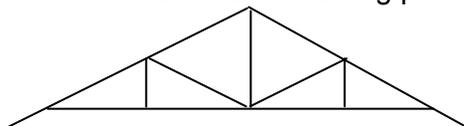
Question 6.1 (roof truss) Most learners were able to draw the roof truss but some learners used the wrong scale. A number of learners added walls and roof covering which was not asked.

Question 6.2 (floor plan)

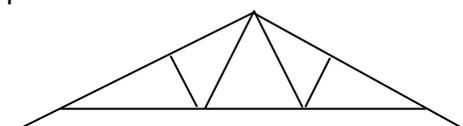
Most learners were able to draw the floor plan but some struggled with the roof lines. Some learners did the measurements but put the labels on the wrong side of the line. In some cases the outside walls and inside walls were drawn to the same thickness. Some drawing were untidy and a few learners used a pen to draw.

6.1 Drawing of SA roof truss.

Learners must differentiate between the type of roof trusses.
 The S.A. roof truss does have a king post and 2 queen posts.
 The fink truss has not a king post and queen posts.



SA TRUSS



FINK TRUSS

6.2 Drawing of floor plan

Teachers must emphasise the Building Drawing Practice requirements.
 Building drawings must be done in pencil.
 Using the correct scale must be emphasised.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	CONSUMER STUDIES		
DATE OF EXAMINATION:	27 NOV 2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Learners did not perform well in this paper. There is not a specific section that was more difficult than the others. All the section was answered poorly.

Many schools with student totals of between 30-40 have a zero pass rate for this theoretic paper. Results may look better when the practical marks are added.

A reason for this bad marks can be the fact that they were the last group of learners to write The final examination. All learners finished the previous day with English. Can we suggest that final exams end with a subject like English so that all learners finish at the same time.

This was also the third year in a row that consumer studies are treated like this. I am positive that this has an effect on the marks. Even the questions based on knowledge were not answered well, which is an indication that learners do not know the content.

Learners definitely have a language problem as questions were interpreted wrong - Especially where case studies have been used and the higher level questions.

Of all the theoretical question papers marked during the first four days only two learners could obtained more than 160 marks and the next two levels also do not look much better. This is a very bad picture.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Q 1 .1. Consists of multiple choice questions and were answered the best of all questions.

Q 1.2. A word was to be given for a description. The learners battled with, this question, especially the Afrikaans students, as they are not terms commonly used as the English terms. e.g Transferduty – hereregte. Most Afrikaans people know the term as transfer duty. Learners had to know there work very well because transfer duty is the correct answer but transfer fee will be marked wrong. This question got very technical.

Q.1.3 Answered average. Students had to know their content very well.

Q1.4 No problem with this question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any

misconceptions.

This question was not answered poorly.

Afrikaans learners did not perform as well as English learners because terms like “transfer duty” is more often used by Afrikaans speaking people instead of “hereregte”.

Also Afrikaans people were not allowed to write “prokureursgelde” it must be “prokureursfooie” which make it very technical

(c) Provide suggestions for improvement in relation to Teaching and Learning

Multiple choice questions must be included in test papers to teach people to evaluate and then make a discussion. Some students still crossed two answers although it is stated that there is only one correct answer for that question. That is a clear indication that they do not get practice in this type of questions.

(d) Describe any other specific observations relating to responses of learners.

There were no other specific observations

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers must please guide learners to answer questions by writing each fact on a new line and make bullets. Markers find it very difficult to mark question papers where all the answers is written in paragraph form. Insist as from GR 10 that papers should be answered like that.

Discourage learners to use “etc” in papers.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was answered well by students who could motivate their answers as 20 of the 40 marks were higher level questions. Too many marks awarded for interpretation and application. In a subject with a practical component, like Consumer studies, the application of knowledge plays an important role. Learners find this very difficult and struggle with questions where a scenario or comparison between products is given.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q2.1 The question read: “**describe** what Type 1 diabetes is”

Answers like: “most commonly under young adults” is not a correct answer because it does not describe what the sickness is but tells you who suffers from it. The learners do not answer the question. They will only learn to write the appropriate facts to a question if they practice that in class and the teacher mark tests and exams strict enough and stick to their memorandums.

Q2.2 A common error that occurred was that learners did not know that lactase is an **enzyme** that is needed to digest lactose. They indicated that the body reacts to lactase and cause an allergic reaction.

Q2.3.1 This was a question based on application. Very few learners connected Low GI

food to diabetes. It is unfair to expect from learners to know the GI levels of different foods. They must be supplied with a table where GI values are indicated on.

Q2.3.2 Learners tried to find an answer in every food type mentioned in lunchbox A. Only the yoghurt and cheese should be mentioned as the correct answer.

Q2.4.1 Answered well .

Q2.4.2 No problem and answered well.

Q 2.5 Comparison of the fat content: most learners obtained only two marks because they write down the examples of food which contain fat. Only a few could differentiate between the saturate and poly-unsaturated fat content.

The sugar content was very confusing as most learners indicated that brown sugar is a better option than white sugar. The memorandum did not indicate that as a possible answer and only stated the amount used in each recipe. Very poor question. Learners also mentioned the sugar present in raisins but the memorandum did not indicate that.

Q2.5.2 This was a higher order question answered very poorly. Learners only give half of a facts e.g. They write” the recipe contains whole wheat flour which is good for cholesterol.”

They have to state why is it good before they will get a mark. You must know your work very well and be able to integrate knowledge to answer this question well.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Use the higher order questions from previous exam papers and give as homework. A proper discussion when marking this question will help learners to find the appropriate facts and give them valuable exercise in answering these questions.

Learners will never better their marks in this practical subject if they are not taught in school to answer questions with a scenario or case studies.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

There are so many brochures available on all the health related sicknesses. They are free and have valuable information and make the subject more interesting.

Saying food is “healthy” is not acceptable and so many learners give that answer. If teachers take it wrong as from grade 10 they will learn to give proper reasons by grade 12. Do not just refer to “food” when a recipe is given – mention the exact ingredient.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The clotting question is always the most challenging question. Again learners struggle with this question although it was not a difficult question.

Learners do not read the question and give inappropriate answers eg: question 3.2.3 clearly asked for the description of the **fashion cycle**. 80% of learners did not describe the cycle but indicate how people react towards it. Many students took clothing items from the different outfits and rewrite it in the table.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1 Learners give the answers on how to dress for an interview instead of how to dress appropriately for the work in a corporate environment.

The question was poorly answered because students do not read the questions.

Eg. Question 3.2.2 ask for the identification of a **clothing item**. 80% chose outfit B which is not a clothing item but a clothing outfit.

Question 3.2.2: Learners had to describe the **fashion cycle** for a fashion fad and a classic cycle. Instead of describing the cycle they choose outfits from the question and put it in the table to describe the cycle. The question was clear but learners do not read it and make unnecessary mistakes. A lot of learners made this mistake. Practice of this type of questions in class and proper memo discussions after tests and examinations can help solve this problem.

Question 3.3. A huge percentage of learners indicate that they will start with unions and then progress to legal action.

They scored an average of two marks out of five. The ways “how to complain” stays the same for all situations but because this was not dealt with specifically in the clothing section but in the consumer section it was answered poorly although it was a very easy question.

Question 3.4 Learners confused basic wardrobe planning with compiling a wardrobe inventory.

Question 3.5.1 No problems

Question 3.5.2. Relatively well answered

Question 3.5.3

The higher order question was also very easy. Most learners could indicate which outfits were appropriate and which not, but loose two marks as they made no conclusion. E.g. for the conclusion: “ No it did not comply as only two of the five days she dressed according to the company’s dress code.”

(c) Provide suggestions for improvement in relation to Teaching and Learning

It is so important to teach learners how to read a question. Find the key words of a question and then decide how you are going to approach it.

Learners will never be able to analyze a question unless they practice it and answer test papers with good quality questions. Teachers must make sure they use these questions in class tests as well as in examinations. Make use of previous papers. More important is a proper discussion of the memo afterwards where they can see how it should be done and how they have done it.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was answered very poorly. It was not only the learners that performed bad but question 4.4.2 had contradicting facts in the scenario, was very confusing and not a good question. Learners did not know how to approach question 4.2.2. On the memorandum both options could be correct which indicated that the question was contra

dictionary

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 4.1.1

Again the scenario given had two correct answers. That indicates again that it was not a good question. Both options were given on the memorandum but it took markers long to mark as they have to look at which options learners choose and then mark the next question according to it.

Question 4 1 2

Learners do not know what a body corporate is and about 80% indicated that it is a person from who you buy a property in a complex. The Afrikaans word for body corporate is "regspersoon". This term is not commonly used by Afrikaans people as they also use the English word "body corporate". Most Afrikaans students indicate a "regspersoon" as a lawyer who helps you when buying a property. Language caused many Afrikaans students 4 marks.

Again students do not read the question and find the key words. In Question 4.1.3 the key word is "maintenance". Learners discussed the responsibilities of the body corporate in general and not the maintenance.

Question 4.3 was knowledge. Learners answer it as follows:

- Air pollution
- Water pollution
- Land pollution
- Global warming

For all these a learner will only receive one mark as it all refers to pollution.

Question 4.

The scenario had quite a few contra dictionary facts on. Both choices could be right. Learners got confused but tried.

(c) Provide suggestions for improvement in relation to Teaching and Learning

When teaching learners about contracts and how to respond to problems like the salesperson that did not treat you well, state it very clearly that taking legal action is the absolute last step as it will cost you a lot of money. About 70% indicated a lawyer and court cases and the police as the first option.

(d) Describe any other specific observations relating to responses of learners

Many learners indicate that you can just move out when renting a property. They must state you have to give notice. Teachers need to be strict and mark such things wrong in tests.

QUESTION 5

a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

This question was not answered too poorly. Again learners interpret questions wrong. For most of the questions learners had to refer to the flyer to answer the questions. They did not refer to the flyer but answered the question in general.

The first calculation was very easy to do but most learners could not do the second calculation. If they knew the formula to use they will not find it difficult. It was obvious that most of the learners from certain schools did not even try to answer these calculations. This

calculation of a breakeven point is also done in maths literacy.

Q 5.6 was challenging but by referring to examples in the flyer they could easily obtain the marks. The question counted 8 marks but learners give only one example for each bullet and then obtained only half of the marks. Mark allocation should give them an idea of how many facts they should give.

(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 5.1

Learners did not write the different types of non-human resources, but use give examples like wool, ingredients for soup etc. They lose marks because they would give four examples of a raw material.

Question 5.2

No problem with this question. Most of the learners received good marks.

Question 5.3

Learners had no problem answering this question.

Question 5.4

Learners had no problem answering this question.

Question 5.5

The first calculation was very easy to do but most learners could not do the second calculation. If they knew the formula to use they will not find it difficult. It was obvious that most of the learners from certain schools did not even try to answer these calculations. This calculation of a breakeven point is also done in maths literacy.

Question 5.6

Learners lost the most marks in this question. They should look at the mark allocation and let them lead by that. Each bullet counted two marks and most learners only write one fact for each bullet.

Question 5.7

Learners did not apply the question to the mentioned business in the flyer and give general facts. The question clearly states “**this**” enterprise. They must read the question carefully

(c) Provide suggestions for improvement in relation to Teaching and Learning

When a scenario or case study is given learners must read the question very well to see if it must be applied to the case study or do they want general informat

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ECONOMICS		
DATE OF EXAMINATION:	21 – 11 – 2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

GENERAL
<p>The majority of the candidates are still not following the instructions given in the question paper. Educators need to train them to follow the instructions. In section B, they are instructed to answer ONLY THREE questions. Some learners still answer ALL the questions in this section and then do not attempt section C due to a lack of time.</p>
<p>According to the instructions in the question paper, candidates need to leave 2 or 3 lines between subsections of questions. The majority of the candidates are not following this instruction.</p>
<p>Educators need to coach the learners to start each new question on a new page and to leave 2 or 3 lines between subsections of a question.</p>
<p>Learners are still confused by the answer sheet given in the answer book. It is easier for learners to write the answers for section A on the lined pages inside the answer book.</p>
SECTION A
<p>The general feeling of both learner's and educators was that this year's question paper was an easier paper compared to those of previous years. It was a bit challenging for the weaker learners to pass and for the average and above average learners to get high marks. For those learners who know the basic concepts of the subject, a pass was within easy reach.</p> <p>In SECTION A all answers are provided and learners could identify the correct answer from the options. The lack of knowledge and understanding of the basic economic concepts made it difficult for the weaker learners to get good marks in this section</p> <p>Some learners still lack the ability to try to eliminate the wrong answers in an attempt to identify the correct one. More training is needed in this regard, because for the weaker learners, Section A gives the opportunity of getting 'easy marks'.</p>
SECTION B
<p>The majority of the learners find it difficult to interpret the data response questions especially those that are cartoons, graphs and calculations. More training is needed</p>

with regard to data response questions.
With regard to cartoons, most of the candidates see them only as a picture and find it difficult to understand and interpret the economic meaning of the cartoon. In data response questions that require calculations, most of the candidates just write some numbers not knowing what to do with them. In questions with extracts, they just copy paragraphs from the extract that contain the same words as those in the question.
Educators need to include more data response questions in their tests. They can use data (cartoons, calculations or graphs) from newspapers and magazines that are relevant to the topic.
SECTION C
There were enough questions in this section for candidates to attain high marks. A lot of candidates attained 50/50 for questions in this section. The challenge in this section for learners was to interpret the questions appropriately
It is worrying that learners are still not writing essays in the prescribed structure. In this year's questions, the instructions were clearly given to the candidates that marks are awarded according to the structure of the essay. The majority of the candidates wrote one long paragraph without any introduction, body or conclusion and without headings. As from 2013 the structure of the essay will be strictly implemented and marks will only be awarded to candidates who are following the prescribed structure of the essay.
SECTION A
QUESTION 1
Question 1.1
➤ This is a lower cognitive level question and the majority of the learners attained high marks in this section. This can be attributed to the fact that educators are using more and more multiple choice questions in their question papers.
➤ There are still a large number of candidates who attained low marks due to the lack of basic knowledge. Educators need to give some insight into related topics.
➤ E.g. Qn. 1.1.2 - municipal tax, user charge, flat rate etc.
➤ There is another concern with regard to the differences between policies and strategies. Some candidates consider strategies and policies to be the same.
Question 1.2
➤ There was a change in the format of this question. In previous year's question papers, a list was given and candidates were asked to choose the correct term from the given list
➤ There was no list from which to choose the answer. In the past learners use to

'pick' some correct answers from the list. Since there was no list, candidates
have given unrelated answers that have no relevance to the description. This
shows a lack of basic knowledge. The questions asked in this year's paper
were the most basic questions that one could get. The format of this question
will remain the same in future
Question 1.3
➤ Candidates attained relatively high marks for this question. The common
mistakes made by learners were Mercusor, Cost-benefit analysis etc.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Question 1.1
➤ In this question learners performed fairly well. They were able to identify the correct answers through elimination.
➤ There are learners who are not able to differentiate between the economic concepts and to link economic terms with the descriptions.
Question 1.2
➤ Since there was no list to choose from, as mentioned earlier, candidates wrote very strange answers that are not related to the descriptions. This again shows the lack of basic knowledge of economics.
Question 1.3
➤ Candidates attained fairly high marks for this question. Many learners scored full marks for this question
➤ <i>The performance in this section shows the knowledge of basic concepts or the Lackthereof. Educators are requested to emphasise the necessity of learning basic concepts.</i>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ This question was not poorly answered except for Qn.1.2, where candidates were looking for the list to choose from. In all the other sub questions (E.g. Qn 1.1 and Qn 1.3) of this section, candidates could identify the correct answer from a given list.
(c) Provide suggestions for improvement in relation to Teaching and Learning.

➤ When preparing learners for examinations, educators need to emphasise the importance of basic concepts and descriptions. For below average learners the knowledge of basic concepts will help them to attain a reasonably good mark.
(d) Describe any other specific observations relating to responses of learners
➤ From the marks obtained by learners in this section, it is easy for one to identify the candidates who prepared well for the exams.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ Educators are advised to emphasise the basic concepts and requested to include basic concepts, definitions and descriptions in their assessment instruments.
SECTION B
SHORT QUESTIONS
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ This was a popular question and candidates performed fairly well
➤ Qn 2.1 – In this question, some candidates found it difficult to differentiate between two concepts. E.g. deregulation and privatisation, labour and financial markets etc.
➤ Qn 2.2 – This was an easier question for many attained full marks for the learners. The majority of the learners look at it as a picture. They do not try to interpret the economic meaning related to the topics they have studied
➤ Qn 2.4. – This was another data response question where an extract was given. Because of the lack of understanding, the majority of the learners copied the whole paragraph (instead of a small sentence) where they see the words from the question. The majority of the candidates had no understanding of the concept 'nationalisation'
➤ Qn 2.5 – This was a question requiring an explanation. The majority of the candidates scored full marks by mentioning the factors.
➤ Qn 2.6 – This question was to distinguish between appreciation and depreciation of rand against the dollar. <i>The majority of the learners could not distinguish between these two concepts. They explained appreciation as one is big when the other is small or when the rand increases from R7 to R8 for 1\$ and when it decreases from R8 to R7 for 1\$ as depreciation. (This is because of the amount of rands dollar)</i>
(b) Why was the question poorly answered? Also provide specific examples,

<i>indicate common errors committed by learners in this question, and any misconceptions.</i>
➤ Data response questions are generally answered poorly. The majority of the learners were not able to interpret the economic meaning of the cartoon or an extract.
➤ Qn 2.4.1 – ‘Nationalisation’ The majority of the learners had no understanding of this concept.
➤ Qn 2.4.2, 2.4.3 and 2.4.4 – A large number of candidates just copied paragraphs from the extract
➤ The lack of understanding of economic concepts e.g. appreciation and depreciation was evident
(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Educators need to train learners on how to approach data response questions.
➤ They are encouraged to include more data response questions in their tests
(d) Describe any other specific observations relating to responses of learners
➤ The lack of ability to interpret cartoon and problem of language was the main area of concern.
➤ The majority of the learners tends to avoid 8 mark questions.
(k) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ Use current data from news papers or magazines. It is not advisable to use data from past question papers as the economic situation changes from time to time.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Attempts to answer this question were poor except for certain sub questions.
➤ Qn 3.1 – The majority of the candidates did well in this question. There was confusion among learners whether KFC is monopolistic or oligopolistic.
➤ Qn 3.2 – Learners did well in this question.
➤ Qn 3.3 – This was one of the least popular and most poorly answered questions. This can be attributed to the fact that the graph is unfamiliar to many learners and educators as it can be found only in one text book.
➤ Qn 3.4 – This question was also answered poorly. Candidates mostly obtained marks as a result of copying sentences from the extract
➤ Qn 3.5 & Qn 3.6 – Both these questions required brief explanations but these questions were very poorly answered.
(b) Why was the question poorly answered? Also provide specific examples,

indicate common errors committed by learners in this question, and any misconceptions.
➤ Qn 3.3 – The graph was unfamiliar to most of the candidates. Learners who follow only a specific text were not able to even identify the graph.
➤ Qn 3.4 – The majority of the learners were not able find the meaning of the image / photo that was given in the question paper.
➤ Qn 3.5 & Qn 3.6 – Learners do not read and try to understand the questions carefully. As a result, they only read part of the question and answer give an answer which is unrelated to the question
➤ E.g. Instead of the role of non-price competition, most of them wrote the characteristics of monopolistic competition.
(C) Provide suggestions for improvement in relation to Teaching and Learning
➤ Educators are advised not to use one text book. They need to refer to all the prescribed text books.
➤ Educators need to emphasise the necessity of reading the whole question to understand what is required
➤ Educators must not ignore Micro Economics because some of them assume that graphs are difficult for the learners.
(d) Describe any other specific observations relating to responses of learners
➤ Learners do not attempt questions containing graphs.
➤ Whenever an extract is given learners copy part of the extract as the answer to the question.
➤ Learners do not read the questions in full.
(l) Any other comments useful to teachers, subject advisors, teacher development.
➤ Educators are encouraged to use all the prescribed textbooks and Exam Guideline when preparing learners for examinations.
➤ Subject advisors should assist educators who find it difficult to teach Micro Economics.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Qn 4.1 – Learners did well in this question.
➤ Qn.4.2 – Very few candidates obtained any marks for this question.
➤ Qn 4.3 – The majority of the candidates performed well in this question.
➤ Qn 4.4 - The performance in this question was also good.
➤ Qn 4.5 – The majority of the learners understand ‘dumping’ as dumping of waste, environmental pollution etc.
➤ The performance of the candidates were extremely poor.

➤ Qn 4.6 – Instead of focusing on employment as an indicator, the majority of the candidates explained employment and unemployment
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
➤ Qn 4.2 – Candidates did not even attempt this question as they find it difficult to remember the incentive schemes
➤ Qn 4.5 & Qn 4.6 – A lack of clear understanding of the concept ‘pollution’ and
➤ the poor reading and understanding of the question caused problems
(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Educators must encourage their learners to study longer-type questions and questions on brief explanations in their assessments.
➤ Educators are advised to give short tests (e.g. 2 eight mark questions) to encourage learners to study longer questions.
(d) Describe any other specific observations relating to responses of learners
➤ Learners depend on the information from extracts to answer the questions by merely quoting them without an understanding of the concepts.
(m) Any other comments useful to teachers, subject advisors, teacher development
➤ Basic concepts are extremely important for learners especially for examination purposes
➤ Educators can never place enough emphasis on basic concepts.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Qn 5.1 - As in the other questions, learners fared well in this question.
➤ Qn 5.2 – The majority of the learners answered this question well. But there are still a lot of them those who don’t have any idea of the ‘World Heritage sites’.
➤ Qn 5.3 – Candidates ‘fear’ data that is given in the form of graphs. Therefore a lot of candidates answered this question poorly.
➤ Qn 5.5. & 5.6 – Learners answered these questions very poorly as they were required to explain concepts.
(c) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ Qn 5.3.2 – very few candidates answered this well as the majority had no idea of ‘administered prices’.
➤ Qn 5.4 - Some candidates struggled to interpret the graph.
➤ Qn 5.5 – Instead of answering ‘cost-push inflation’, they wrote about ‘inflation’ in

general.
➤ Qn 5.6 – Like the previous question, instead of dealing with ‘effect of tourism on GDP’, they answered on ‘tourism’ in general.
(C) Provide suggestions for improvement in relation to Teaching and Learning.
➤ Educators must teach the learners how to interpret the questions correctly.
➤ One can use past question papers as examples.
(d) Describe any other specific observations relating to responses of learners
➤ Candidates are not confident when it comes to answering questions on calculations.
➤ They also try to avoid longer questions.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ Teachers must pay more attention in the explanation and interpretation of the graphs.
➤ They need to use more and more graphs in their tests and other assessments.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ Qn 6.1 & 6.2 – The majority of the candidates performed well in these questions and obtained high marks.
➤ Qn 6.3, 6.4, 6.5 & 6.6 – All these questions were answered poorly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ Qn 6.3.1 – It’s a huge concern to notice that candidates do not know the Again definition of the GDP. It emphasises the importance of basic concepts.
➤ Q. 6.3.2 – Very few candidates answered this question correctly.
➤ Qn 6.3.3 – Calculations are a problem to many candidates.
➤ Qn 6.4 – Candidates who did manage to get a mark in this question got it from the definition of an IDZ.
➤ Qn 6.5 – It is a huge concern that learners cannot even ‘list’ at least two monetary policy instruments.
➤ Qn 6.6 – The majority of the candidates who attempted this question explained ‘climate’ and ‘natural resources’ generally not as reasons for international trade
(C) Provide suggestions for improvement in relation to Teaching and Learning
➤ Educators need to encourage learners to learn all the ‘basic concepts’ and ‘terms’ in economics.

➤ This will help the weaker learners to obtain a pass mark.
(d) Describe any other specific observations relating to responses of learners
➤ Candidates 'fear' calculations.
➤ The majority of them still do not know the basic concepts.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ Teachers should focus on basic concepts, definitions, common terms etc
➤ This will help them to attain some marks.
SECTION C
ESSAY TYPE QUESTIONS / LONG QUESTIONS
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ The majority of the candidates attempted this question and performed well.
➤ It was even easier for the average learner to get high marks.
➤ The Marking Guideline also made it easy for the average learners to score high
➤ marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ This question was answered well.
➤ Only a few candidates did not perform well as they focused only on the phases of the business cycle.
➤ The position of all the phases and the turning points are still a challenge to some candidates.
(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Learners must be taught to read questions carefully in order to understand what they need to write.
➤ A few of the candidates only wrote only part of the answer as they read only a part of the question. This tendency must be rectified.
(d) Describe any other specific observations relating to responses of learners
➤ Learners do not label the diagrams correctly. Correct labeling is important to obtain marks.
➤ The majority of the learners cannot identify 'length' and 'amplitude' correctly.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ It is necessary for educators to have big charts in all their classes to make it easier for the learners to remember the business cycle diagram.

QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ This question was also a popular question. Candidates answered this fairly well.
➤ Drawing the graph was a challenge to many candidates.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ This question was answered well.
➤ The lack of reading and understanding led to many candidates answering only one part of the question.
➤ The majority of the learners find it difficult to draw correct graphs and those who had reasonable graphs failed to label them correctly.
(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Educators must teach their learners to draw and label graphs correctly.
➤ Teachers can get assistance from subject advisors in this regard.
(d) Describe any other specific observations relating to responses of learners
➤ To some of the candidates graphs are mere lines drawn anywhere on the page.
➤ It is because of the allocation of marks that they are able to get some marks for the graphs, like labelling the axis.
(e) Any other comments useful to teachers, subject advisors, teacher development
➤ Subject advisors should assist teachers who are not able to handle Micro
➤ Economics especially with regards to graphs.
➤ Strategies must be implemented to overcome this problem.
QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ This question was not answered well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ The candidates, who attempted this question, obtained most of their marks for listing some 'methods of import substitution' and 'methods of export promotion'.
➤ Learners are finding it difficult to explain or discuss facts or concepts.
➤ Very few learners attempted the additional part of the question in order to get some marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Candidates need to know the current developments in the economy.
➤ Teachers are urged to provide this information to their learners.
(d) Describe any other specific observations relating to responses of learners
➤ The majority of the candidates wrote long sentences and long paragraphs to without any headings which makes marking very difficult. Incorrect structure is their detriment.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
➤ Teachers should use past question papers and memoranda as examples only.
QUESTION 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
➤ This was the least popular question this year. Very few candidates attempted this question.
➤ Those who attempted this question did not attain any marks.
➤ The responses from learners were very poor.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
➤ Although it is indicated in the Exam Guideline, it is not regarded as a popular Section C question.
➤ Headings were given in the question paper but it was not exactly the same as in the text books. This confused many learners.
(c) Provide suggestions for improvement in relation to Teaching and Learning
➤ Learners must be discouraged from attempting questions on the basis of their general knowledge.
➤ Educators must finish all the learning outcomes and all the topics to finish the syllabus.
(d) Describe any other specific observations relating to responses of learners
➤ Candidates had little knowledge about 'International agreements' which have been in the spotlight in recent years.
GENERAL COMMENTS
➤ Educators must always refer to the Exam Guideline to get an idea of what to teach and to what extent to deal with it.
➤ Educators need to teach all the Learning Outcomes and subject advisors should try to monitor the completion of the syllabus.

➤ Teachers should not depend heavily on past question papers and memoranda for examination purposes.
➤ Teachers should plan ahead in order to finish all Los in time.
➤ Teachers should try to include a variety of data response questions according to the prescribed structure when they are setting internal examination question papers.
➤ Teachers must always follow the exam guideline with regard to the extent to which certain topics need to be dealt with.
➤ It gives a clear idea on which topics can be asked as long questions and
➤ which cannot.
➤ Educators need to encourage learners to choose questions carefully and according to their ability in answering the question.
➤ It is not advisable to answer all questions as they can score only from the FIRST THREE in SECTION B and FIRST TWO in SECTION C.
❖ <i>We would like to take this opportunity to applaud all the economics educators who are doing an excellent job in teaching, learning, assessing and preparing learners for their final examinations.</i>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGINEERING GRAPHICS AND DESIGN PAPER 1		
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	3HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Generally the question paper was of a fair standard and was definitely within the capability of the candidates who worked consistently throughout the year. However, the question paper had a lot of detail to complete and as a result the candidates were under extreme pressure to finish the paper in the allocated time. Some candidates managed to complete the paper and performed very well. Candidates who worked thoroughly and consistently throughout the year performed well while others were mediocre. Learners and teachers must remember that EGD is a skilled based subject and has to be practiced regularly. Learners must actually draw past exam papers or exercises of appropriate standard if they wish to obtain a good mark. Past papers from National and Provincial level are good sources. Just looking at passed papers is not enough. All the questions incorporated lower and medium level knowledge and skills. The paper also had enough higher order questions to challenge the more advanced learner. Cognitive skills of comprehension and the application thereof were also required from the candidate. The question paper covered most of the grade 12 content and concepts as prescribed by the NCS guidelines. Enough content and concepts were tested despite the fact that there were only four questions. All the questions fell within the ambit of the prescribed syllabus and no unfair questions were asked.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>This was an analytical question that tested the ability of the candidate to read and identify certain civil features. Overall this question was answered fairly well and candidates who knew their basic work obtained good marks.</p> <p>The questions posed were to the point and reasonably easy.</p> <p>However it can clearly be seen that candidates don't read the questions properly. The answers to most of the questions are clearly stated on the information sheet, in many cases right next to what is being asked.</p> <p>This was a fair question and candidates could have obtained more marks if they had worked through the past examination papers and applied themselves during the year.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Although this question as a whole had been answered fairly well the following questions were left blank or poorly answered:</p> <ul style="list-style-type: none">(6) the height of the pre-cast concrete panel walls.(8) the number of new parking bays on the site plan.(9) the arrows on the pavilion indicating the upward direction of the stairs.(10) the septic tank.(11) the pipe joining the septic tank to the manhole.(12) the finish of the driving surface.(13) the arrow showing the gate opening direction.(14) the use of the land on the north eastern side of the complex.

<p>(15) the height of the highest corner of the stand. Most of these answers could have simply been read from the drawing. However, many candidates still have difficulty with the simple calculations to determine the perimeter and area of rectangles. Most of the marks lost on this question came from these two questions (18) and (19). Showing the formula and determining the perimeter and the area of a simple rectangle should be second nature by now as this had been asked in all past question papers.</p> <p>Some candidates from the random sample obviously did not read the question properly which clearly states that a neat freehand sketch of a convention of a front view and top view of a bath according to the SABS 0143 was required in the space provided.</p>
<p>(n) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>The only way to improve the knowledge base of the learners concerning these civil questions is that the teacher must ensure that learners are exposed to as many of these questions as possible. There are now a good number of examination papers that could be worked out in order to glean the required knowledge. In every exam paper there will be something new that has not yet been asked before. Being exposed to these questions can only enrich your knowledge.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>These answers are supposed to be printed neatly according to drawing standards. In most cases the answers are very untidily given, not even printed. Learners must be encouraged to print neatly and legibly when answering this type of question. Answers must be written with a pencil and not with a pen. The letters should be formed according to the SABS code of practice. The answers must be placed in the appropriate space provided. However, due to time constraints neatly written work was accepted</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Cluster meetings can be used more productively in discussing the content of the exam paper and the report on the learners' responses. Weaker schools will benefit a great deal from this discussion. Many queries and challenges can be resolved by these informal discussions. The subject constitutes a Civil as well as a Mechanical component. The expertise who have formal Civil training can be used fruitfully and give valuable advice to those who need it.</p>
<p>QUESTION 2</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question was poorly answered by most candidates. A high percentage of candidates did not even attempt this question. Of those who attempted the question, a very few obtained high marks. The majority of candidates who attempted this question only managed to reproduce the given information. It is clear that this section of the syllabus had been neglected</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>It is very clear from the answers that this section of the work had been omitted or very superficially done. The problem started where the candidates were unable to place the hexagon at 15°. Obtaining the 15° by using a combination of the two set squares is a skill that a Gr. 12 learner should know. It is also evident that learners were not familiar with examples of interpenetrations that are rotated in the vertical axis. This condition generates a curve of interpenetration in the front view with hidden detail. Learners did not make use of the auxiliary view i.e. the square to correctly place the left view. The development of the branch pipe was mostly omitted or extremely poorly done. Even though this question had been poorly answered by most candidates it still remains a good innovative question and definitely within the ability of a Gr. 12 learner.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>

<p>The maxim, “practice makes perfect” definitely applies in this case. Learners must be exposed to the various types of interpenetration and development examples. There is not enough time in the class room to do enough of these examples so as to entrench it in the minds of the learners. Therefore learners must be prepared to also work at home if they wish to master this type of problem.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners must be accurate when drawing the top view as this determines whether the rest of the question will be accurate or correct. For example, in some cases the hexagon was placed at 15° but was too big which then affected the other views.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Teachers must not try to spot questions when dealing with question 2 type questions. All work must be covered to give learners a fair chance of dealing with these questions.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The performance of the candidates ranged from poor to good. This question was fair and reasonable for a grade 12 level question but required insight and knowledge. Candidates who performed well in this question could identify the various planes in order to obtain the correct heights and positions. It was clear that candidates who performed poorly were not aware of this.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>To start this question the two vanishing points must be correctly determined. This determines whether the drawing will be in the correct proportion or not. There are a number of reasons why candidates did not receive good marks for this question: i.e.</p> <ol style="list-style-type: none"> (1) the vanishing points were incorrectly determined and not named. The question clearly states “determine and name the vanishing points” (2) the height of the two pillars were often incorrect – too low (3) the position of the window was too high indicating that the window was not projected from the correct plane (4) the height of the roof and the entrance was often incorrectly determined (5) the entrance to the chapel was often omitted or very poorly done. (6) very few candidates could project the semi circle correctly. Most candidate did not even attempt to draw the semi circle <p>in many cases the vertical projection lines to determine the position of all the points of the chapel were projected from the horizon line instead of from the picture plane</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>This part of the syllabus already starts in Grade 11. A good foundation must be laid in Gr. 11 already. Teachers must ensure that the work done in Gr. 11 is not neglected as they are being prepared for Grade. 12. A good number of two point perspectives from National and Provincial papers must be drawn out as these examples are of the correct standard. A two point perspective drawing will most likely always be asked in the exam papers.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Particular attention must be paid to accuracy and neatness. This question contains a large number of construction lines that must not be erased as valuable marks can be lost. These construction lines assist the markers if the drawing is slightly inaccurate or even incorrect</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>The only way to improve the marks in this question is by working consistently throughout the year. There are many examples available from past exam papers that could be used to entrench the principles required to draw good accurate perspective drawings. Teachers</p>

must emphasise that if the desired point does not fall on the line which touches the picture plane then new true height lines must be generated. In other words if the points lie in different planes.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The entire question or part of the question was attempted by most candidates. The performance of the candidates varied from week to very good. Unnecessary marks were forfeited simply because candidates do not read the question paper properly before attempting the question. Learners must be made aware that there are always notes to be read and schedules to check. As a result of not reading the question properly the views were placed in the wrong positions and unnecessary mistakes were made. It can be clearly seen from these mistakes that attention was not given to the notes and schedules. This question comprised of three sections. Completing the floor plan, drawing a west elevation and a sectional elevation through a cutting plane. Below are listed a number of problems encountered while marking these views

FLOOR PLAN

- (1) Electrical - in many instances candidates did not use the electrical symbols from the given legends
incorrect symbols were used at the designated points
fluorescent lights were drawn without its designated wattage as indicated on the legend
the electrical wiring must not be drawn as a straight line with a straight edge but curved freehand
- (2) Hatching - hatching was often done at the wrong angle and mechanical representation was used
The screen wall was often not hatched
- (3) Windows - the windows were not placed in the correct positions on the given plan.
A space had been left for the window & doors to be placed in the correct position. In some cases the swing of the door was not shown.
- (4) Fixtures - in many cases the fixtures were not shown as conventions as asked, resulting in no marks being awarded.
the fixtures were often not to scale and out of proportion.
- (5) Labels - in many cases the labels and floor finish was omitted

WEST ELEVATION

- (1) Very often the west view was drawn in the wrong position thereby losing 2 marks.
- (2) The angle and the height of the roof were mostly incorrect.
- (3) The window and door was often incorrectly placed. Not projected from the floor plan.
- (4) The lines indicating the opening of the windows were often not shown.
- (5) The FFL line often omitted or not shown as a chain line.
- (6) In a few cases the serving hatch was either too high or too low.
- (7) Labelling the west view was more often omitted.

SECTIONAL ELEVATION

- (1) This view was often drawn above the floor plan thereby losing 2 marks for wrong position.
- (2) In a number of cases there was a combination of the west view and sectional view above the floor plan. This meant that the sectional view was too wide. Two marks were lost due to the scale being incorrect.
- (3) The roof angle was often incorrect and not all the roof components were included e.g. gutters, wall plates, branding and ceiling board.
- (4) The incorrect roof truss was often used even though a schematic diagram was given.
- (5) Incorrect placing of the DPC under the compacted hardcore. The DPC at the window was often omitted.
- (6) The sequence of the substructure was in some cases incorrectly placed.
- (7) The window was often placed in the left hand side wall instead of in the right hand side wall. The position of the window can be clearly seen in the top view where the cutting plane passes through.
- (8) In many cases the labelling was not according to what had been asked. A note stating what to label was given in the question. However, some ignored this and placed labels all over the drawing.
- (9) Incorrect hatching, especially the substructure was also noticed.

Most of these mistakes could have been avoided if the candidates read the question thoroughly before attempting to answer this question.

- (b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

This question was answered fairly well by most candidates. Candidates who performed average or poorly made some careless mistakes and omitted some detail which cost them marks. If the problems stated above can be taken note of and applied then the marks for this question will improve.

- (C) Provide suggestions for improvement in relation to Teaching and Learning

Teachers must ensure that a variety of this type of question is worked through carefully taking note of the finer detail and emphasizing the special notes on the question paper. This question is time consuming and therefore the learner must be prepared to work on this type of question at home as well. The emphasis of this type of long question is time management and correct interpretation. Learner must try to increase their speed without compromising the quality of their answer

- (d) Describe any other specific observations relating to responses of learners

Learners often don't know how to interpret a cutting plane. This then creates a view that is incorrect or full of unnecessary mistakes. A great number of marks were lost because of the lack of knowledge. The screen wall in the sectional view was often omitted thereby forfeiting easy marks.

- e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers must emphasise that the various parts i.e. fixtures and all roof detail must be according to the scale given. Many of the components were out of proportion. Learners usually receive the question paper 15 minutes before writing. This time must be used to thoroughly read the question paper and more especially question 4. Teachers must spend time to explain to learners exactly how marks are allocated on the departmental memorandum.

NSC 2011 CHIEF MARKER'S REPORT

SUBJECT	ENGINEERING Graphics & Design Paper 2		
DATE OF EXAMINATION:	20 Nov 2012	DURATION:	3

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

To answer this question you have to look at the province in districts. Some districts performed well while other districts under performed. Some centres within districts were the exception to the rule. The majority of candidates performed poorly. This can be attributed to a few factors, namely: (a) inadequately trained teachers, (b) pupils not interested, (c) pupils not having the correct instruments.

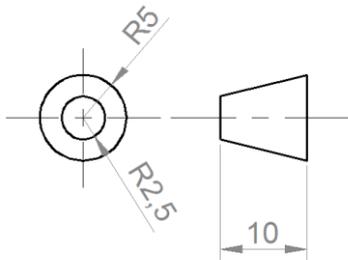
SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1 (Analytical)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Question 1.1 - 1.6: These questions were lower order cognitive questions and the majority of candidates obtained a 83% and above mark for this section. • Question 1.9 - 1.15: These questions were more lower to medium order cognitive questions and the candidates had to know some associated technical/mechanical/drawing terminology to answer these questions. The majority of candidates obtained a mark lower than 40% for this section of question 1. • Question 1.16A-E: This question were testing the candidates ability to find five dimensions on the views. The majority of the candidates obtained a average mark of 40% for this question. Many candidates could not find any of the answers. • Question 1.17: The candidate had to calculate a major dimension. Candidates used incorrect data and very few could calculate the answer • Question 1.18: This question required the candidate to calculate the upper tolerance of a dimension, many did not even attempt a simple addition problem. • Question 1.19: Candidates were required to calculate an upper an lower tolerance, many only wrote the value of the tolerance and not the dimensions. • Question 1.20: Although this question has been asked in just about every examination the candidates response was extremely poor. By turning to question 4 they would have found an example of what is expected of them.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>The reading/understanding skills of the learners leaves much to be desired.</p> <ul style="list-style-type: none"> • The lack of knowledge of technical terminology was a factor in the inability of the candidates to answer question 1.9 - 1.15. • The inability to read/understand a drawing was evident in the wrong answers/dimensions that was given in question 1.16. • Question 1.17 and 1.19 are simple addition and subtraction calculations, it seems the candidates have no experience in simple mathematical calculations
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Teachers must make use of the SABS and DBE approved textbooks to obtain the correct

terminology for the subject.

- Exercises in the reading of drawings must be done to improve the candidates ability to find dimensions.
- Teachers must make use of old examination papers to guide the candidates in how to answer the analytical question.
- Teachers must teach their candidates how to write dimensions, e.g. A/F97, Ø50, etc.
- Candidates must answer questions correctly, e.g. if the question states that the projection symbol must be drawn in freehand, then it means freehand, and it will in future be marked as a drawing method, which means no instrument drawing will then be accepted. The opposite is also true, if instruments are required freehand drawings will not be accepted as per decision at the memo discussion where all provinces were present. Time management is essential to complete all the questions.
- The symbol MUST be drawn in free hand. The CONE MUST face to the left. The left or endview MUST be on the left of the cone. The vertical centre line MUST be inserted on the left view. Approximate sizes for the symbol are indicated in the figure below.



- Dimensions must be read of the drawings not measured as the drawings are deliberately not done to scale.
- When calculations are required write down the values and clearly show the calculations.
- PRINT the answers neatly in capital letters to make them legible.

(d) Describe any other specific observations relating to responses of learners

The responses from candidates indicate that many of them do not understand the terminology and language that is used in the paper. The answers would reflect that they did not understand what was asked, e.g. names become dates, dimensions become line types, etc.

Candidates do not read the instructions on the cover page. And if they read them they do not do as the instructions require.

e) Any other comments useful to teachers, subject advisors, teacher development

- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct terminology for the subject.
- Exercises in the reading of drawings must be done to improve the candidates ability to find dimensions.
- Teachers must make use of old examination papers to guide the candidates in how to answer the analytical question.
- Teachers must teach their candidates how to write dimensions, e.g. A/F97, Ø50, etc.
- Candidates must answer questions correctly, e.g. if the question states that the projection symbol must be drawn in freehand, then it means freehand, and it will in future be marked as a drawing method, which means no instrument drawing will then be accepted. The opposite is also true, if instruments are required freehand drawings will not be accepted as per decision at the memo discussion where all provinces were present. Time management is essential to complete all the questions.

QUESTION 2.1 (Helix)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> This question was answered extremely poorly. Most candidates did not even attempt the question. Candidates could obtain 33% for this question by just copying and drawing the constructions. Helix's all have the same method and construction, so even if the candidate did not understand what the helix looked like he should have obtained at least 33% of the mark.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>The reading/understanding skills of the learners were again a problem with this question.</p> <ul style="list-style-type: none"> Candidates did not even copy the given detail correctly. Most candidates did not insert the centre line for the helix. Some marks were forfeited when candidates used the wrong direction of rotation. The question asked for 1 1/2 turns of the helix and many candidates drew only one turn. Basic knowledge of square thread pitch calculation is lacking.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Exercises in the reading of drawings must be done to improve the candidates ability to understand what is asked of them to draw. Teachers must make use of past exam papers to help the candidates to understand how the questions could be asked.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> The fact that so many candidates did not even attempt this question makes one wonder if this part of the syllabus have been covered in gr 12.
e) Any other comments useful to teachers, subject advisors, teacher developmen
<ul style="list-style-type: none"> The pitch of square thread equals 2 times the size of the given square. Therefore the square has 6 divisions or half the pitch.
QUESTION 2.2 (Mechanism)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Mechanisms are in the grade 12 syllabus, it seems that very little attention was paid to this section. Very few candidates attempted this question. Not even the given was copied. Candidates could obtain 27% for this question by copying the given and by dividing the circle.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Although the question was poorly answered some common errors were:</p> <ul style="list-style-type: none"> Not numbering points ABCD. Point A was not moved along DD Instruments not used for curve
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Teachers must make use of past exam papers More classroom exercises are needed to practice the method for drawing mechanisms.

(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Quality of line work needs attention to ease the reading of the drawing
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> The main body of the question was well answered by the majority of the candidates. Although many candidates attempted this question with relatively good results, there were still some problem areas.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Many candidates could not construct the octagon. This is work that should have been covered in grade 10. Candidates could not determine that the square was a hole not a solid. Candidates positioned their drawings incorrectly and that meant they forfeited some marks. The question stated clearly that all constructions should be shown, some candidates erased their constructions. They lost marks if they did that. Construction of the $\frac{1}{4}$ isometric circle was also a problem to many candidates.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Teachers must make use of previous exam papers to enlighten candidates on how the question is asked and what is expected of them. More exercises in isometric must be done in the previous grades to help the candidates to improve on their marks.
(d) Describe any other specific observations relating to responses of learners
More examples of isometric with non isometric lines or surfaces should be done to make sure candidates use auxiliary views to draw the parts.
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> Teachers must make use of previous exam papers to enlighten candidates on how the question is asked and what is expected of them. More exercises in isometric must be done in the previous grades to help the candidates to improve on their marks.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Most candidates attempted this question and the marks for this question was average. Some centres still did very poorly in this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Many of the candidates do not know their rules of sectioning, e.g. (a) sectioning of the web/rib, (b) not changing the direction of sectioning for adjacent parts, (c) not sectioning the key, (d) when to section a shaft. Construction of the nut was also problematic. No constructions were shown and candidates forfeited marks. The question clearly states that all constructions must be shown. A few candidates also did not draw the right view as requested.

- Candidates also drew the views in first angle orthographic projection instead of third angle.
- Candidates again, like in question 2, did not insert any centre lines and cutting planes and the forfeited marks.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct rules of sectioning.
- Exercises in the reading of drawings must be done to improve the candidates ability to fit the different parts together.
- Teachers must make use of old examination papers to guide the candidates in how to answer the assembly question.
- Teachers must make sure that the candidates understand the rules of sectioning and do relevant exercises to improve their understanding.

(d) Describe any other specific observations relating to responses of learners

- Many candidates did not use the recognised method of constructing the nut and it seems as if they were told to just draw a rectangle and color in the corners to make it appear as if a proper nut has been constructed.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Teachers must make use of the SABS and DBE approved textbooks to obtain the correct rules of sectioning.
- Exercises in the reading of drawings must be done to improve the candidates ability to fit the different parts together.
- Teachers must make use of old examination papers to guide the candidates in how to answer the assembly question.
- Teachers must make sure that the candidates understand the rules of sectioning and do relevant exercises to improve their understanding.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ELECTRICAL TECHNOLOGY		
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

This question paper was of good quality. It covered all the Learning Outcomes and Assessment Standard Grade 12. A bit of what was done in Grade 11 and Grade 10. This question paper covered all cognitive levels that is higher order questions, middle order questions and lower order questions, this is done in each and every question of this question paper. The time was properly allocated for this question paper and was in line with the marks and the marks were fairly distributed. There were no ambiguous questions, the language was not biased, the pages were numbered, the formular sheet with all the required formulae was attached.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? <ul style="list-style-type: none">• Learners answered this question better. It is only 1.1.2 where learners were required to give TWO reasons why coal is still used as an energy source even though it has a negative impact on the environment. Others give the negative impact and other say, "Coal is a renewable source of energy".
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.1 Learners performed better in this question. They understood the question well and provided the required answer for this question.
1.1.2 In the question Learners were asked to give TWO reasons why coal is still used as an energy source even though it has a negative impact on the environment. Others give the negative impact and other say, "Coal is a renewable source of energy".
1.2 Learners performed better in this question. They understood the question well and provided the required answer for this question
1.3 Very few learners did not understand this question. They mentioned the advancement of technology in our world.
1.4 Most learners answered this question correctly.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none">• Learners should be encouraged to watching news on television, read news papers and be motivated to relate our subject with other Learning Outcomes of the other Learning Areas.• Educators should organize outing for learners to see various place and learn more about environment.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none">• It seems as if learners don't put their effort in chapter one of the electrical technology textbook.
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none">• Educators should make sure that learners are given more tasks all the time under the first chapter so that they can get use to it and answer this question in a good way.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> This question was poorly answered by learners. They misinterpreted the question. This shows that some school do not have workshops, this question is based on technological processes of which if a learner is not have a picture of what is happening in a workshop will not understand this question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>2.1 Learners were asked FOUR steps to be used in the technological process after a product is has been identified. They wrote the characteristics of the entrepreneurship while others wrote skills that entrepreneurs should have.</p> <p>2.2 If learners unpacked question 2.1 incorrect they will be giving incorrect answers for question 2.2 and question 2.3</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning.
<ul style="list-style-type: none"> Educators should take learners to workshops for practical tasks and give more written work under this topic. So that learners could be exposed to the practicality of developing a prototype. This tells educators and learners that practical and theory should go hand in glove.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Some learners are having language barrier, they could not express exactly what they want to say in a correct way.
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. Educators should use different textbooks, not only one textbook.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> This question was answered fairly by most learners.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>3.1 Learners were able to understand and answer this question correctly.</p> <p>3.2 This question comes from Grade 10 work schedule; learners tend to forget water is a conductor of electricity.</p> <p>3.3 Most learners answered Safety precaution to be observed in a workshop not the ones that were asked by the examiner. The examiner wanted safety precautions that must be taken when multimeter.</p> <p>3.4 Learners were able to understand and answer this question correctly.</p> <p>3.5 Most learners were able to understand and answer this question correctly.</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning;
<ul style="list-style-type: none"> Educators should take learners to workshops for practical tasks and give more written work under this topic. So that learners could be exposed to the practicality of developing a prototype. This tells educators and learners that practical and theory should go hand in glove.
(d) Describe any other specific observations relating to responses of learners;
<ul style="list-style-type: none"> Some learners are having language barrier, they could not express exactly what they want to say in a correct way.

e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • This question was poorly answered by majority learners. They were confused by Grade 11 work which appeared in Grade12 question paper.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>4.1 Majority of learners couldn't correctly answer this question taken from Grade 11 work schedule. They gave maximum value others said average value.</p> <p>4.2 Few learners got this question correctly. They were not sure if it's a True power or reactive power.</p> <p>4.3 Very few learners got the answer for this question correctly. Most learners were unable to provide an answer for this question. They confuse this active current with eddy current.</p> <p>4.4 In this question learners wanted to use all the given data to answer the LINE CURRENT, while they were supposed to use the phase current value of a balanced delta connected load.</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning;
<ul style="list-style-type: none"> • Educator should motivate learners not to forget what was done in Grade11. • Educators should give more work include Grade 11 work where necessary.
(d) Describe any other specific observations relating to responses of learners;
<ul style="list-style-type: none"> • Some learners are having language barrier, they could not express exactly what they want to say in a correct way. They fail to understand and interpret question.
e) Any other comments useful to teachers, subject advisors, teacher development.
<ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook. So that learners can read and interpret questions from the textbooks. • An educator should provide learners with previous question papers, after the section learners can read and interpret questions on their own.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered
<ul style="list-style-type: none"> • This question was poorly answered by majority learners, there were those who excel. They were confused by Grade 11 work which appeared in Grade12 question paper.
(b) Why was this question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>5.1 Most learners fail to understand the difference between Capacitive reactance and Capacitance.</p> <p>5.2 Few learners answered this question correctly. They could not understand that inductive reactance and frequency has the relationship. That means frequency affect inductive</p>

<p>reactance that will affect the impedance and the current will be affected as a result the brightness of the lamp will be affected.</p> <p>5.3.1 Some calculated the total current some learners did not consider I_L greater than I_C. They just perform calculation without considering I_L greater than I_C.</p> <p>5.3.2 Most learners got this question correctly.</p> <p>5.3.3 Some learners got this question correctly. Some get confused by this question. They could not understand that this question requires them to calculate the inductance not inductive reactance.</p> <p>5.4.1 Most learners got this question correctly. Very few got it wrong.</p> <p>5.4.2 Those that got QUESTION 5.4.1 wrongly they couldn't get this correctly. Otherwise most learners got this question correctly.</p> <p>5.4.3 Very few learners got this question correctly they confused this question with the current across the resistor.</p> <p>5.4.4 Most learners got this question correctly.</p> <p>5.5 Very few learners got this question correctly.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning;</p> <ul style="list-style-type: none"> • Educator should motivate learners not to forget what was done in Grade 11. • Educators should give more work include Grade 11 work where necessary.
<p>(d) Describe any other specific observations relating to responses of learners</p> <ul style="list-style-type: none"> • Some learners are having language barrier, they could not express exactly what they want to say in a correct way. They fail to understand and interpret question.
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p> <ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook. So that learners can read and interpret questions from the textbooks. • An educator should provide learners with previous question papers, after the section learners can read and interpret questions on their own.
<p>QUESTION 6</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <ul style="list-style-type: none"> • This question was poorly answered by majority learners, there were those who excel. They were confused by Grade 11 work which appeared in Grade 12 question paper.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>6.1 Most learners Drew the required symbol.</p> <p>6.2.1- 6.4.6 Learners couldn't analyse the graph correctly, those who analyse the graph of which are very few got this question correctly.</p> <p>6.2.7 Most learners answer this question and got it correctly.</p> <p>6.3.1 – 6.3.3 These questions were based on the circuit diagram, many learners were able to answer these question correctly.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p> <ul style="list-style-type: none"> • To improve in this question learners should be given more work.
<p>(d) Describe any other specific observations relating to responses of learners</p> <ul style="list-style-type: none"> • Educators should take learners to workshops for practical tasks and give more written work under this topic. So that learners could be exposed to the practicality of developing circuits of DIACs and TRIACs. This tells educators and learners that practical and theory should go hand in glove.

e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • This question was poorly answered by majority learners, there were those who excel on answering it.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>7.1.1 and 7.1.2 were sketch based questions learner answered this question correctly.</p> <p>7.2 Very few learners got this wrongly; they wanted to give negative feedback and positive feedback.</p> <p>7.3.1 – 7.3.2 Most learners got the answer for these question correctly.</p> <p>7.4.1 – 7.4.4 This question was based on a sketch learners manage to get correctly answers for these questions.</p> <p>7.5 Most of learners got this question correctly.</p> <p>7.6 No learner got this question correctly. They did not say anything about current of which the question require them to answer this question referring to to current.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning;
Learner should be taken to workshops so that they can see these things and they will be able to provide correct answers.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • This question was poorly answer by most learners. Some of the learners were able to answer this question correctly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

8.1 Most learners got this question correct.
8.2 Few learners answered correctly this question. Most learners seem to be hearing for the first time about circuits in transformers.
8.3 Most learners did not understand this question, they
8.4.1 Majority of our learners answered this question correctly.
8.4.2 Most learner did not get this question correctly.
8.4.3 Learners were given all the information to perform this calculation of the current drawn from the supply by the transformer at full load. Learners were required to select a correct formula from the st sheet and perform manipulation, when it comes to substitution they substitute the power factor on Cos, instead of having
$P = \sqrt{3} \cdot V_L I_L \cos \theta$
$= \sqrt{3} \cdot 11000 \cdot 12,590,85$
$= 203,89 \text{ kW}$
They will have $P = \sqrt{3} \cdot V_L I_L \cos \theta$
$= \sqrt{3} \cdot 11000 \cdot 12,59 \cdot \cos 0,85$ and they will get the wrong answer from this.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Learners should be motivated and trained to understand the difference between the power factor and the Phase angle.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Educators should use various textbooks to get more information for this topic.
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. Educators should use different textbooks, not only one textbook
QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answer by most candidates fairly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
9.1.1 – 9.1.3 Learners were able to understand and answer this question correctly.
9.2.1 – 9.2.2 Most learners were able to understand and answer this question correctly.
9.3.1 – 9.3.4 Most candidates performed fairly well in this question
9.4 Learners were able to understand and answer this question correctly.
9.5 Most learners were able to understand and answer this question correctly.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learner should be taken to workshops so that they can see these things and they will be able to provide correct answers.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Learner should be encouraged to read and understand this question.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. Educators should use different textbooks, not only one textbook.

QUESTION 10	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	<ul style="list-style-type: none"> • Most learners answered this question correctly
(b)	Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	<p>10.1 – 10.5 Most learners were able to understand and answer this question correctly.</p> <p>10.6.1 – 10.6.3 Many candidates answered this question correctly those who did not get this question are having challenge of not using their calculators correctly.</p> <p>10.7 – 10.8 Very few did not get this question correctly.</p>
(c)	Provide suggestions for improvement in relation to Teaching and Learning
	Schools should make it a point that learners are have calculator.
(d)	Describe any other specific observations relating to responses of learners
	<ul style="list-style-type: none"> • Educators should use various textbooks to get more information for this topic.
(e)	Any other comments useful to teachers, subject advisors, teacher development
	<ul style="list-style-type: none"> • Our subject advisor should provide educators with work-schedule as early as at the beginning of the year and monitor the work. So that educators know what is expected of them. • Educators should use different textbooks, not only one textbook.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 1		
DATE OF EXAMINATION:	22 NOVEMBER	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The initial impression of the question paper as a whole was that it would not present serious challenges even to the rural candidate. However, learner performance indicated the converse. Candidates performed poorly in Question 1 as they were unable to use their own words and formulate properly constructed sentences. Questions 1.2, 1.6, 1.10 and 1.11 presented a great challenge as learners had to respond to the text by expressing a viewpoint or giving an explanation. The majority of candidates quoted blindly. Many candidates also related their answers for Text B to Text A.

The choice of text in Question 2 is current and relevant. An improvement in learner performance was noted in this question. This can be attributed to the fact that candidates could earn marks even if they were quoting from the passage. There were no penalties for not indicating the word count or language errors so candidates could score in this question. Teachers must stress that facts must come from the text in the question paper. A few candidates suggested their own hints.

Question 3 presented a serious challenge to many learners as they thought the product was intended for the dog. Candidates performed poorly because they merely paraphrased 3.3 and could not convey the "advertiser's view". Even here the candidates were guilty of quoting blindly; this was evident in 3.4 and 3.5.

Question 4 was poorly answered as candidates did not follow instructions by referring to a specific frame. Answers were merely quoted from the frames and learners were not specific about the facial expression.

Candidates fared poorly in question 5.1.2 despite the definition of a homophone that was provided. 5.1.3 and 5.1.8 were very poorly answered; seem to be beyond the grasp of the weaker candidate. Many candidates did not complete question 5 as they probably spent too much time on question 1.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was poorly answered. Learners performed poorly because they could not interpret what was required in several questions. Weaker candidates struggled with the terminology in the following questions: 1.2.2, 1.5, 1.6, 1.7, 1.10, 1.11, 1.13, and 1.14. Candidates responded by lifting indiscriminately from the passage. They were unable to explain/give a reason as they lack the necessary vocabulary. The weaker candidates tend to focus on certain words in the question without actually understanding the question. They find the same words in the passage and that is what they produce as the answer. It must be

<p>mentioned that the stronger candidates from better centres responded with well-substantiated answers to 1.5, 1.6 and 1.11. Even the weaker candidates could score 2 marks by stating the difference between the man in the picture and the smaller pictures in question 1.13.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Candidates failed to follow instructions in question 1.2.2 this was an incredibly easy opportunity to earn 3 marks but the following examples indicate how the 3 marks were lost:</p> <ul style="list-style-type: none"> a. It rescues and rehabilitates abandoned b. orphaned c. Injured animals. (Direct Quote) <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> a. Rehabilitates abandoned b. orphaned c. injured <p>In 1.5 many candidates quoted blindly from paragraph 3 or if they managed to score 1 mark it was because they could name the emotion, I feel sad /hurt but could not substantiate why they experienced this emotion. In 1.6 candidates used the words “invade” and “natural habitat” in their answers and were unable to actually use their own vocabulary.</p> <p>Candidates were asked to refer to paragraph 8 for the answer to 1.7. This question required insight and the majority of candidates responded with the answer: “They will come back wanting more/ They will get used to people.”</p> <p>In 1.11 many candidates ended up with one mark because they could only mention that the volunteers did the work of Crow but they failed to add to the explanation. Learners are unable to explain figurative language.</p> <p>1.15 also presented a problem as candidates required prior knowledge to arrive at the correct answer. Many candidates mentioned experience and did not qualify the experience.</p>
<p>(o) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ol style="list-style-type: none"> 1. Learners must be exposed to comprehension exercises at least once a week. 2. Teachers must make use of newspaper/magazine articles from which a text A and B are selected so learners are exposed to the format of the paper. 3. Learners need to be taught the importance of answering questions in their own words. 4. Learners must be taught to scan a question and circle key words e.g. Explain / Which single word / Give three reasons. 5. More open-ended questions must be set. 6. Learners must be taught that a motivation counts 2 marks, not the Yes / No. 7. Learners must be taught to edit peer’s work. 8. Encourage personal journal/diary recording so that learners learn to express themselves. 9. Teachers must encourage learners to read. Reading from a magazine/newspaper must be linked to oral activities.
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ol style="list-style-type: none"> 1. Learners tend to start a sentence and leave it incomplete. 2. Learners start an answer with “That” and “Because” 3. Answers were numbered incorrectly. 4. A learner took a properly constructed sentence for 1.2.2 and broke it up into three reasons : - They are injured

- abandoned
- and orphaned.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

1. Subject advisors must conduct regular meetings/workshops with teachers in the districts so that skills are updated and can be taken back to the classroom.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was reasonably well answered. This indicates that despite quotes being accepted learners were unable to extract the relevant points and many weaker candidates were guilty of repeating points. Candidates managed to score marks where they quoted blindly. The weaker candidates who attempted to use their own words lost marks as the points were difficult to understand. Stronger candidates scored full marks even when they used their own words because they could express themselves clearly.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

1. Candidates were guilty of repetition: Avoid sunburn
Wear a wide-brimmed hat.
2. Candidates also omitted key words in certain points i.e. insect repellent.
3. Pack food in insulated containers omitting 'cool with ice bricks'.
4. In an attempt to use their own words some candidates substituted insect repellent with insecticide.
5. Adult supervision was substituted with permission.

(c) Provide suggestions for improvement in relation to Teaching and Learning

1. Teachers need to explain what the aim of a summary is.
2. Learners must be taught to scan the passage and be taught that the introduction may not necessarily contain the relevant points.
3. Learners must be taught to highlight / bracket salient points in the passage.
4. Learners must be taught the skill of jotting down points in a rough draft and then doing the final draft.
5. After writing a fact ,refer back to the question.
6. Encourage learners to use full sentences starting with a capital letter.
7. Pay attention to the word count.

(d) Describe any other specific observations relating to responses of learners

1. Very few learners exceeded the word limit.
2. Not many markers came across summaries where learners inserted their own list of safety tips.
3. The majority of candidates used the correct format so it is encouraging to note that learners are being taught to list seven points as required in the instruction.
4. Candidates fail to cancel their rough draft resulting in markers not knowing which summary to mark. Teachers must teach learners to cancel their rough drafts
5. Many candidates provided the quote and the paraphrased answers of the summary. This proved to be time consuming and candidates who did this failed to complete the question paper.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors should compile a database of teachers who have marking experience so that their expertise can be passed on to the grade 10-12 teachers who have no marking experience. Many useful tips are picked up by markers during the training session.

QUESTION 3

<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question was poorly answered because many learners thought that the advertised product was intended for dog owners. Many markers felt the advertisement was far removed from the scope of experience of the rural candidate. It was felt that the inclusion of the dog detracted from the focal point of the advertisement. Some candidates found it difficult to make the connection between the dog and a person's face.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>3.3 presented a problem to candidates as they merely explained what is meant by 'guaranteed' and 'money back' and were unable to infer what the advertiser's view on the product was.</p> <p>In 3.4 many candidates did not get the first part of the answer. They looked at the dog and described what they literally saw. Many candidates responded with the dog is clean/the dog's skin is beautiful.</p> <p>Candidates generally failed to score in 3.5 as 'in just 3 days guaranteed' was the answer given by the majority of the candidates. They failed to identify how the advertiser emphasised the speed at which the product worked.</p> <p>Some candidates failed to score in 3.8 as they answered 'It gives details' They could not state that the advertiser provided contact details such as a telephone number and an address.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Visual Literacy is an important part of the question paper so learners should be taught to recognise the advertising techniques:</p> <ol style="list-style-type: none"> 1. Target market (Who is likely to buy the product?) 2. Logo 3. Slogan 4. Terminology used in advertisements: product, guaranteed, range, emphasis, suitability of illustration. 5. Learners must be taught AIDA principle (This is drilled with Home Language learners) <ul style="list-style-type: none"> A – attention I - interest D – desire A – attract
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners tend to quote blindly from the text which results in their answers not being understood e.g. 'guarantee details' instead of contact details. Candidates spell words that have to be quoted from the passage incorrectly resulting in them forfeiting the mark.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Cluster meetings should not only be utilised for monitoring CASS requirements at the end of the term. Subject advisors must make a concerted effort to make sure that resource packs are made available and exchanged.</p> <p>Resource Packs should cover:</p> <ul style="list-style-type: none"> • Visual Literacy • Advertisements sourced from newspapers/magazines • Cartoon strips from newspapers (A daily cartoon features on editorial page. Laminate and display in classroom. • Booklets containing past papers / exemplars.

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered as candidates failed to perceive visual clues and lacked vocabulary to adequately express themselves. Even here candidates merely quoted from the Text.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In question 4.1 the candidates literally looked at the words and many responded with “Stop following me around” / The sergeant said that Zero must stop following him around. In a cartoon it must be stressed that the answer requires a specific response. Facial expression entails looking at the open mouth / big eyes / raised eyebrows. It must be stressed to learners that words do not literally mean the words but the punctuation marks can convey how the words are being expressed e.g. an exclamation mark suggests that the character is shouting or he is angry / irritated. Question 4.13 presented great difficulty as very few candidates could express intensity. Some candidates used words like livid/ infuriated to show intensity. In 4.2.2 many candidates simply quoted / used the sergeant’s words: The sergeant said he must follow him. Most learners managed to get the idea of “Go away” correct in question 4.2.3. Question 4.3 presented a challenge to candidates as it was open-ended. I feel bad / sad cropped up often enough. Most candidates responded that the sergeant was rude to Zero. They were basing their answer on the incorrect frame.
(C) Provide suggestions for improvement in relation to Teaching and Learning
1. Teach the cartoon as if it is a short story. Learners must understand the following concepts: <ul style="list-style-type: none"> • Setting • Characters • Connection between characters • Look at visual clues: cactus i.e. desert/ building i.e. city
2. Learners must be taught to identify specific frames and must refer to the question.
3. Learners must be taught the difference between illustration and words.
4. Teach learners mood words: frustrated, irritated, annoyed etc.
(d) Describe any other specific observations relating to responses of learners
1. Learners did not pay attention to a question with two parts.
2. In 4.1 many learners spoke about the words that are ‘exclamated’
3. Candidates could not differentiate between ‘hear’ and ‘understand’ for 4.1.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
A booklet containing cartoons can be compiled by teachers / learners / subject advisors so that it can be distributed in cluster meetings. This is not a difficult task as anyone who has access to a newspaper can compile this.
QUESTION 5

<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The performance of candidates was poor despite the simplification of questions i.e. for the testing of a homophone in 5.1.2 the definition was provided.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>5.1.2 Candidates were not familiar with the terms homophone / homonym. Many candidates wrote only 'meet' when a sentence was required.</p> <p>5.1.3 Very few candidates got the tag question right and responded with : don't he/ didn't he. Many did simply not respond as they did not understand what a tag question was.</p> <p>5.1.4 Many candidates changed the pronoun me to him but did not make the necessary changes by changing the verb "take" to the past tense (took). Some candidates retained the inverted commas and lost the mark gained for the one change.</p> <p>5.1.6 Also posed a problem where learners could not write the sentence in the negative. A well-balanced diet doesn't excludes vegetables. Instead of writing a well-balanced diet does'nt exclude vegetables. Many candidates placed the apostrophe in the incorrect place does'nt instead of doesn't.</p> <p>5.1.8 The majority of candidates responded with "Your health improves if you stop eating meat/ if you stop eating meat your health improves/ if your health improves you stop eating meat.</p> <p>Candidates also struggled with the passive voice even though they were guided as to how the sentence must start.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ol style="list-style-type: none"> 1. Teachers must spend more time teaching basic language structures and it is not sufficient to merely use question papers. 2. The following language areas are tested without fail so teachers must teach and consolidate with extensive practice exercises. <ul style="list-style-type: none"> • Direct / Indirect speech • Homophones / homonyms • Question tags • Active / passive voice • Conjunctions • Dictionary work • Rewriting a sentence in the negative • Tense • Concord 3. Learners must be encouraged to read more as they will be exposed to basic sentence structures and will improve in their ability to construct a sentence. 4. Teachers must not underestimate the value of common errors gleaned from learners' creative writing responses. As essays are marked, teachers must note common errors like their/there, whole/hole, write/right, bored/board, sight/site, roll/role, waste/waist and use it as an opportunity to teach the homophone.

5. Figures of speech must also be taught so that learners can differentiate between literal and figurative language.

(d) Describe any other specific observations relating to responses of learners

1. Many candidates failed to complete question 5 as they did not follow instructions. Markers surmised two reasons for this:
 - Candidates wrote the whole sentence when a single word was required.
 - Candidates spent too much time on Question 1 as they were re-reading the passage to make sense of it.
2. Markers also noted that in some cases candidates were advised to do Question 4 and 5 first because of time constraints. This made sense as at least all questions were attempted.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

The general feeling from the markers is that basic language structures are not being taught at schools because the emphasis is on literature which consumes all teaching time. It was felt that the emphasis for grades 8-9 should be drilling language. This drilling should continue in grades 10-11. Many teachers referred to the 80's where language rules and basic structures were taught, drilled and consolidated with extensive practice in the classroom and homework. There appears to be no teaching /practice exercises as learners have been unable to master direct and indirect speech, question tags and active and passive voice.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FAL PAPER 2		
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	2HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Generally, learner performance has improved as compared to last year. The number of learners who scored levels 6 and 7 has increased. This could be attributed to the inclusion of cloze procedure questions, discussion and opinion questions in all the sections, uniformly. Learners are now familiar with the pattern of questions to be expected in this paper. It should not be forgotten how learners struggled previously in responding to such questions.

The allocation of points was explicitly specified in terms of the number of points learners had to give, e.g. 4.1.9: Give TWO reasons why all the boys, 'took up the cry' in line 20. The paper also reflects a fair spread of cognitive levels in all questions.

There were centres with excellent performance though majority fared in the weak and average performance.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The number of learners who attempted this paper has reduced this year. Those who attempted covered almost all the points except for the one that required them to respond on 'How children shape their own lives'. Writing good essays has been a challenge for our learners, but this year has seen an improvement in this. We may attribute this to teachers training learners on essay writing. For instance, the performance of most learners ranged between levels 2 and 5.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners' response on this question was average.
(p) Provide suggestions for improvement in relation to Teaching and Learning
There should be an in-depth understanding of the novel to achieve excellence in this question as the question required much insight on the novel as a whole. Learners should have a detailed understanding of how parents, society and children shaped their children's lives in Maycomb. Learners may be encouraged to evaluate the events in the novel so that they come up with their own value-based judgments. Teachers should invest on good texts that provide adequate notes, explanations and questions of the novel. This will provide a scaffold to the teaching and learning of the novel.

(d) Describe any other specific observations relating to responses of learners
Teachers can initiate panel/class and debates discussions and debates on issues presented in the novel.
(e) Any other comments useful to teachers, subject advisors, teacher development
Before they start the teaching of this novel, teachers should give the background and social context of this novel together with its relevance in our time. Subject advisors should ensure that teachers adhere to proper teaching of this novel.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The marking of this question was quite enjoyable. The few centres who responded to it performed quite well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners repeated question 2.1.4 as their answer. The wrong response they gave was: 'Atticus told her not to fight'. They should have come up with the character of Scout in relation to her the policy of cowardice. Also, there was also a problem with 2.1.3. Some learners could not come up with the second point. They did not focus on the extract as the question was specifically based on it.
C) Provide suggestions for improvement in relation to Teaching and Learning
Learners should be trained to answer questions based on specific extracts. They should be given short tests in which various extracts are focused in detail. It is also advisable that immediate feedback should be provided on such aspects like difficult expressions and vocabulary in context. This will enrich the learners and prepare them for the final examination.
(d) Describe any other specific observations relating to responses of learners
None
(e) Any other comments useful to teachers, subject advisors, teacher development
Subject Advisors should develop contextual questions for their districts that could serve as revision material for schools.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The few centres that attempted this question fared well, obtaining between level 3 and level 4.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The only problem that could be identified was that learners could not organize their points well. There was also a problem with paragraphing. There are no specific examples of poor response in the content aspect of this question. An improvement could be made with regard to structure.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The rubric for marking literary essay requires that learners are able to structure their essays well. This means the focus of teaching needs to be on the coherent organization of ideas in well-structured paragraphs.

(e) Any other comments useful to teachers, subject advisors, teacher development
Teachers could discuss in their subject meetings, organised by subject advisors, the possible essay questions from this novel.
QUESTION 4
For learners, to whom the novel is their chosen genre, the questions presented little difficulty. Yet, in some centres the question was poorly answered. There were certain areas of concern even in the well-performing centres. For instance: Question 4.1.6
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
It was evident that some learners were responding to a genre they had not done at school. For Question 4.1.6, an insightful response on 'Why all the boys took up the cry' was expected.
(c) Provide suggestions for improvement in relation to Teaching and Learning
A zooming-in by teachers on the major issues and themes emanating from the novel is recommended.
(d) Describe any other specific observations relating to responses of learners
Some learners had difficulty responding to 4.2.4 where they were expected to understand the difference in the characters of Jack and Ralph.
e) Any other comments useful to teachers, subject advisors, teacher development
One of the themes in this novel is "Leadership". For them to understand this theme, they need to understand the two characters: Jack and Ralph. This, therefore, necessitates the teaching of characterisation, one of the most important aspects in the teaching of a novel.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The number of centres doing this novel is dwindling. The performance ranged from moderate to substantial.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Not all expected points were given and/or well motivated by the learners.
(C) Provide suggestions for improvement in relation to Teaching and Learning
This is a big novel for L2 learners. It should therefore be taught in detail, focusing on characters and specific events in the texts. Learners should also understand the chronological order of events in the novel.
(d) Describe any other specific observations relating to responses of learners
Learners could not arrange their points logically. Instead they were scattered. Irrelevant points were also given.
e) Any other comments useful to teachers, subject advisors, teacher development
Teachers who teach this novel should be provided sample essay questions that address events and characterisation in this novel.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Very few centres attempted this question. Most centres fared well, some even bordering on excellence. On the other hand, learners from a few centres performed badly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

<p>Some learners repeated the phrase ‘as easily as if he was he was drawing water’ as a response. The area of concern here is again characterization. A detailed understanding of Kihika’s character and his stance on violence was required to answer this question. Those who performed badly might be from centres where this was not the genre of choice.</p> <p>Another challenge the learners had was that of responding with a ‘yes’ and then give an explanations/substantiation for a ‘no’.</p> <p>E.g. 6.2.8 – shallow answers – totally irrelevant. “Yes, you can’t beat a person because he doesn’t have money”</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Many contextual questions should be set from this novel and, given the nature of this novel, teaching it should not be reduced to mere narration of the story.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>The responses to this question indicated that learners were familiar with the story line and specific events in the story.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Teachers should group together and discuss areas of concern/difficulty in the teaching of this novel. They can also assist each other.</p>
<p>QUESTION 7</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Learners from many centres performed well in this question but those from certain centres failed to address the topic completely.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Learners could not understand the focus of this question which was a discussion of the impact of the other characters on the lives of Romeo and Juliet. They narrated the story from beginning to end. Some learners described the feud between Montagues and Capulets. In some cases they wrote irrelevant points and merely repeated the story.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>The teaching of this drama should accommodate stage performance to enhance learners’ understanding. Interpreting Shakespeare’s language and getting learners exposed to the social context of those times can be done through live performances. Also, showing them a film on the drama would also assist them in grasping the feelings of characters and get insight into the play as a whole.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Points were scattered with lengthy and irrelevant explanations. In some cases there was no logical sequence to the ideas required,</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Subject Advisors could facilitate the distribution of films on this drama and notes or explanations of the text. Team work among teachers in their subject committee meetings would also assist in tackling problems regarding essay writing on this drama.</p>

QUESTION 8
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learner performance from most centres ranged from average to excellent.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners could find only one correct point for Question 8.1.2 while some ended up with two synonymous points. E.g. He is violent and loves fighting. In Question 8.1.3, 'mask' was spelt as 'musk' by some learners. In Question 8.2.6 some learners wrote only one point or narrated what the nurse did to assist Romeo and Juliet and how later she joined forces with the Capulets, thus missing the point.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The teaching of this drama should focus on characterisation. Learners must be taught to identify and understand key words in the questions. E.g. Juliet's attitude towards the nurse and how it changes later, learners should know what 'attitude' means and an understanding of Juliet's character.
(d) Describe any other specific observations relating to responses of learners
On the whole, learner performance on this question indicated a good grasp of the drama.
e) Any other comments useful to teachers, subject advisors, teacher development
Teachers could give short tests on various extracts from the drama. They should follow the type of contextual questions used in the NSC question papers
QUESTION 9
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners could not interpret the second aspect of these questions where they were expected to apply their knowledge of the issues Siphso faced and write how he could have handled these issues in a different way. This was comparatively a higher-order question. Almost all the learners only gave a detailed description of the issues Siphso faced but did not even mention second aspect of the essay. This could be attributed to learners not reading the essay question thoroughly to grasp all the key words in it. Secondly, it exposes their inability to interpret the topic covering all irrelevant aspects.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should encourage their learner to discuss the characters in the play and express their views. They should be allowed to tap their imagination and creativity so that they learn problem-solving skills
(d) Describe any other specific observations relating to responses of learners
Learners added a few irrelevant points e.g. writing in detail the illicit affair between Themba and Siphso's wife.

e) Any other comments useful to teachers, subject advisors, teacher development
Teachers need to teach their learners to think out of the box and create different scenarios for the events and contexts mentioned in the text. Subject advisors should facilitate discussions on teaching methods that can encourage insightful learning and address higher cognitive skills
QUESTION 10
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The performance on this question ranged from medium to poor in the centres marked with only very few centres achieving high scores.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners were unfamiliar with the type of questions asked. E.g. They could not identify the unique relationship between Thando and Mandisa in q. 10.1.2. They mentioned the different surnames (Makhaya and McKay) these characters used. In q.10.1.4.c, they mentioned the western/ modern way Mandisa was raised. In q.10.1.8 it was either Mandisa's or Thando's opinion that was written. Another problem was learners' inability to organise ideas in their own words. In q. 10.2.1 a, and 10.2.3 learners who quoted words like 'liar', 'political activist', 'womaniser', etc...lost marks. In q.10.2.2, learners repeated the question as the answer, pointing out the illicit relationship between Themba and Thando's mother. The question on mixed feelings elicited a poor response. Learners merely wrote two words, 'sadness and regret' and ignored the keyword 'explain'. Those who did explain, ended up writing feelings on the same side. E.g. 'He was sad for Themba's death and he was angry because Themba was troubling him again. The open-ended question in q. 10.2.7, received responses such as 'Yes, Sipho was angry at Mandisa's questions.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Mere knowledge of the story line of this play will not help learners to perform well. Learners must be able to grasp the feelings of the characters by imagining themselves in their situations. Getting into the mind of a character and analysing his feelings, requires an application of higher cognitive skills. Teachers must encourage learners to give their own opinions regarding each character.
(d) Describe any other specific observations relating to responses of learners
The responses of learners indicated their shallow knowledge of the play and exposed poor teaching methods of literature.
e) Any other comments useful to teachers, subject advisors, teacher development
The play must be taught in its proper and social contexts and in terms of its two levels, i.e. personal and the TRC revelations. Teachers must facilitate discussions and debates where learners can get a platform to express their opinions of the characters and how solutions can be reached for certain issues these characters face.

QUESTION 11
a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners responded well to this question in some centres, but in many centres, the performance was between poor and medium.
b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
The poor performance may be attributed to inadequate reading skills on the part of the learners. Their imagination went wild as they narrated the relationship between Pinkie and China. E.g. Pinkie and China met in a restaurant and China bought her presents'. Several irrelevant details were given. The essays lacked structure and a logical flow of ideas. Very poor language was used and the essays were riddled with spelling and punctuation errors. E.g. 'curt' for cut.
(c) Provide suggestions for improvement in relation to Teaching and Learning
It is evident that the teaching of essay writing in literature is ignored or not attended to well. Teachers must set topics for essays from the prescribed stories and explain to the learners how they are expected to tackle literary essays. Learners must also be familiar with the rubric for assessing a literary essay.
d) Describe any other specific observations relating to responses of learners
The responses reveal poor reading and interpretation skills on the part of learners.
e) Any other comments useful to teachers, subject advisors, teacher development e
Subject Advisers should ensure that teachers receive LTSM for Short Stories with notes, explanations and questions included in it. Excellent team work by teachers will assist in the teaching of essay questions.
QUESTION 12
a)General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Learners from most centres scored from levels 1 to 4 but the question was well-answered by learners from a few centres.
b)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
Learners struggled to explain the metaphor in question 12.1.3b. The explanation was wrong in most cases, but there were those who explained it excellently. For question 12.1.2, the wrong response given was 'many cigarettes'. Learners could not explain question12.2.3b.
c) Provide suggestions for improvement in relation to Teaching and Learning
Short stories must be taught in detail so that learners can respond well to contextual questions. Teachers must help learners to identify and explain difficult expressions and figures of speech in these stories. They must also set contextual questions from the prescribed Short Stories so that they can share such questions amongst themselves, thus empowering one another. Learners must be exposed to past question papers.

d) Describe any other specific observations relating to responses of learners
Learner performance in this genre should have room for improvement.
e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors could prepare notes or work together with subject committees so that the prescribed stories are prescribed and notes are worked out. Teachers should use teamwork as means to improving their teaching strategies.
QUESTION 13, 14, 15 AND 16
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Questions from poetry were generally answered in the medium to poor range, although some exceptional learners scored the full total.
b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
<p>The True/False questions were not well answered. Learners did not stick to the instruction on word limit. In some cases they wrote True/False, but gave the incorrect substantiation. They could not explain figures of speech in q. 13.5.5, 14.3.2, 15.2.2 and 16.4.2.</p> <p>In question 16.6 learners could not explain 'game of chance'. The options given for the cloze question in 16.1 confused the learners. They could not construct a logical coherent sentence with the options given.</p> <p>In 15.7, learners could not grasp the gist of the last stanza of the poem. In 15.9, the common response for 'wreck' was accident.</p> <p>In 14.2.4, they struggled with the term 'sommambulist'. In 14.2.3, the learners could not explain the given line in their own words. In 14.7.7, they wrote synonymous response for slave but could not attend to the second point the question required.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teaching of poetry is not complete without explaining the use of figures of speech appearing in the relevant poems. Teachers who handle this genre should also bear in mind that challenging lines and difficult expressions need to be explained
d) Describe any other specific observations relating to responses of learners
On the whole learners struggled with questions in poetry.
e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors should empower teachers by providing notes and explanations together with possible questions in poetry, especially for those teachers who have not majored in English.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH FAL PAPER 3		
DATE OF EXAMINATION:	26 NOVEMBER 2012	DURATION:	2 HOURS 30 MINUTES

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The majority of learners performed well in this creative writing paper. Paper 3 gives learners
the opportunity to express themselves according to how they interpret the topics.
Section A (essays): learners can give free reign to their creativity and opinions in this section as
the emphasis is on what they are trying to convey or say in the essay. There were many
excellent responses to different topics. "Weaker" learners definitely benefited and were also
able to gain good marks as they are rewarded for content, creativity and interpretation.
While grammar, spelling, punctuation and structure errors are indicated, these take a back seat
in this paper.
The marking guideline is just that, a guideline. Learners choose topics they are able to relate to.
They are given credit for their own interpretation of the topics they select.
Sections B and C consist of transactional writing texts. In these sections while learners are
expected to be cognizant with different writing formats, the mark awarded for the content is
more than the mark for language, style and format.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTIONS 1, 2 AND 3:
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<u>QUESTION BY QUESTION ANALYSIS OF LEARNERS' RESPONSES</u>
SECTION A: ESSAYS
<u>Question 1.1</u> I am an old desk and this is my story ... Although very few candidates attempted this question, most of those who chose this topic displayed exceptional creative and imaginative ability. There were some lovely evocative, descriptive and reflective essays. Candidates who did poorly in this essay, were unable to relate to the personification of the desk and tried to interpret the topic literally.
<u>Question 1.2</u> Write a story that includes the following words: Suddenly there was absolute silence ... The words given MUST be included somewhere in your essay.
This was not a popular choice. However, many who attempted this topic wrote extremely well. Some learners were able to give vivid (sometimes gory) accounts of what led up to and caused the silence.
The topics in Questions 1.1 and 1.2 afforded learners the opportunity to use their imaginations and creative ability. It is a pity that few candidates were actually able to produce imaginative and interesting essays. This could perhaps be attributed to the fact that many youngsters do not read nowadays. Teachers teaching all grades could possibly make time to read to them, or get them to read stories in order to get their creative juices flowing.

Question 1.3 The scene in the waiting area of a clinic OR a doctor's surgery.

This topic was poorly answered. Candidates confused a doctor's surgery with an operating theatre. Some candidates took the opportunity to describe upsetting and distressing conditions in clinics pertaining to disinterested staff, dirty conditions, long queues, even longer waiting periods (obviously many have had first-hand experience of visits to clinics). Learners were unable to create a picture in words using as many senses as possible. A waiting area of a clinic or a doctor's surgery is also a place where people are attacked, or where fights break out and people die or are killed and where babies are born. Such are the experiences our learners are exposed to in real life.

In the FET phase teachers should give learners practice in purely descriptive writing using the five senses, or some of the senses to describe people, scenes, emotions, experiences. Start by guiding them to write paragraphs, e.g. description of a sunset/storm/sounds at a taxi rank/old person/baby/tasting something/different textures ... (the list is endless).

Question 1.4 Things I would like to achieve by the time I turn 30 years old.

This was one of the most popular topics. Most of our learners have many wonderful and ambitious aspirations which they are determined to achieve by the time they turn 30 (which to many of them is "old"). These learners know exactly what they want from life and how to go about achieving their goals. They want rewarding careers (doctors, lawyers, social workers, teachers, nurses, engineers, accountants ...). Many have noble aspirations to improve conditions in their communities and in our country. They want to build orphanages, help the elderly, improve living conditions, marry the man/woman of their dreams, have two children, build houses for themselves (and in many cases, their elderly parents and grandparents), own cars, travel, own their own companies and businesses ... Their optimism and enthusiasm is heart-warming because they express the desire to help others, especially their parents, grandparents and siblings.

Question 1.5 Today young people are influenced more by their friends than by their parents. Do you agree?

This is an argumentative essay in which learners were required to take a particular point of view and argue convincingly for or against the topic. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

This topic was also very popular. However learners were not able to provide convincing arguments to support their views. The vast majority who chose this topic agreed and proceeded to list ways in which friends were exposed to peer pressure which led to their downfall. In many essays, learners were unable end the argument with a conclusion in which a strong, clear and convincing statement of opinion

Question 1.6 Freedom of choice has both advantages and disadvantages. Discuss this statement.

Very few candidates chose this topic. Those who did, were not able to express their views clearly and unambiguously. Some misunderstood the topic and wrote about how freedom was achieved in South Africa.

In a discursive essay learners are required to give a balanced view of both sides of an argument. The writing must be lucid, rational and objective. The tone should be unemotional and convincing. Teachers could use discursive topics in oral presentations by learners. After discussion of their oral presentations, learners could be encouraged to write the discursive essay.

Question 1.7 Life with my neighbours

Not a very popular choice. However, candidates who did attempt this topic did so from different perspectives, viz. what constitutes good neighbourliness; humorous encounters with neighbours; unpleasant neighbours; altercations with neighbours; compassion and helpfulness of neighbours.

Question 1.8.1 Picture of watch

Only a few learners chose this topic. Many of these essays were clichéd (e.g. time flies, time waits for no one) which resulted in rather mundane responses.

Question 1.8.2 Picture of father holding baby

Not many opted for this topic. Those who did, were able to identify with and relate to what was depicted in the picture. Responses varied, viz. gender equality; single parenthood; the role (positive or negative) a father played in his/her life; what qualities a good father should have. There were some responses which were sincere, indicating that what was written, actually happened. These responses were very good and were awarded high marks.

Note: Learners could interpret the pictures in any way and thus write ANY type of essay. The interpretation of the pictures had to be linked to the picture. Both literal and figurative interpretations were accepted. Candidates also had to provide a suitable title for these essays.

SECTION B: LONGER TRANSACTIONAL TEXT

Question 2.1 Formal letter

The vast majority of candidates chose this topic. They tended to omit the subject line or swap the order of the salutation and the subject line. Problems with the second address (recipient's address) include: omitting to mention the name of the company; using both a PO Box and a street address at the same time. In many cases the recipient's address was completely omitted.

The tone of the letter was inappropriate, i.e. demanding.

Style was not formal enough (this was a formal letter requesting a bursary)

Many candidates failed to have an introductory paragraph. Candidates often failed to motivate why they deserved the bursary (this was clearly indicated in the question paper)

Candidates did not know that "bursaries" is the plural of "bursary". Candidates often ended with "Yours sincerely" instead of "Yours faithfully". (Yours sincerely is used when the name of the recipient is used in the salutation, e.g. Dear Mr Smith).

Question 2.2 Obituary

Generally quite well answered. Candidates generally did a good job of including biographical information but failed to mention or elaborate on the deceased's charity work or fame in the community. Some candidates misunderstood the question and wrote the programme for a funeral. Many candidates wrote in the first person, but were not penalised for this.

Question 2.3 Memorandum

Very few candidates attempted this question. Those who did often failed to use the correct format. Some candidates wrote minutes of a meeting rather than a memorandum. Generally, despite the lack of correct format, the candidates managed to give good and relevant suggestions on reducing water and electricity consumption at their schools. Some learners did not give suggestions but dwelled on the problems only.

Question 2.4 Interview

The dialogue format was generally well-presented. However the tone was often informal. The content often lacked probing questions and relevant answers. Some candidates appeared to think that they had already been given the job. Punctuation tends to be neglected as a tool to

convey tone and emotion in a dialogue. Many candidates wasted too many words on introducing themselves to the manager, irrelevant and one-word responses. Some learners do not know what an administrative assistant is and were over-qualified for the job.

SECTION C: SHORTER TEXT - TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

Question 3.1 Formal Invitation

Generally learners who responded to this topic performed well. Some learners omitted a vital piece of information such as the date or time. The vast majority failed to mention the former principal as the guest speaker. Some learners did not understand what the word “former” means. There were learners that did not seem to understand the concept of a prize-giving function at a school at all – they thought of it more as a party where parents give gifts to their children. The word “card” was ignored by some who used the format of a formal letter. As it was a “formal” invitation, the style should have been formal and not informal. Many learners invited the former principal to the prize-giving.

Question 3.2 Diary Entries

Some candidates spell “diary” incorrectly as “dairy” despite the fact that the word is in the question. This question was generally well-answered. Some learners wrote either only one entry or multiple entries (3 or 4). Many learners failed to include dates. Most learners managed to express what appeared to be genuine emotions in their diary entries; however, some merely wrote a list of their activities for the day. Tense was problematic – some learners wrote in the past tense instead of in the present tense. Some learners did not heed the instructions regarding the entries being for before the *first* and *last* day of the examination.

Question 3.3 Directions

Many learners who responded to this topic managed to include all the required aspects such as landmarks and turns (few included distances). Some learners failed to start the directions from their schools. While both point form and paragraph form were accepted, learners who wrote in point form seemed to perform better. Paragraph form seemed to encourage learners to write in one, long sentence. Logical arrangement of directions was sometimes problematic. “Past” and “passed” were often confused. Both rural and urban learners often managed to include all the required aspects, but a language barrier (particularly among rural candidates) restricted the flow.

GENERAL COMMENTS

Common errors:

Colloquial language to be avoided: ain’t (is not); wanna (want to); hanging out with your friends (being, socialising with your friends); guys (boys, men); kids (children).

Words often confused: hole/whole; advice/advise; their/there.

Spelling:	dissappoint x	disappoint ✓	recieve x	receive ✓
	happend x	happened ✓	alot x allot x	a lot ✓
	neccesary x	necessary ✓	definitily x	definitely ✓
	infront x	in front ✓		

Words that end in the suffix – ful, only have one l, e.g. careful, successful

Other errors:

- incorrect use of prepositions e.g. ending a sentence with a preposition is incorrect, e.g. This is the house we live in. x This is the house in which we live. ✓
- incorrect use of the apostrophe in contractions, e.g. hav’nt x haven’t ✓
The apostrophe should be placed where the letter or letters are omitted.
- Punctuation: learners do not know how and where to place commas in their writing. Commas are used indiscriminately. Teachers need to revise the correct rules and conventions of using commas.

Learners do not use full stops. They write long endless sentences and paragraphs without using full stops. Please encourage learners to write short/shorter sentences.

- There are still learners who use the small letter i for first person writing, instead of the capital letter I.
- I feel (not “fill) the breeze on my face.
- I want to leave (not live) school.
- I go to school every day (not everyday). “everyday” as one word is used, e.g. This behaviour is an everyday (normal, usual) occurrence.

Assessment Rubric:

It is vital that teachers in the FET phase use the First Additional Language P3 assessment rubric issued by the DBE when marking learners’ creative writing at their schools.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH HOME LANGUAGE PAPER ONE		
DATE OF EXAMINATION:	22 OCTOBER 2012	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

There was a wide range in the quality of answers of the learners. Many appeared to battle with questions which demanded detail and which also demanded careful reading. We would like to encourage teachers to stress that their learners should use full sentences more often. It is also important that they use their own words, as far as possible. Key words such as “significance”, “appropriateness” and “importance” need to be understood. There appear to be more candidates attempting this paper when they should be writing ENGFAL and there are some centres where marks are very low because the candidates are obviously not able to write on ENGH level. These learners are severely disadvantaged, especially when it comes to subtle nuances of language. Again the pure grammar question (Question 5) appears to be receiving little attention in the classroom in some areas. Although this question carries only 10 marks, the use of good grammar is needed for both Papers 2 and 3. There were fewer learners writing copious answers, although answers of one or two lines for 3 and 4 mark questions were generally too prevalent. Also, learners need to be reminded to leave a line between each answer and the next. Learners must pay attention to mark allocation and be guided by this. There were many questions carrying lots of marks (4 x 2 marks, 6 x 3 marks and 1 x 4 marks). Answers, therefore, needed both clear direction and sufficient detail. Some learners could not sift or deduce the answer from the text and several battled with the concept of answering open-ended questions. This seems to have affected the confidence of some in answering the paper too. Teachers need to explain the concepts of expressing an opinion and of giving a global response.

SECTION A: COMPREHENSION

	QUESTION WITH OFFICIAL MARKING GUIDELINES (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
1.1	<p>Why is theatre considered 'a dynamic forum' (line 4)? (2)</p> <p>Theatre is considered a 'dynamic forum' as it has nurtured a climate of democracy. Those involved in the theatre have encouraged us to become participants in this democracy.</p> <p>[If a candidate explains the concept of “dynamic forum”, award 2 marks.] [If a candidate lifts directly from the passage, do not award more than 1 mark.]</p>	<p>Too many learners simply lifted “grappling with our democracy” and earned only 1 mark. Those who analysed the meaning of the two key words – “dynamic forum” earned full marks.</p>	<p>Teach learners to focus on the whole question and on specific vocabulary. It is also important that they see how words are used in context. We have to keep working at enlarging the vocabulary of our learners.</p>
1.2	<p>Refer to 'our nation's conscience' (lines 9-10) and 'the conscience of the nation' (line 19). Explain how the artists become 'our nation's conscience'. (3)</p> <p>They create awareness of</p>	<p>Many learners simply lifted points from this section and were fortunate to receive marks. Few were able to work from a definition of “conscience”, which should have been their starting point. Many answers were far too</p>	<p>Teach learners how to paraphrase and sift without adding their own information to the text. They need to understand concepts and to be able to consolidate their ideas clearly.</p>

	<p>our common humanity/prejudices/they hold a mirror up to us/ challenge us/inspire us/make us feel remorseful/ constantly remind us about just how precious we need to guard our democracy. [Any 3 points.]</p>	brief.	
1.3	<p>Discuss the imagery used in lines 14-16: 'We are able ... to find each other.' (20)</p> <p>In a tapestry various colours of wool are woven together in order to create a single work of art. Similarly, theatre in South Africa is able to take a multitude of cultural/racial/religious differences and create a production that will satisfy a variety of personalities. [In this specific question, if the ellipsis in the question is ignored, award 1 mark.]</p>	<p>It is a pity that the ellipsis confused so many learners who dealt only with the section in the question and not with all of lines 14 – 16. However, a good discussion about unity did earn one mark. Those who explained the metaphor regarding the weaving of a tapestry answered well. Unfortunately, many learners did not know what a tapestry was.</p>	<p>Revise the method of explaining a metaphor (what is being compared to what and why?). The comparison needs to be clearly explained by learners and it needs to be explained in context.</p>
1.4	<p>Explain why theatres are described as 'sacred places' (line 17). (2)</p> <p>A 'sacred place' has connotations of holiness. Our theatres are places in, which citizens from different backgrounds are able to come together as a united body. With regard to the divided history of our country; this can be seen as important</p>	<p>This question was generally poorly answered as learners had no understanding of the word, "sacred". Although they could earn 1 mark for an attempt which made sense, it was still clear that vocabulary was lacking. Some learners did understand the reference to our heritage, which was commendable.</p>	<p>Again, teachers need to keep working at improving the vocabulary of their learners. Learners have to use the context to work out the meanings of words. It would have been a good idea to start with a definition of "sacred" in answering this question.</p>
1.5	<p>Refer to paragraph 6. Why, do you think, does the writer make specific reference to the production, <i>Mother to Mother</i>? (3)</p> <p>The writer's intention in referring to the production <i>Mother to Mother</i> can be seen as two-fold. Firstly, it can be a celebration of the talents of the various artists in being able to create a production of this nature. However, it can also be a means of reflecting on crime in the country. Moreover, his reference to 'not a dry eye in the theatre' suggests the similarity of the South</p>	<p>Many answers were too concise and lacking in detail. Learners did not identify the layers needed in their responses. Misinterpretations (such as "there were only women/mothers in the play") were common.</p> <p>A key word in the question was "specific" and so the answer called for learners not to generalise. However, if one issue was dealt with in sufficient detail, the response was credited.</p>	<p>This was a higher order question which demanded a detailed answer and called for analytical comment and interpretative skills. Learners have to read the text very carefully so as to avoid misinterpretations. Again, learners have to be shown how to earn marks by giving enough detail – without waffling.</p>

	African experience. [Credit valid responses. Accept one focus if well- motivated. Mark globally.]		
1.6	With reference to the diction in paragraph 7, explain what is suggested about South African audiences. (3) The diction in this paragraph hints at the 'prejudiced' views of South African audiences that exist within 'closets', i.e. biased views not overtly displayed. The audiences are referred to as 'colour blind' - at theatres they are able to move beyond their prejudices. The writer ultimately notes a 'passion' in the hearts of the audiences. [Credit valid responses. Mark globally.]	There was too much lifting/quoting with little understanding. Many learners did not realise that being prejudiced was the opposite of being colour-blind! Some learners made vague references to the text without quoting and so their answers were vague. The majority were able to earn at least 1 mark, however.	This was also a challenging higher order question. Learners had to focus on diction selected from the whole paragraph. They needed to quote the words which they are discussing. The key was to focus on the second part of the question – “what is suggested about South African audiences?”. Learners need to learn how to write the adjective – “prejudiced”. A careful sifting and following of the comments in the paragraph would have helped the learners. A question such as this one requires at least a short paragraph as an answer.
1.7	Refer to lines 65-68: 'I wake up every morning ... to make themselves heard.' Is this subjective approach in the concluding lines appropriate in comparison to the rest of the passage? Justify your response. (3) It is appropriate: Throughout the article the writer makes us aware of the role of theatre and the arts in South Africa. His subjective views on the topic are evident in his praise of the artists in South Africa in general. In the concluding lines, he personalizes the content. OR It is inappropriate: The rest of the article focuses on the richness of diversity that exists in the country. Concluding the article with a simple account of his visions is a dull ending. It is an anti-climax/inappropriately self-centred. [Credit valid responses. Mark globally.]	It seems that some learners had no idea what “subjective” means. Some even confused it with the word, “subject”. Good learners were prepared to offer an opinion based on personal judgement. They needed to conclude by deciding whether the writer of Text A was suitably proud or inappropriately arrogant. Those who gave a mixed response received credit for good answers.	Revise the concepts of subjective and objective writing. Again, learners need to provide a discussion based on their own opinions and to be able to substantiate these. Because this question carries 3 marks, detail is required. It is a good idea to show learners that a mixed response is possible, as long as it is valid. In some cases, learners may earn an extra mark here.
1.8	With reference to the text as a whole, discuss the significance of the prominent theatrical figures acknowledged in the	The question required learners to refer to “the text as a whole” – those who did so managed to earn some marks. Even if the	This was a challenging question in that many learners have probably not heard of some or all of the artists

	<p>article. (3) The various theatrical figures acknowledged in the article provide the reader with information on the variety of talent that exists in the country. It also reminds one of the diversity of theatre in that it focuses on different genres. The reference to Pieter-Dirk Uys is a reminder of how the theatre has a role to play in the political environment. This provides a contrast to the glamorous and charming personality of Princess Zinzi. On the other hand, the collaborative efforts of those involved in creating <i>Mother to Mother</i> remind us that when we unite, the possibilities in South Africa are endless. [Credit valid responses. Mark globally.)</p>	<p>artists were unknown, learners who were able to make general comments received credit for these. In fact, both specific and general answers were credited (as well as a mixture).</p>	<p>mentioned. Nevertheless, they need to be able to make deductions based on the text. The word, “significance” is used often in ENGL questions and it is vital that learners understand what it means. This is a typical question requiring a global response and so it is vital that learners think around the issue.</p>
1.9	<p>Comment on the appropriateness of the headline: 'R150m Soweto Theatre packs entertainment punch'. (3) The amount ('R 150m') is an indication of the vast amount being invested in theatre. The use of 'packs' indicates the great success of theatre in drawing audiences. The reference to a 'punch' clearly conveys the idea that the theatre has a powerful impact.</p>	<p>Some learners misinterpreted R150m – confusing million with metres! A valid comment about this amount of money – positive or negative – was necessary and there were several interesting opinions. Learners who commented on the metaphor as a whole or on “packs” and “punch” were credited. Too many answers lacked detail as learners merely commented on the word “packed”. Learners should have commented on the use of figurative language – alliteration or the metaphor.</p>	<p>The key word here was “appropriateness” and a valid comment was required. Learners needed to examine the headline in detail and to make a comment based on the whole headline or on its components. The focus here was also on vocabulary and interpretation. A value judgement was required. To earn 3 marks, a learner needs to provide sufficient detail. Again, a mixed response (with regard to the amount of money being spent) was perfectly valid.</p>

1.10	<p>Discuss whether it would be more effective to include an image of the interior of the theatre or an image of the exterior of the theatre as a visual illustration in a newspaper article. (2)</p> <p>It would be more effective to include the interior. The interior is where the action takes place. The images of the glamour and opulence of theatre are accurately captured in an auditorium.</p> <p>OR</p> <p>It would be more effective to include the exterior. The average South African who may not visit the theatre will feel inspired by an extraordinary new landmark in the community.</p> <p>[Credit valid responses. Mark globally.]</p>	<p>This was an accessible question. Learners did need to make a choice, however, which some neglected to do. The answer required some creative thought to earn the full 2 marks.</p>	<p>Teachers must remind learners that one simple statement will seldom earn 2 marks. Learners should also guard against simply saying the same thing twice.</p>
1.11	<p>In TEXT B, the Soweto Theatre is said to resemble a 'giant toy'. In your view, does this description provide a contrast to the description of the theatres in TEXT A? Justify your response. (4)</p> <p>Yes. Unlike Text B, which trivializes theatre, in Text A the writer is far more serious. The focus is on the profound aspects of theatre. Theatre is a symbol of our country's struggle for democracy. It has provided and will provide a platform for social issues and transformation in society. The theatre should have a lasting effect on society.</p> <p>[Credit valid "No" responses. Mark globally.]</p> <p>[The comparison may be implied in the candidate's response.]</p>	<p>Those who provided detail were able to earn 4 marks. Many learners were far too terse and could therefore only earn a maximum of two marks. Those who gave more attention to text A were able to give a detailed answer. Some learners did not appear to know the meaning of the word "contrast".</p>	<p>The question asks whether or not a contrast is provided and learners need to state their opinion at the outset. Because a contrast is being discussed, learners must show this clearly.</p>

TOTAL SECTION A: 30

QUESTION 2 SUMMARISING IN YOUR OWN WORDS

MARKING GUIDELINE:

Use the following main points that the candidate should include in the summary, as a **guideline**. **Any 7 valid points** are to be credited in either **paragraph-form or point-form**. Sentences and/or sentence fragments **must be coherent**.

- Face is important because it enhances a person's **dignity**.
- It determines one's **social position**.
- It assists in earning **trust**.
- It helps us to become **productive citizens**.
- It is perceived as the public image **we use to represent our values**.
- People exert themselves to maintain their 'face' so as **not to be perceived as failures**.
- Having a good "face" **earns respect/reputation**.
- People are motivated to improve themselves so as to add value to their "face, a practice known as **"personal branding"**.
- One's **choice of "face"** can make one appear **independent, competent or intelligent**.
- People with whom one interacts feel **secure/comfortable**.
- Functioning within the rules provided by society also **establishes a solid identity**.

PARAGRAPH-FORM – WHAT FOLLOWS IS MERELY AN EXAMPLE. It is not prescriptive. Also, consider the above points written in a coherent paragraph.

"Face" is perceived as the public image we use to represent our values and establish a solid identity and maintaining face accounts for our behavior and feelings when in public. The concept of "face" metaphorically refers to a person's sense of dignity and reputation. People take care to maintain their "face" so as not to be perceived as failures. One's choice of face can make one appear independent, competent or intelligent. It is assumed that those who have healthy reputations have a good "face" and are respected. Because of the great importance ascribed to "face", people are motivated to add value to their "face" - a practice known as "personal branding".

Marking the summary:

The summary should be marked as follows:

- **Mark allocation:**
 - 7 marks for 7 points (1 mark per main point)
 - 3 marks for language
 - Total marks: 10
- **Distribution of language marks:**
 - 1-3 points correct: award 1 mark
 - 4-5 points correct: award 2 marks
 - 6-7 points correct: award 3 marks

NOTE:

- **Format:**

Even if the summary is presented in the incorrect format, it must be assessed.
- **Word Count:**
 - Markers are required to verify the number of words used.
 - Do not deduct any marks if the candidate fails to indicate the number of words used or if the number of words used is indicated incorrectly.
 - If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.
 - Summaries that are short but contain all the required main points should not be penalised.

TOTAL SECTION B: 10

COMMENTS AND SUGGESTIONS.

COMMENTS ON LEARNERS' ANSWERS:

1. Many found the abstract topic extremely difficult to understand.
2. This resulted in a lot of lifting from the text, although where it was done in an intelligible way, marks were awarded.
3. Some ignored the focus of the summary - "the reasons why "face" is important" and merely tried to summarise the whole passage.
4. Some tried so hard to use their own words that they deviated from the text too much.
5. Some even added their own creative ideas – which were obviously not part of the text.
6. Some points were repetitions of previous ones and could, therefore, not be awarded marks.

ADVICE TO TEACHERS:

1. Teach learners to read and follow all instructions precisely. These will vary for each summary.
2. It is vital to keep within the word count and to be accurate.
3. Learners need to use their own words, as far as possible.
4. Repetition, listing examples and padding are to be avoided.
5. Where the topic appears to be complicated, learners need to re-read it before they start so that they have a proper grasp of the content.
6. Should the instructions allow the learners to choose between a paragraph and a point-form summary, it is recommended that they choose the point-form summary.
7. It is pleasing to note that most teachers are teaching summarizing skills well.

SECTION C: LANGUAGE IN CONTEXT

QUESTION 3: ANALYSING ADVERTISING

	QUESTION FOLLOWED BY OFFICIAL MARKING GUIDELINES (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
3.1	Explain how the visual image supports the idea that the 'New KUGA ' will 'Upgrade your life'. The car is positioned amid modern city business blocks, suggesting that the owner is highly successful.	Many learners were able to comment on the presence of high-rise buildings/modern city environment, but did not make the link with upgrading one's life and so did not earn the second mark.	Learners were required to focus on the visual image only – not on any of the words. It is vital that questions are read carefully.
3.2	The advertiser makes reference to 'Mother Nature' and 'Mother Earth'. Discuss whether these phrases are appropriate in context. (2)	This question was generally well-answered and a variety of interpretations were accepted. The focus was on "appropriateness" which some	Teach learners to focus fully on words and concepts in the question and to read the question carefully. Attention must be paid to key words

	<p>Yes. Personifying nature shows that the company values the environment/gives the impression that the company prioritises environmental issues. 'Mother' has positive connotations such as nurturing.</p> <p>[A coherent 'No' response is unlikely. However, credit valid responses. Mark globally.]</p> <p>[Award 1 mark for responses that discuss only "Mother".]</p> <p>[Award 2 marks for responses that discuss only the environment.]</p>	<p>candidates missed as they simply spoke about "Mother Nature" or "Mother Earth". Candidates should have realised that the main issue was the environment. Many picked up the "maternal" link.</p>	<p>such as "comment" and "appropriateness".</p>
3.3	<p>In your opinion, is the illustration a suitable choice for the product being advertised? Motivate your response. (2)</p> <p>Yes. The advertisement targets parents who would like to expose their children to the outdoors and/or are concerned about environmental issues. It captures attention since it is an unusual illustration for a vehicle. The fact that it is so much larger than the visual of the car conveys the advertisers' concern for environmental issues in their technologies. The clouds, grass and sun are also relevant ideas. 'Meow' is 'cute' 'childlike and has pleasant connotations/links to a child's innocent consciousness.</p> <p>OR</p> <p>No. The childlike drawing detracts from the technological features of the product. It is unrealistic to believe that the public would accept the claim that families and the environment are the company's major concern.</p> <p>[Mark globally. Accept well-substantiated responses.]</p>	<p>Some learners did not read the question carefully and did not realise that they were to focus on the illustration only. There were some interesting "no" answers, which showed that the learners were thinking critically. Because the marking guideline supplied a variety of options, this question was generally well answered. As this was an open-ended question, learners must be prepared to offer an opinion and be able to substantiate it.</p>	<p>Revise visual literacy and remind learners to look at all details in an advert. This will enable them to make a valid response. Remember that in a question such as this one, it is all right to give a mixed response if the answer is suitably substantiated.</p>
3.4	Carefully read the written texts	This was a complicated and	Teachers must discuss all

<p>of TEXT D and TEXT E. Critically discuss the effectiveness of the style and language in conveying the intention of each of the advertisers. (4)</p> <p>TEXT D: The intention is to attract a yuppie market/ those who are image-conscious and ambitious with the short snappy style and pseudo-scientific jargon. This is clearly captured in 'intelligent' and 'clever', suggesting that those who are bright and young will be attracted to the advanced technology offered. The term 'upgrade' links the car to the digital revolution which is important in the lives of such people.</p> <p>TEXT E: The whole advertisement is emotive, longer and colloquial. It plays on the currently fashionable interest in environmentalism. The emphasis on 'Mother', 'children' and 'future generations' is meant to appeal to young families. [2 marks for Text D and 2 marks for Text E</p>	<p>detailed question and many learners did not respond to it fully. In fact, many did not even get to the second part which required them to analyse the intention of each advertisement. Many learners did not refer to the style and language in the advertisements or failed to show how these aspects were chosen for the specific target markets. Some neglected to mention which advertisement they were discussing and some made the mistake of discussing both at the same time.</p>	<p>aspects of style such as register, length of sentences, mood of verbs, lack of verbs and all concepts pertaining to the study of advertising. Learners need to be taught that style, language and purpose = the target market.</p>
---	--	---

(10)

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

	QUESTIONS WITH OFFICIAL MARKING GUIDELINES ADDED AT END (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
4.1	<p>Explain what the language and illustration in frame 1 reveals about the relationship between Calvin and Hobbes. (2)</p> <p>The footprints suggest that they have been walking together for a while. They are walking side-by-side and Hobbes is listening attentively to Calvin. The language used reveals the friendship that exists between the characters. The casual tone indicates that they are comfortable with each other.</p>	<p>This question was well generally answered. Most learners were able to make a comment about the friendship evident between Calvin and Hobbes based on the graphic. Some neglected to comment on how the language and/or illustration contributed towards the reader's interpretation of the relationship between Calvin and Hobbes.</p>	<p>When revising visual literacy, it is a good idea to remind learners to focus on all details in the graphic.</p>

4.2	<p>Suggest why the tiger's body language changes from frame 3 to frame 4. (2)</p> <p>The tiger is contemplative He is perplexed by the question that Calvin has posed. In frame 4, his hand gesture and confident smile reveal his smugness at being able to provide an answer. Hobbes is a tiger - a carnivore that 'devours' the living.</p>	<p>This was an easy question as learners were only required to make deductions from the graphic.</p>	<p>Focus on interpretations of body language.</p>
4.3	<p>Discuss how humour is created in this cartoon. (3)</p> <p>Humour is created through the use of irony. In frame 2, Calvin is philosophical and preaching to the tiger about how humans have lost touch with nature because of their need for comfort. However, in frame 8 it is evident that Calvin himself has difficulty in surviving without modern comforts. When he grasps that nature is deadly dangerous, he desperately wants the protection offered by the modern world. [If irony is mentioned award 1 mark – but this is not a prerequisite.] Reference to humour in the "friendship".</p>	<p>This was a difficult question. Unfortunately, many learners did not realise the irony of the situation. Some were even confused at the thought of an animal talking to a human. Those who did understand the irony of the situation, however, answered well. Some did not earn the third mark, simply because the final deduction was not made clear.</p>	<p>Teachers need to revise methods of showing humour and make sure that learners know how to explain the presence of irony. It is also important that learners know how to set out answers logically in such an explanation.</p>
4.4	<p>Refer to frames 5, 6 and 7. Comment on the effectiveness of the techniques used by the cartoonist in these frames. (3)</p> <p>[Award 3 marks for 2 techniques, well-discussed. Credit valid responses.] The slanted panels/frames accurately capture Calvin's sense of isolation/inability to respond to the tiger's remark.</p> <p>The lack of text and speech bubbles is effective in conveying confusion. In frame 5, we only see a piece of the tigers' tail, which makes us wonder whether the tiger will act on what he suggests in frame 4.</p>	<p>This question was one of the most challenging on the paper. The majority of learners did not identify techniques clearly and so were unable to comment on their effectiveness.</p>	<p>Revise the basic techniques used in cartoons. Visual literacy is an important component in the syllabus. Learners need to recognise the differences in the size of the frames, the angles of the frames, the lack of speech bubbles, the number of characters in the frames and the changes in body language in the sequence of the frames.</p>

	<p>The direction in which Calvin is facing in each of the frames is an indication of his disorientation/fears/confusion about the friendship he shares with the tiger.</p> <p>[Award 3 marks for 2 techniques, well-discussed. Credit valid responses.]</p>		
--	---	--	--

(10)

QUESTION 5: TEXTUAL EDITING

	QUESTIONS WITH OFFICIAL MARKING GUIDELINES ADDED (IN BOLD)	COMMENTS ON LEARNERS' ANSWERS	ADVICE FOR TEACHERS
5.1	<p>Refer to line 2: 'I saw a show that seriously messed up my head.'</p> <p>Rewrite the above sentence in <u>formal</u> English. (1)</p> <p>I saw a show that interfered with/had an adverse effect/disturbed my thoughts/state of mind/emotions.</p> <p>[Credit other appropriate answers.]</p>	<p>Generally, well answered. There were some candidates who did not heed the instruction to use formal English.</p>	<p>Remind learners to read question carefully. Revise register.</p>
5.2	<p>Change the following sentence into reported speech: 'Don't ever watch this show again.' (line 4). Begin your sentence with: 'A voice whispered ... (2)</p> <p>A voice whispered (that) (1/2) I/he/she (1/2) must not/should not/mustn't/shouldn't (1/2) ever watch that (1/2) show again.</p> <p>OR</p> <p>A voice whispered she (1/2) was not ever to/was never to (1/2) watch that (1/2) show again. (+1/2).</p> <p>OR</p> <p>A voice whispered never to/not ever to watch that show again. (2)</p> <p>OR</p> <p>A voice whispered she (1/2) should/must never (1/2) watch that (1/2) show again. +1/2)</p> <p>[If inverted commas are used, mark as correct – read answer carefully]</p>	<p>As many variations were allowed, learners managed well on this question. Problems arose when it was evident that direct and indirect speech had not been taught in some centres.</p>	<p>Practise changing direct speech into indirect speech and vice-versa.</p>

5.3	Identify and correct the malapropism in paragraph 2.(1) acquiring (½) – enquiring/inquiring (½)	Learners who could not answer this question were obviously unaware of the meaning of “malapropism”.	Terminology needs constant revision.
5.4	Correct the concord error in paragraph 2. (1) Twist was/twist	This question was tricky for some. Learners had to realise that “unique” implies the singular and then to correct the concord.	Revise concord in as many situations as possible.
5.5	Provide the noun form of 'precocious' (line 12). (1) precocity/precociousness	This proved very difficult. The answer had to be spelt correctly too.	Keep increasing vocabulary, prefixes and suffixes.
5.6	Quote a word from paragraph 5, the meaning of which does not change if its prefix is removed. (1) invaluable	Many learners did not follow the instructions to quote the word from the text. The answer was “invaluable” not “valuable”.	Focus on vocabulary.
5.7	Refer to lines 22-23: 'These smother-mothers have always and will continue to live vicariously through their kids.' By inserting a word, rewrite the above sentence so that it is grammatically correct. (1) These smother-mothers have always <u>lived</u> and will continue to live vicariously through their kids. [Accept short phrases that make it clear e.g. always lived'.]	Few learners recognised the incomplete verb in the sentence. Several focused on repeating the adverb “always”.	Revise parts of speech.
5.8	Refer to lines 26-28: 'Or is it ... own lost childhood'. Which punctuation mark could replace the dashes in this context? Give a reason for your answer. (2) Commas/brackets They are used as parenthesis. [Accept an explanation of the idea of parenthesis.]	The first part of the question was well answered. However, several learners were unable to answer the second part.	Revise punctuation.

(10)

TOTAL SECTION C: 30

GRAND TOTAL: 70

**ANY ADVICE THAT YOU COULD GIVE TO EDUCATORS TO HELP
LEARNERS TO REACH THE EXPECTED LEVELS**

GENERAL

- Teachers must teach candidates to set out their work neatly (line between answers, neat writing, new page for new section), and to answer questions in the order in which they appear

on the exam paper. Candidates must number their answers properly

- There should be teacher training courses for teachers of English HOME Language in some areas. Many teachers appear to be unequipped to teach their candidates the proper structures and content. That anomaly must contribute enormously to candidate failure.
- Teachers need to emphasise the necessity to follow instructions. Read key words and be guided by mark allocation.
- Question terminology must be taught. “Close reference to the text” means that candidates must refer to specific words and comment on the diction in the text – not just quote a word or two with no explanation given. “Graphic” or “illustration” refers to pictures and not the words.
- A lack of vocabulary is a big problem. Every effort must be made to improve the vocabulary of candidates by using a variety of sources. Candidates must read more widely.

SECTION A: QUESTION 1 - COMPREHENSION

- Candidates must answer questions as fully as possible, without being repetitive.
- Candidates need to be taught the importance of using their own words, identifying key words in questions, using full sentences, using inverted commas for quotations, and making sure that they answer all parts of the questions that require more than one aspect answered.
- Candidates may give mixed responses in questions which require a choice, but they must then give logical substantiation for their responses.

SECTION B – QUESTION 2 – SUMMARY

- Candidates should aim at providing at least seven points in the summary – both point-form and prose-form. They need to keep to one paragraph in the prose-form summary.
- Learners who go over the word limit penalise themselves.
- It is important to teach candidates to follow instructions exactly as they are given for the set summary.
- Summaries must be written in the candidate’s own words, as far as possible.
- Candidates must be taught to omit padding (“without a doubt”, “of course”, “according to this text”). Details and examples are to be avoided.
- Candidates must use third person pronouns.

SECTION C – QUESTION 3 – ANALYSING ADVERTISING

- Aim at full answers and deeper analysis to get full marks
- Stress advertising techniques.
- Tell candidates to observe all details in the advertisement.
- Learners must know when to refer to the illustration and when to refer to the wording.

QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA

- Many weaker candidates are visually illiterate. They need to focus on details of visual literacy and to make specific reference to them. All details must be taken into account.
- Learners need to be able to recognize irony and to discuss it in detail. It is not enough to simply describe what is happening in the cartoon. The link must be more than tenuous.
- Stress importance of looking at all details in a cartoon – facial expressions, background details, body language, clothing, position of characters relative to one another and any other details, no matter how minor.
- Pay attention to style of language and omission of words – blank speech bubbles.

QUESTION 5: USING LANGUAGE CORRECTLY

- Terminology to be revised.
- Revise errors of concord.
- Revise parts of speech/word classes.
- Revise ambiguity and malapropisms.
- Punctuation rules again need constant revision.
- Spelling rules to be revised.
- Revise prefixes and suffixes – separate from actual words.
- Although only 10 marks can be directly earned from teaching grammar, it must be done. A good understanding and application of grammar basics improves language expression in general.
- The learner can earn full marks in this section.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH HOME LANGUAGE PAPER TWO		
DATE OF EXAMINATION:	8 NOV 2012	DURATION:	2½ hours

SECTION 1:

General overview of Learner Performance in the question paper as a whole

This year's paper was a most accessible one for the candidates and even produced a 100% script. It was obvious that many candidates enter the examination room extremely well-prepared and produce excellent work under examination conditions.

The types of questions were very balanced when one compared the various choices of texts and the questions set on each one. If one looks at the three prescribed poetry contextual questions, one notes that each one has four sub-questions of the same mark allocation, requiring the candidate to demonstrate the same poetic skills, level of knowledge and understanding. Teachers would do well to set their internal papers on this model.

Many teachers expressed surprise that there was a question on *The Hollow Men*. All teachers must realise that they do their learners an injustice if they gloss over certain poems with the idea that a particular poem will never appear in an examination paper. All poems must be thoroughly taught.

There is evidence that there is a great deal of effective teaching and learning taking place with many centres. There is also evidence of candidates having been taught how to plan and structure arguments. This does not mean, however, that there were not many scripts from candidates clearly out of their depth writing on a Home Language level. Most centres had some candidates produce very good scripts even when the majority of candidates in that centre produced poor responses. This is clearly an indication of teachers doing their jobs.

Successful performance on this paper is intricately linked to the candidate's writing skills and as much time as possible must be spent engaging with the texts by having candidates write their own responses to such texts. Writing skills definitely affect the candidate's performance on the essay questions, and even on the longer contextual questions.

SECTION 2:

Candidates' performance in individual questions

SECTION A: POETRY

QUESTION 1: Prescribed poetry essay – *In Detention* by Chris van Wyk

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The impression is that more candidates attempted to answer the poetry essay question than in previous years, which is encouraging. However, many responses are discursive essays on the apartheid era and do not refer to the text at a

(b) Why was the question poorly answered?

- Some candidates penalised themselves by including headings – the essay format must be taught and adhered to. However, many essays did reveal a structure.

- Most candidates understand the “absurdity” relating to the poem, even if they are unable to explore it through the diction, tone and structure.
- Candidates appear not to understand “diction”, nor how to discuss it.

(q) Provide suggestions for improvement in relation to Teaching and Learning

- Learners need to be taught how to identify and comment on figures of speech.

(r) Other specific observations relating to responses of learners

- Many candidates fail to include a short introduction and conclusion.

(s) Other comments useful to teachers, subject advisors, teacher development etc.

- The following is an acronym for the teaching of poetry:

WHAT	
T	Theme. What is the poem about? Is there is a narrative? Does the poem deal with an idea, a mood, an emotion, a response to a stimulus?
I	Intention. Why has the poet written <u>this</u> poem – about <u>this</u> subject matter? Is it only a personal purpose, or does it fulfil a wider purpose as well?
T	Tone. (= attitude, on the part of the <u>poet</u> about his <u>topic</u> because he wants the reader to <u>identify</u> with his attitude). Consider the difference between the <u>poet’s</u> voice and that of the <u>persona</u> .
HOW	
W	Words (Diction). Look for unusual word choices. Remember every word has to work harder in poetry than in prose. Be aware of shapes and sounds, especially long and short vowel patterns, and soft, sibilant or short explosive consonants.
I	Imagery. The language of poetry. Not important <u>that</u> it’s there, but rather what it adds to your understanding of the <u>what</u> . Make sure you understand the poetic devices and the sound devices.
R	Rhythm. Look for the “beat” of the poem. How does it help us to understand the attitude? What aspects of word choice and arrangement create the rhythm? Or rhyme. Not <u>that</u> it rhymes, but where. Look for feminine, internal and half rhymes. Often used to draw attention to an idea.
S	Structure. Sometimes formal, like haiku or a sonnet. Look for lengths of lines, placement of words on the line, words on their own. Also punctuation, lists, repetition.

QUESTION 2 – Prescribed poetry contextual: *Old Folks Laugh* by Maya Angelou

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This question produced a broad range of marks with most candidates scoring some marks at least on questions 2.1 to 2.3. 2.4 was generally poorly answered.

(b) Why was the question poorly answered?

- 2.1 Candidates did not always show understanding of the two aspects of “spent”, being that the old people’s life has been used up as well as that they will no longer put on a pretense and cover up their true desire to laugh.
- 2.2 Too many candidates repeated the words of the text e.g. “jiggle” in their answers without showing knowledge of the meaning of the word.

- 2.3 Not all candidates know what “hollers” are. Some fail to prove the device through explanation.
- 2.4 This was not well-answered. Most think that death is a reward for a long life or they accept death because they are old, both of which are misinterpretations of the poem. The paradox of death being valued (“dear”) because it is a release from pain was missed.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teach candidates how to discuss effectiveness of a figure of speech. For example teach them a ‘recipe’ for figures of speech involving comparison: 1. state what is being compared to what; 2. Explain in your own words what the two have in common; 3. State what picture is therefore created in your mind and how this makes you respond.
- A starting point for teaching any poem is the diction: candidates must understand all the vocabulary used in the poem.
- Teachers need a greater focus on answering questions based on mark allocation needs. Teach candidates how to work towards the mark allocation.
- Teach learners how to ascertain whether a particular question is seeking a literal or figurative response and that generally the nature of poetry is figurative.

(d) Other specific observations relating to responses of learners

- Candidates tend to give short, vague answers in response to poetry questions.
- Answers frequently lack depth.
- Sweeping statements and generalities are used.

(e) Other comments useful to teachers, subject advisors, teacher development

- The use of past examination papers as well as working through the memoranda of these papers is necessary. Use this report with the question paper and memorandum to develop questioning and answering skills in teachers..

QUESTION 3 – Poetry contextual: from *The Hollow Men* by T. S. Eliot

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This was the least popular poetry question.
- Marks scored were generally low, although the overlap in questions allowed many to score some marks with little understanding of the poem.

(b) Why was the question poorly answered?

- 3.1 Poem was seen on a literal level – scarecrows filled with straw. The question stated “figuratively”.
- 3.2 Many answers were literal and showed no understanding of the poem.
- 3.3 This was a difficult question. Many saw the rats as “silent” versus “scratchy” and missed the point of the voices being ineffectual.

- Poorly answered: many simply rehashed previous answers of “hollow” being “empty”.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teachers must be adequately prepared themselves to teach this poem. If a teacher is unfamiliar with a poet or his/her work, do research or meet with other teachers and discuss ideas on the meaning of the poem and how best to teach it to candidates.

(d) Other specific observations relating to responses of learners

- The general impression is that learners did not understand this poem and were not adequately prepared to be able to answer questions in any figurative depth.

e) Other comments useful to teachers, subject advisors, teacher development etc.

- The use of past examination papers as well as working through the memoranda of these papers is necessary.
- Use this report alongside the question paper and memorandum to develop teachers in the area of questioning and answering techniques.
- Prepare lessons with other teachers – cross-pollination of ideas.

QUESTION 4 – Poetry contextual: *Autumn* by Roy Campbell

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Many candidates answered this poem and it appears to have produced better marks than the other three prescribed poems.

(b) Why was the question poorly answered?

- 4.1 Well answered. Some lifting of words from the poem such as “depart” etc, but most candidates used own words. Candidates must also express the essence of the poem in their own words.
- 4.2 Again, this was not always answered in the candidate’s own words. Many spoke about a “v-formation” without linking it to the metaphor of the “chain”. Others spoke about the sound created, whereas the question focused on imagery. Many did not refer to both lines: a discussion of “clanging chains” AND being “harnessed to the moon” was required.
- 4.3 Candidates confused “olives” and “trees” and were not sure about what was being compared to what. Always unpack figures of speech in poems with the learners.
- 4.4 Candidates did not always link the wine to autumn: celebrate with wine as opposed to the products of autumn turned into wine. “Ruby” and “crystal” seen as celebrating too because of status.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teach candidates to be able to rephrase words of the poem in their own words.
- See comments under question two re teaching of figures of speech.

(d) Describe any other specific observations relating to responses of learners

- Accessible choice of poem.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

- The use of past examination papers as well as working through the memoranda of these papers is necessary.
- Use this report alongside the questions paper and memorandum to develop teachers in the area of questioning and answering techniques.

QUESTION 5 – Unseen poem: *The Marble Eye* by Oswald Mtshali

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Very few candidates answered this question.

(b) Why was the question poorly answered?

- There is a lack of focus on the poetic techniques asked to be discussed.
- No structuring of the essay with an introduction and conclusion.
- Lack of paragraphing.
- Literal interpretation only.

(c) Suggestions for improvement in relation to Teaching and Learning

- Poetry must be taught, in context. Teachers should work on improving the general knowledge of learners.
- Learners need to be taught the terminology, e.g. “imagery” is not just something you can see! It seems few learners know the meaning of “Phonic devices”, or the fact that most poetry should be seen as performance art. They don’t know what symbolism is, or the difference between themes, motifs and symbols.

(d) Other specific observations relating to responses of learners

- Nothing specific

(e) Other comments useful to teachers, subject advisors, teacher development

- Teach candidates how to tackle unseen poetry: look for images, key words, relation to title.
- Read and discuss many unseen poems in order for the learners to familiarise themselves with the genre.

- See the acronym for the teaching of poetry, with descriptors, under question one.

QUESTION 6 – Unseen poem contextual: *The Marble Eye* by Oswald Mtshali

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The vast majority of learners (probably over 90%) answered the contextual questions on the unseen poem as opposed to the essay questions. The poem seemed more accessible to the candidates as opposed to the unseen poems of recent years. It appeared to help the candidates that the poet was Mtshali who had written one of the prescribed poems. Background knowledge of the poet helped steer their interpretation in the appropriate direction.

(b) Why was the question poorly answered?

- Q 6.2 required understanding of technique (How). About 95% of learners gave us only “what”
- Candidates don’t respond well to “yes/no” questions (6.4)
- Candidates don’t understand the vocabulary used in questions.

(c) Suggestions for improvement in relation to Teaching and Learning

- Identifying and being able to explain poetic devices. Should be taught what is expected when certain words come up in questions. Examples of such words are “critically”, “comment”, “discuss” etc.
- Learners need to be taught the terminology, e.g. “imagery” is not just something you can see! It seems few learners know the meaning of “Phonic devices”. They don’t know what symbolism is, or the difference between themes, motifs and symbols.
- Teach the broader context of the poem and the poet so that the candidate has a better grasp of the poet’s intention.

(d) Other specific observations relating to responses of learners

- Limited vocabulary leads them to misinterpret questions.

e) Other comments useful to teachers, subject advisors, teacher development

- Teach candidates how to tackle unseen poetry: look for images, key words, relation to title.
- Read and discuss many unseen poems in order for the learners to familiarise themselves with the genre.
- A good method to prepare learners for 3 – 5 mark higher-order questions is to use the “PEE PARAGRAPH” method:

WRITING A PEE PARAGRAPH

If you follow and practise this method, you will be able to write an excellent paragraph in which you are able to answer a question, give your opinion and make it valid by using evidence and reasons.

The **P** stands for “point”.

This is really the answer to the question.

Read the question carefully and make sure that the point you make answers what is asked. (i.e. answers the question (✓))

The first **E** stands for “evidence”.

Find something in the story/play/poem – a quote or a small piece of narrative – which provides proof for the point that you have made. (✓) or (✓✓)

The second **E** stands for “explain”. (Or expand, elaborate, extend).

Show how the evidence that you have led is related to, or proves, the point you have made. (✓) or (✓✓)

When you write a PEE paragraph remember the following:

- Express yourself in the present tense.
(This is because the events happen again every time the story is read).
- Do not use the second person pronoun.
(Otherwise it sounds as if you are telling the reader/marker what to think and/ or feel).
- Make sure you write in full sentences when covering these points and that the sentences fit into one whole, smooth paragraph.

SECTION B: NOVEL

QUESTION 7: Novel essay - *Animal Farm* by George Orwell

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Range of marks from 0 -25
- On the whole average to above average marks scored
- Far too many candidates lack basic knowledge of content
- Interpretation is generalised and often off the topic
- Top pupils answered this question extremely well, showing a mature interpretation and excellent language usage. Complex thoughts and ideas expressed.
- It was noted that there was not as much storytelling as has been the case in the past.
- Problems occurred with ‘pre-learned’ essays on the Seven Commandments, which a number of learners tried to ‘fit’ to this topic
- A general complaint was that learners lack the skills to write literary essays. What results in these cases, is a jumble of incoherent thoughts showing very little evidence of planning.

(b) Why was the question poorly answered?

- Misunderstanding of what was required in the question. Many learners focused on the Commandments and how they were broken. They answered ‘how’, but not ‘why’, so flaws were largely ignored.
- Napoleon was mentioned often; also Squealer. Other animals were mostly generalised as ‘stupid’.
- Quite a few responses tried to relate the answer to the SA political situation.
- Possibly, some did not understand the concept of ‘flaws’

- Many previously practised essays were squeezed into the mould of what was required, e.g. essays on Napoleon and Snowball; propaganda, satire, the Seven Commandments.

(c) Suggestions for improvement in relation to Teaching and Learning

- Learners must know content
- Interpretations must be specific; they must avoid lapsing into generalisations
- Basics must be taught: names of characters and how to spell them correctly
- It is good to be able to compare situations to contemporary situations, but learners must always link comments back to the novel.
- Learners must get practice with in-depth interpretation of essay questions
- Fundamentals of writing seem missing in many cases.

(d) Other specific observations relating to responses of learners

- Many malapropisms
- Learners should avoid verbosity
- Incorrect proper noun usage – boxer instead of Boxer
- Lack of familiarity with basic concepts like ‘Utopia’ is worrying.

e) Other comments useful to teachers, subject advisors, teacher development etc.

- Teachers should be encouraged to link concepts, themes and language when they are teaching. If themes, etc. are taught in isolation, learners may be encouraged to learn ‘pre-prepared’ topics instead of approaching each essay anew.
- Teach learners how to unpack an essay topic, so that it is not the nightmare that some view it to be.
- The following is a useful template for teaching candidates how to structure a literature essay. (*Drafted of Brian Blumfeld of SAOU, provided courtesy of Alison Immelman*)

LITERATURE ESSAY – STRUCTURE

INTRODUCTION*: focus on the topic. Write 3 – 4 sentences. Start with the name of the text or the character. Refer to the topic. Do **NOT** start with: “This essay will...” Focus! Answer the question briefly. Do not use the pronoun “I”. Use the third person or the passive voice. Remain detached.

* You will **NOT** use these headings. They are to help you structure your essay only.

FIRST PARAGRAPH

Point: _____
Substantiate (evidence – quote or narrative snippet): _____

Refer back to topic (show relevance/explain): _____

SECOND PARAGRAPH

Signpost word → [_____] Point: _____

Substantiate (evidence – quote or narrative snippet): _____

Refer back to topic (show relevance/explain): _____

THIRD PARAGRAPH

Signpost word → [_____] Point: _____

Substantiate: _____

Refer back to topic Use similar words: _____

FOURTH PARAGRAPH

Signpost word → [_____] Point: _____

Substantiate: _____

Refer back to topic Use similar words: _____

QUESTION 8: Novel contextual - Animal Farm by George Orwell

(a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

- Broad spectrum of academic performance noted: 0 – 23
- 8.9 very poorly answered.
- Confusion between 8.4 and 8.7

- 8.5 interpreted literally.

(b) Why was the question poorly answered?

- 8.1 Vague responses on the whole. Too much detail given in some cases. Perhaps the question should have been more specific.
- 8.2 This was an obvious question, needing an obvious response. Most got it, but many gave vague, generalised answers. Often, learners merely restated the question, or lifted responses directly from the text.
- 8.3 Generally well answered, although learners often do not give enough detail to warrant the 3 marks allocated to the question.
- 8.4 There was some overlap and confusion in the answering of this question and 8.7 with learners often not being able to distinguish between the two questions.
- 8.5 Many learners did not pick up on the word 'imply', which resulted in wrong answers.
- 8.6 Generally well answered, but also often not in enough depth.
- 8.7 Note what was said about 8.4 above
- 8.8 and 8.9 Learners struggle generally with the 'global' nature of these questions, which results in responses which are too thin.
- 8.9 This question was poorly answered. Learners are unfamiliar with the concept of a 'Utopian ideal'. Also, they could not talk about what it was that Orwell was trying to say about that ideal

(c) Suggestions for improvement in relation to Teaching and Learning

- Learners must know content
- Instruction must be given in the demands of dealing with contextual questions – mark allocations; qualifying their responses by referring to the text; not merely lifting extracts from the text.
- Basics must be taught: names of characters and how to spell them correctly
- Vocabulary of examination questions must be dealt with: examine, comment, implication, compare, assess, etc.
- They must pay attention to numbering of questions, and ensure that they do not leave out questions.
- Mark allocation is very important.

(d) Other specific observations relating to responses of learners

- Many do not answer the question; they merely rewrite it.
- Incorrect proper noun usage – boxer instead of Boxer

(e) Other comments useful to teachers, subject advisors, teacher development etc.
None other than mentioned in other questions.

QUESTION 9: Novel essay – *Pride and Prejudice* by Jane Austen

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Stronger candidates scored very well (20 – 25). This was because the memorandum allowed for consideration of any characters relevant to the topic and not just those specified in the memorandum.
- Weaker candidates performed poorly (3 – 9) as they did not provide sufficient evidence from the text nor were they able to structure an argument.

(b) Why was the question poorly answered?

- It was poorly answered by weaker candidates who focused on emotion or themes instead of characters and their dependence on one another. They did not all seem to understand the spirit of the age and instead rendered a shallow discussion on emotional reactions to others.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teach candidates about the societal context (the era) of the novel.
- Teach candidates to highlight key words which they should focus on throughout the essay.
- Plan the essay in order to avoid digressions into story-telling.
- Must motivate points with evidence from the novel.
- Avoid preaching or moralising on the themes without character references.

(d) Other specific observations relating to responses of learners

- Most chose to include other characters in argument as focus on Elizabeth and Jane alone did not yield a deep or thorough enough exploration of a societal type topic.

(e) Other comments useful to teachers, subject advisors, teacher development etc.

- Have candidates number questions carefully and transfer numbers on to front of booklet.
- Start a new section on a new page.

QUESTION 10: Novel contextual – *Pride and Prejudice* by Jane Austen

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This was generally well-answered.
- The contextual provided the well-prepared candidate to achieve a much higher mark than if the candidate elected to write the essay.
- Provided opportunities for stronger candidates to score close to 100%.

(b) Why was the question poorly answered?

- 10.4 Candidates needed to apply knowledge of language application relating these to feeling, tone and manner – hesitation, dashes, pauses etc.
- 10.5 Candidates failed to read extract well.
- 10.7 Asking the question in the negative (“Comment on the extent to which MrsBennetis consistent in not expressing her opinions frankly to other characters”) made for hurdles in answering this question. Also, examples had to be drawn from the entire novel, so it was difficult to tie down what was expected.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teaching of the meaning of “in context” would be helpful (10.1). Candidates must explain what has happened up to the event or what has led to it. They can go on to state what happens next but this is not essential.
- 10.4 (*Comment on Elizabeth’s state of mind by focusing on both words and the manner in which she describes the events that have occurred.*) Teach candidates to apply and appreciate language skills in appreciation of literary passages.

(d) Other specific observations relating to responses of learners

- 10.8 (*Bearing in mind the society in which she lives, comment on the significance of Elizabeth's refusal of two marriage proposals*) was very nicely answered – most responses were mixed, looking at both societies' expectations and Elizabeth's individuality.

(e) Other comments useful to teachers, subject advisors, teacher development etc.

- Higher order questions such as 10.7 (*Comment on the extent to which Mrs Bennet is consistent in not expressing her opinions frankly to other characters*) should not be phrased in the negative. However, as this type of question did appear in the paper, teach candidates how to cope with them.
- Candidates should indicate the numbers of the questions answers on the front cover. Start each question/ section on a new page.

QUESTION 11: Novel essay – *The Great Gatsby* by F. Scott Fitzgerald

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Whilst some candidates fared extremely well on this question, others lapsed into story-telling or relied on pre-prepared essays on the American Dream or the society at the time without relating such to the question.

(b) Why was the question poorly answered?

- A lack of analysis of key words in the question
- Reliance on pre-prepared essays and not relating their knowledge and understanding to the particular issues in the question.
- Too many centres make reference to the film version rather than to the text.
- Names of characters are frequently misspelt or character's actions are attributed to the incorrect character. (Occasionally Abigail would show up at Gatsby's parties, or Daisy would visit Salem!)

(c) Suggestions for improvement in relation to Teaching and Learning

- Candidates must be taught to analyse questions and identify key-words.
- Teach candidates how to plan an essay using a mind-map/spider-diagram and then ordering of points logically.
- A formal tone, style and register is imperative in a literary essay as is the use of the historical present tense.

(d) Other specific observations relating to responses of learners

- Some centres appear to have been taught incorrectly or to have been encouraged to prepare an essay.
- Many candidates struggle to express themselves adequately as a result of having a limited vocabulary.
- A limited vocabulary also affects a candidate's ability to interpret a question correctly.
- Some candidates simply "lift" information from the contextual question and this is often not relevant.

e) Other comments useful to teachers, subject advisors, teacher development etc.

- See previous comments relating to essays in general.

QUESTION 12: Novel contextual – *The Great Gatsby* by F. Scott Fitzgerald

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The first three questions (12.1 – 12.3) were generally well answered but candidates struggled to secure full marks on questions 12.4 – 12.8.

(b) Why was the question poorly answered?

- Candidates do not include sufficient discussion for the mark allocation.
- Many struggle to respond beyond on a literal level (for example in 12.4 candidates would merely state that “Nick liked Gatsby’s smile’ without going further than that

(c) Suggestions for improvement in relation to Teaching and Learning

- See suggestions under Question 6 for answering higher-order questions (PEE Paragraph method).

(d) Other specific observations relating to responses of learners

- Nothing further to what has already been stated.

(e) Other comments useful to teachers, subject advisors, teacher development etc.

- See comments under Question 8.

SECTION C: DRAMA

QUESTION 13: Drama essay - *Othello* by William Shakespeare

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The topic was accessible, even to the average to weak candidate. The majority were able to weave jealousy into their essays and were credited for this knowledge.
- However, many candidates still lapsed into story-telling.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Stronger candidates understood Emilia’s quote and were able to present a substantiated argument on the nature of jealousy.
- There were, however, many candidates who clearly had no knowledge of even the basic plot.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Teach the skill of analysing questions
- Give candidates practice at planning essays.
- Cover all themes and characters in essay planning.
- Remind candidates to write in a formal register and to use the historical present tense.
- Teach candidates to spell names of characters correctly.
- Do not use headings or bullet points in an essay.

- Teach candidates how the characters “fit together” i.e. their relationship and how their actions affect others.

(d) Describe any other specific observations relating to responses of learners

- Frequently, too little is written for a 3- or 4-mark question (teach PEE paragraph method).
- Spelling is very poor, particularly of characters’ names and even of words such as “jealous” which appear on the question paper!
- Candidates are basing their knowledge on various film versions which might differ in sequence of events and content from that of the text.
- Certain study guides can mislead the candidates.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teach candidates that neatness is important and that a new section must be started at the top of the page.

QUESTION 14: Drama contextual – *Othello* by William Shakespeare

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Generally, candidates did not fare well on the 3 or 4 mark questions. Many wrote too little e.g. a one line response to a 4 mark question.

(b) Why was the question poorly answered?

- 14.1 Many candidates did not mention that Iago had instructed Roderigo to tell Brabantio.
- 14.2 This question was not well answered, possibly because Roderigo says too little in the extract. Many also did not know what he was like “earlier” – the time lapse is very brief.
- 14.3 Not many picked up that the irony was both “now” and “later in the play”.
- 14.7 Too many candidates produced paraphrases of the extract as their answer. “Critically comment” threw many.
- 14.9 Candidates tended to look for similarities between Brabantio’s and Othello’s attitudes rather than the differences.

(c) Suggestions for improvement in relation to Teaching and Learning

- Teach candidates how to work towards the mark allocation of questions (See PEE paragraph)
- Teach candidates to understand the text as a drama i.e. to interpret the stage directions and the dramatic consequences of events. For example, Q 14.8 required candidates to visualise the scene and how it demonstrated Iago’s conquering of Othello.

(d) Other specific observations relating to responses of learners

- Again, candidates must structure answers towards the mark allocation.

(e) Other comments useful to teachers, subject advisors, teacher development etc.

- The more practice candidates have at answering past contextual questions, the better. Have candidates read out their answers in class then tell them what mark they would be given and why. This helps them to understand the specifics of the question.

QUESTION 15: Drama essay – *The Crucible* by Arthur Miller

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- This was a lovely question which could be answered very systematically to earn a good Level 5 mark.
- There were far fewer straight narrative responses, but learners need to be taught/practise selecting the right/relevant narrative details to support their points.
- Quoting was sparse, and this is one of the things that learners should be taught (e.g. when the play is being read, the teacher should be saying, “this is a quote worth learning” – and they should be quizzed often).

(b) Why was the question poorly answered?

- Only the really poor essays were ones where we were not sure if we had read the same play! (and anecdotal evidence suggests that there are still schools which have classes of 50 sharing 20 books!) For example “Abigail was John’s secretary” and “Elizabeth laid a charge against Abigail who was then arrested”.
- Lower end essays were inclined to try to include too many characters (see comment above), which meant that learners did not do justice to any of them. And – unbelievably – in an essay about manipulation, some 20 – 30% either left out Abigail altogether, or skimmed over her role.

(c) Suggestions for improvement in relation to Teaching and Learning

- As above in the poetry. It is clear that some schools reteaching learners how to write a literature essay (our job) but that the learners are not able to develop their paragraphs, probably because they have done very little revision for this examination (their job).
- At the same time, it appears as if learners (and possibly teachers do not have the faintest idea how to structure a literature essay, and again this is probably the subject of a discussion workshop.

(d) Other specific observations relating to responses of learners

- It must be understood that any home language examination is testing, requiring stamina, creativity, a fresh mind and time to revise.

(e) Other comments useful to teachers, subject advisors, teacher development etc.

- All previous comments regarding essay writing apply.

QUESTION 16: Novel essay – *The Crucible* by Arthur Miller

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Many learners did not fare well on this question, particularly on the stage direction question (16.5), the dramatic irony of Hale’s speeches and the 4 mark question

(b) Why was the question poorly answered?

- It appears as if an easily rectified problem is that teachers and learners may be skipping over the B text when it comes to reading the play. This is not an issue in Shakespeare, where there are so few stage directions, but in *The Crucible*, the stage directions and the authorial comments are critical to an understanding of abstract concepts, attitude and motivation.
- In addition, it must be understood that we in the 21st Century are engaging with events which happened 330 years ago, filtered through the mind and agenda of a man writing some 70 years ago. It is imperative to understand how attitudes to religion, witchcraft and theocracy have changed. The people of Salem may have feared Witchcraft, or what they believed to be witchcraft, but THERE WERE NO WITCHES in the play! Even Abby says “Uncle, we did dance; let you tell them I confessed it – and I’ll be whipped if I must be. But they’re speaking of witchcraft. Betty’s not witched.” And “We did dance, uncle, and then you leaped out of the bush so suddenly, Betty was frightened and then she fainted. And there’s the whole of it.” And “But we never conjured spirits.” And “It were sport, uncle!” This, again, relates to an understanding of context.
- Ques.16.6 While it seems that the learners are comfortable with the concept of irony, it appears that dramatic irony is a whole other animal. It also means that that are not reacting to the play as an audience, but merely readers. This also perhaps stems from an apparent skipping over of the B text. There also needed to be a different mark allocation – 2 speeches seems to suggest 2 x 2 marks.
- Ques.16.7 and 16.8 were badly answered because the learners were not able to consider the extract in its correct context – many answers referred to John’s not being willing to reveal his affair with Abigail.
- Ques.16.9 – “Critically”, and having to respond to both extracts is a higher order question. The learners are not being taught what a crucible is or how it applies to far more than the court (where Danforth alludes to the idea), and they have to discuss the tests undergone in both extracts.

(c) Suggestions for improvement in relation to Teaching and Learning, other specific observations relating to responses of learners and comments useful to teachers, subject advisors, teacher development etc.

Nothing further to add. See comments under other contextual questions.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ENGLISH HOME LANGUAGE PAPER 3		
DATE OF EXAMINATION:	26 NOVEMBER 2012	DURATION:	2½ hours

SECTION 1:

(General overview of Candidate Performance in the question paper as a whole)

Candidates' performance
<p>The paper set a very high standard for English Home Language, especially in Sections B and C.</p> <p>The topics in Section A were appropriate and catered for all candidates. The topics were not specific to any gender or race and they were open to interpretation on various levels and in all styles of writing. It is pleasing that the topics were not one-dimensional: responses could be creative, descriptive, narrative or discursive. There were, however, no topics that allowed for expository responses. The topic regarding Africa was especially appropriate and topical. The candidates related well to the visual topics in particular.</p> <p>The topics catered for a wide range of candidates – both the eloquent and the less able. They also appealed to a variety of interests and encouraged personal responses. The most popular topics were “A path worth exploring”, “To live is the rarest thing in the world. Most people exist – that is all” and the pictures. These were topics that fell within the candidates' realm of experience and most responses were mature, perceptive and even profound in many cases.</p> <p>The positive nature of the topics was appreciated by the candidates and this certainly had an influence on their responses. Clichéd responses were therefore minimal.</p> <p>By far the majority of candidates were able to use paragraphs effectively.</p> <p>Although a figurative approach to a topic is preferable, literal responses were of a high calibre, due to the nature of the topics.</p> <p>A number of candidates were awarded 100% for the entire paper or for sections of the paper.</p> <p>The topics in Sections B and C required sophisticated responses from the candidates. Since topics like 2.1 and 2.3 fell outside the realm of experience of the average candidate, options were reduced by 50%. There were also various levels to the topics (2.1, 2.4, 3.1, 3.2) which candidates overlooked. Unfortunately, some candidates misinterpreted or misunderstood the requirements of the topics in Sections B and C, with many of the responses showing a limited focus. This was to the candidates' detriment as they should be able to achieve very good marks in these sections. Candidates should play to their strengths and not select topics of which they have little knowledge.</p> <p>A number of the topics required candidates to focus on more than one aspect. Some candidates neglected to do this, resulting in a narrow focus which negatively affected their mark for content.</p> <p>Paper 3 should test the candidates' ability to express themselves and write creatively. It is not a “trick” question paper and therefore topics should be stated clearly and the requirements should be obvious to the average candidate. Key words in the topic should be highlighted to avoid misinterpretation.</p>

SECTION 2:

Comment on candidates' performance in individual questions

SECTION A
(a) General comment on the performance of candidates in the specific question. Was the question well answered or poorly answered?
1.1 A path worth exploring
This proved to be an extremely popular topic, eliciting mature and sincere responses. Candidates were able to relate personally to this topic, especially as they are in their final year of schooling. Most have had to make decisions in life. Any candidate from any area has some path to explore. Responses were realistic and included personal reflection. Essays were literal and figurative. Responses varied from a walk in nature, to past and future decisions. Many of the literal responses resulted in beautiful descriptive writing. Candidates also provided good narrative responses. Even the weak to average candidates were able to respond with commendable writing.
1.2 “When night falls over Africa, Compared to other places on the planet, the continent is pretty dark, but that is changing.”
This topic was less popular. Candidates could respond positively or negatively as long as they focused on Africa and the idea of “change”. Responses were both literal and figurative, ranging from the provision of electricity (or lack thereof), to the progress (or lack thereof) being made in Africa. Many candidates who attempted this topic were mature enough to cope with all the required aspects of the quotation and wrote excellent essays. A few were able to use their knowledge of Geography, Business Studies and Tourism to enhance their content. Even weak candidates could offer a figurative response.
1.3 To live is the rarest thing in the world. Most people exist – that is all.
A very popular topic which resulted in mature, inspiring and perceptive responses. Most candidates dealt with the comparison between living and existing admirably. Although some of the responses contained clichés, these were not overwhelming and did not detract too much from the quality of the writing. Candidates were sincere and positive in their approach to this topic.
1.4 If you run with wolves, you will learn how to howl.
This was a fairly popular topic which could be interpreted positively or negatively. Many responses focused on peer pressure / gangsterism / unity / or conformity. Responses were varied, with a few very good narrative responses. Many candidates were able to deal with the topic maturely.
1.5 Tumbling from the heavens
This was not a very popular topic. In some instances the link between the content and the topic was not clear. Responses could be literal or figurative and included references to nature and religion. A few mythical essays were also produced. The eloquent writers were able to deal with this topic most effectively and produced outstanding and powerful essays.

<p>1.6 “The first wintry day You who sang like a robin At last fell quiet.”</p>
<p>This was by far the least popular topic. It is a challenging topic which allowed for a creative response by the stronger candidates who did attempt it and who were able to think abstractly, producing excellent writing. It is evident there were some very mature minds at work.</p>
<p>1.7.1 Baby with calculator</p>
<p>This was a very accessible topic which drew pleasing responses from weak as well as very strong candidates. A vast range of interpretations was received. This was another topic which is relevant to the candidates and they responded accordingly.</p>
<p>1.7.2 Keys and key ring</p>
<p>A highly appropriate and popular topic to which candidates responded very sincerely. It is a topic which touched a nerve with many candidates and their responses were heartfelt. Some focused on the keys to their futures, their first car or their first apartment, while others focused on divorced families and living in a broken home. The candidates’ excitement at being on the verge of independence was evident.</p>
<p>SECTION B</p>
<p>GENERAL</p> <p>The topics were more challenging and generated a variety of responses. Candidates needed to select a topic very carefully. As a result of misinterpretation of the topic, candidates did not do as well as they should have in this section. Low content marks because of misinterpretation of the topic also had an impact on the mark for language.</p>
<p>2.1 Letter to the Editor</p>
<p>The slimming competition is the product; however, if candidates referred to the food it was acceptable. Strong candidates presented excellent letters regarding the unethical treatment of animals and criticising the imposition of society’s obsession with weight on animals. Others praised the attempt to encourage healthy animals.</p>
<p>2.2 Interview</p>
<p>Dialogue format was required. Aspects that were covered included the following: the manager’s acknowledgement of the tragedy; the reason for the tragedy; the steps to be taken to rectify the situation and avoid a repetition of the tragedy and compensation for the families.</p>
<p>2.3 Review</p>
<p>The candidates coped very well with this topic, providing rich detail and descriptions of ambience, the menu, waiters and décor. It was the topic with which candidates coped best.</p>
<p>2.4 Speech</p>
<p>This topic required candidates to identify a cause and use emotive language. Some acknowledgment of RamsayMedia was required, as well as an introduction and conclusion.</p>

Candidates were expected to identify one cause; however, because the collage was regarded as slightly confusing, candidates who referred to more than one cause were not penalised.
SECTION C
3.1 Diary
Candidates were required to reflect on the message. The topic was generally well handled, except where candidates misread the instruction. Candidates who provided the necessary reflection were awarded excellent marks. It is pleasing that only a very small number of candidates ignored the instruction to write one entry. This has been a problem in the past.
3.2 Poster
Candidates were required to identify the cultural celebration and invite people to an audition . Emotive language was expected, as well as a heading, details such as date, time, venue and contact details of the organisers. Many candidates were awarded high marks for this question.
3.3 Directions
What appeared to be an easy topic proved to be problematic for some candidates! Three turns and three landmarks had to be included in the directions. Markers did not allow an early blunder to affect the whole piece. Although this was not a topic which required creativity, some candidates were able to make their directions interesting. There were many excellent responses.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by candidates in this question, and any misconceptions.
SECTION A
1.1 A path worth exploring
There were no major problems with this topic. Candidates coped very well.
1.2 “When night falls over Africa ...”
A few candidates did not touch on the idea of change. This revealed a narrow focus and affected their mark for content.
1.3 To live is the rarest thing in the world. Most people exist – that is all.
Some candidates did not compare the two aspects of “living” and “existing”. This revealed a narrow focus and had a negative impact on their content mark. A few candidates focused on “the rarest thing” instead of living vs existing.
1.4 If you run with wolves you will learn how to howl.
A few candidates chose this topic even though they did not understand the metaphor. Their content was regarded as a misinterpretation of the topic.
1.5 Tumbling from the heavens
Some candidates produced excessively religious essays in which they focused on “heaven” without referring to “tumbling”. This had a negative impact on their content mark.

1.6 The first wintry day
A few candidates completely misunderstood the topic. A small number of candidates focused on the aspect of winter only and neglected the aspect of falling “quiet”. This affected their mark for content.
1.7.1 Baby with calculator
There were no problems with the interpretation of the topic. Candidates responded well.
1.7.2 Keys and key ring
There were no problems with the interpretation of the topic. Candidates responded well
SECTION B
2.1 Letter to the Editor
This was beyond the understanding of many candidates who misinterpreted the topic. Learners who referred to people instead of animals were awarded a code 1 or 2 for content. Many weak candidates discussed the advertisement and the advertising techniques used instead of expressing an opinion. Format, style and register were a problem for some candidates. A few candidates confused the advertiser and the editor, praising or criticising the editor for running the competition. They were also expecting a response from the editor.
2.2 Interview
Candidates needed to give less of an introduction to the interview as that was simply a waste of words – the topic is specified in the question. A few candidates wrote only the questions and not the answers which placed them in a code 2 for content. Some candidates wrote a television interview but were not marked down on content. In severe cases it did affect the mark for style. A few candidates wrote the newspaper article instead of conducting an interview. Other problems included: focus on the graphic details of the accident without touching on the interview; aggressive attacks on the manager; persistent focus on the mourning of the families.
2.3 Review
Candidates need to provide a heading for a review. Some candidates neglected to give an opinion. Candidates who are not familiar with dining out should not have attempted this topic.
2.4 Speech
Candidates struggled to comprehend the essence of the topic: motivate the company to advertise your cause. Many candidates did not even acknowledge the company. Candidates lost sight of the fact that the money would not be given to the cause to buy food or increase patrols to stop rhino poaching. Speeches were lacking in introductory and concluding paragraphs. Most candidates did not identify the cause and wrote very generally about pollution, rhino poaching, etc. Even though some candidates did not choose one cause as instructed and referred to all of

them, they were not marked down since the collage was regarded as misleading.
SECTION C
3.1 Diary
<p>Many candidates wrote the message or the reason for the message instead of reflecting on the message, while others provided a narrative of events. This affected their mark for content. If more than one diary entry was written, only the first entry was marked.</p> <p>Many candidates took too long explaining the reason for the message.</p> <p>Even though this is a diary entry, slang is NOT acceptable. Profanities and explicit sexual descriptions also need to be avoided.</p>
3.2 Poster
<p>Some candidates misread the topic and advertised the event and the artists who would be performing instead of inviting people to an audition. This was marked as a misinterpretation of the topic and a code 2 or 3 was awarded for content. Many omitted to include a creative heading.</p>
3.3 Directions
<p>Some candidates were unable to give logical directions and confused left and right! Many instructed the driver to travel through buildings.</p> <p>If there were fewer than the stipulated three turns and three landmarks, the content mark was affected.</p> <p>Candidates are still required to write full sentences.</p>
(t) Provide suggestions for improvement in relation to Teaching and Learning
<p>PLANNING:</p> <ul style="list-style-type: none"> • Candidates need to show progression/development/organisation of ideas. • A lack of planning is not an issue and candidates will not be penalised. • Visible planning will not influence the assessment. <p>Candidates could be planning and organising their thoughts in their heads. Stronger candidates may not need to plan. Weaker candidates' lack of planning will show in their writing.</p> <ul style="list-style-type: none"> • The instruction on the question paper regarding planning is simply to encourage candidates to plan and organise their thoughts. It is part of the writing process. • Editing of the final product should not affect the content mark. • The "Content" mark on the rubric is thus essentially for content and should not be affected by a lack of evident planning. <p>SECTION A: CHOICE OF TOPIC</p> <ul style="list-style-type: none"> • Candidates should be encouraged to choose topics they understand or which are familiar to them. Too many candidates choose a topic which they misinterpret or which is totally foreign to their realm of experience. • By choosing a topic to which they can relate, candidates are able to produce sincere and honest responses which are credited accordingly. • Candidates should be taught to <u>underline key words</u> in the topic so that they can remain focused on what is required. This will help to avoid a misinterpretation of the topic or a concentration on only one aspect. • Candidates should avoid responses that are simply way over-the-top and completely unrealistic.

LANGUAGE VS CONTENT MARK

- If a candidate's response is off topic or a misinterpretation of the topic, the content mark will be a code 1 or 2, depending on the severity of the problem. In this case, the language mark cannot be more than two codes higher than the content mark. If a code 2 is awarded for content, the language mark may not be higher than code 4.
- This rule does not work in reverse: a candidate can be awarded a code 6 for content and a code 3 or lower for language.

RUBRIC

- When deciding on a code on the rubric, do not be swayed by only one descriptor.
- Select the code in which most of the descriptors apply.
- If a candidate has written a short essay, it does not mean that code 2 has to be awarded for structure.

GENERAL

- Encourage creativity and a figurative response to the **topic**; however, if the candidate is average, he/she should stick to what he/she knows!
- There is no need for the candidate to repeat the topic or state the focus of the essay as if the candidate were debating.
- Candidates should focus on linking their essay to the topic with a good introductory and concluding **paragraph**.
- Candidates must not use headings like "Introduction", "Body" and "Conclusion".
- Candidates need to practise introductory and concluding paragraphs.
- Paragraphs need to be varied! Some candidates are under the impression that an essay consists of three paragraphs: an introduction, a body and conclusion. Others appear to have been taught that a paragraph consists of four sentences.
- Inappropriate use of excessive pre-learnt or pre-taught **vocabulary** should be discouraged. Invariably candidates use these words in the wrong context.
- The importance of **structure** needs to be emphasised: the development of an essay is greatly enhanced by correct paragraphing and the use of topic sentences.
- Far too many candidates were simply using "and then" to join sentences which ran into overly long and clumsy paragraphs.
- Candidates should focus on varying their sentence length as this improves the style and structure of the essay.
- Candidates who develop their ideas and provide detail are able to score high marks for structure.
- Candidates need to be reminded that a new paragraph means leaving a line open. This is also very important when direct speech is used in the writing.
- Discourage the repetitive use of **participial phrases** to start sentences.
- Teachers should address the candidates' use of incomplete sentences and sentence fragments.
- Discourage **clichés** and the excessive use of pre-learnt quotations. This year "If life hands you lemons, make lemonade" and "Live life to the fullest" were extremely popular.
Other clichés which need to be eradicated: in this day and time / back in the day.
- Candidates must be more attentive when it comes to **punctuation**. Sentences were long and confusing, leading to a lack of coherence.
- Comma splicing remains an ongoing problem and needs serious attention. It leads to long, rambling sentences.
- Focus should be on using a comma after the word instead of at the beginning of the next line. For example: Even though my path has not always been easy
, it was a path worth taking.
- A hyphen must be used at the end of a syllable when a word is continued on the next line. If they are unsure where to use the hyphen, they should rather place the entire word on the next line.

- Candidates should avoid using “e.g.” or “etc.” or “i.e.” in their writing. If they do use these, they should abbreviate them properly.
- Inconsistent use of the **pronoun** needs to be addressed, e.g. “One should do their work” instead of “One should do one’s work.” “Everybody must do their work” instead of his/her work.
- **Sequence of tense**: candidates change tense in mid-sentence and within the paragraph.
- Candidates should be more aware of the correct use of the **apostrophe**, especially “i’m” instead of “I’m” .
- The apostrophe must not be used to form plurals.
- Candidates need to learn where to place the apostrophe in cases of omission.
- The punctuation and paragraphing of **direct speech** needs to be addressed.
- Discourage the use of **redundancies** such as: we as the youth / I as a person, / I as a human being / we as people.
- Teachers should address **commonly confused words**: there / their; his / he’s; where / were; every day / everyday; apart / a part; live / leave; still / steal; patience / patients.
The following **spelling** errors are still a problem: your (instead of you are) everyday (instead of every day) /alot/ lam / aswell / ofcourse /definatly / everytime / incase / recieve / seperate / untill / inspite off / infront / infact / ect .
- Avoid the excessive use of “hence” / “a couple of” / “reason being”.
- Avoid addressing “you” in the essay, as in “You should look at your own life and make a decision.”
- Avoid double **superlatives** such as “most strongest” / “most happiest”.
- Avoid the use of “like” instead of “as”.
- Correct the use of “should of” / “could of” / “its” vs “it’s”.
- The use of **slang** has definitely improved. The following examples are still frequently used: (“stuff” / “guys” / “things” / “cause” (instead of “because”) / hanging out / kids.
- The use of “lol” / “yolo” / “omg” is unacceptable.

SECTIONS B AND C: GENERAL

FORMAT

- When marking, first focus on content.
- If there are major problems with format – drop slightly in the code decided on for content.
- What the candidate says is more important than the format.

SECTION B

- Formal letter: Topic sentences were far too long or not included.
- Candidates should not expect the editor to do something about the problem. They must realise that the newspaper or magazine is merely a forum where they can express an opinion.

The following critical aspects of **the formal letter** must be taught:

- ✓ The sender’s address must appear on the top right hand side of the page.
- ✓ An address must have the number of the house, the name of the street, the suburb, the city or town and the postal code. The order must not be changed.
- ✓ The date must be written **out in full** immediately below the postal code.
- ✓ Do not use: 22nd November
- ✓ Leave a line open before writing “The Editor” on the left-hand side.
- ✓ The institution’s name must appear below the person’s title.
- ✓ The name of the magazine / newspaper must be in inverted commas or be underlined: “Animal Talk” or Animal Talk.
- ✓ The date must not be repeated under the recipient’s address.
- ✓ Leave a line open before writing the salutation.

- ✓ The salutation should be “Sir/Madam” or Editor.
- ✓ The use of “Dear: Sir” is incorrect.
- ✓ A **brief** topic sentence, outlining the purpose of the letter, must follow two lines after the salutation (no “RE” to precede the topic sentence). This sentence must start **next to the margin** and not in the middle of the page. The topic sentence must not be “Letter to the Editor”
- ✓ The letter should end with “Yours faithfully” (not “Yours sincerely” or any other informal ending).
- ✓ The sender’s signature should appear on the next line after “Yours faithfully”.
- ✓ The sender’s title, their initials and surname must appear on the line after the signature.
- ✓ Candidates must “get to the point” instead of writing about irrelevant details that do not comply with the requirements of the text, such as: “My name is ...”

The following critical aspects of **review** are required:

- ✓ Headline
 - ✓ Contact details
 - ✓ Reference to and descriptions of: atmosphere, decor, waitrons, service and food
 - ✓ Express an opinion / provide a recommendation.
- Even if the situation is informal, candidates may not use slang.
 - When writing an interview, a line should be left open between each speaker. Inverted commas are not to be used.

SECTION C: GENERAL

Candidates who understood the requirements of the texts in this Section and who were able to use the appropriate language and style achieved outstanding levels. However, as was the case in Section B, basic vocabulary and knowledge of transactional writing was lacking amongst weaker candidates. It seemed that a few candidates did not know how to respond to their chosen topic or they misread the topic.

The following critical aspects of a **diary entry** are required:

- ✓ Date
- ✓ Emotive and reflective writing.

The following critical aspects of a **poster** are required:

- ✓ Headline
- ✓ Emotive and persuasive language
- ✓ Location, date, time and contact details.

The following critical aspects of **directions** need to be applied.

- ✓ Point-form is preferable to a paragraph.
- ✓ Logical and easy to follow.

(d) Describe any other specific observations relating to responses of candidates.

Candidates must be encouraged to choose topics with which they are familiar and which they understand.

Although a limited number of candidates did not complete the paper, they should still be advised to manage their time wisely.

Section A: 80 minutes

Section B: 40 minutes

Section C: 30 minutes

Unfortunately, there are still many candidates who take English as a Home Language when they are clearly not able to cope with the demands of the language.
At times it was clear that candidates had prepared essays and tried to force them to fit the topic. This has a negative impact on their mark for content and should be avoided.
Candidates should not provide the marker with a selection of words to choose from, e.g. Candidates should listen/concentrate in class. This problem was particularly evident this year.
Unfortunately, the language of “Facebook” is being reflected in the candidates’ writing. Candidates must be made aware of the need to write full sentences and not fragments.
Profanity and vulgarity are unacceptable and inappropriate! Candidates need to be made aware of the inappropriateness of sexual imagery and description, as well as immoral behaviour.
Candidates must be encouraged to read through their work to effect editing: this will eliminate unnecessary errors such as omitted words or the use of “the” instead of “they” or “there”. This will improve the coherence of the writing.
There has been a drastic and pleasing reduction in the use of sms language! Congratulations to the teachers and the candidates.
The general improvement in the writing, which was noted last year, seems to be continuing. Well done to the teachers of the Eastern Cape!
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Paper 3 carries the most weight, yet it is usually given the least teaching time. Candidates need to be well instructed and coached in the writing of this paper. The number of candidates who are awarded 100% for the paper or sections of the paper proves that it is worthwhile spending more time preparing candidates to cope with the demands of the paper. It is a paper in which they can and should score very well. • Even average candidates may be awarded high marks if they are able to cope with the format and content of Sections B and C. • Teachers should not assume that certain formats will not be examined. The inclusion of the directions is proof of this. The national examination paper has to cover all aspects of the Assessment Guidelines. • Creativity and originality are rewarded and candidates should be given more opportunities to develop and improve their writing skills. • Teachers need to focus on eliminating common errors which detract from the fluency of the writing. • A focus on correct format, style and register for Sections B and C will be to the candidates’ advantage. • Unless candidates are particularly good at expressing themselves formally, they should be advised to avoid the formal letters. • If candidates do not understand a word or words in the topic, they should not attempt that topic to avoid misinterpretation. • Candidates must be made aware of topics which require a figurative response for the writing to be successful and original. • Under no circumstances should candidates remove pages from their answer books, not even their rough work, as this is regarded as an “Irregularity”. • Under no circumstances should candidates staple pages containing their planning into their answer booklets. This is also regarded as an “Irregularity”. • Planning can be done in the booklet and does not only have to be on the page for rough work. • Handwriting which is difficult to read leads to words which cannot be deciphered being marked as errors. • Candidates need to be reminded to cross out their planning. • Candidates must be aware of the fact that they are writing an examination: their language and style cannot be too informal even if they are writing a diary entry.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	GEOGRAPHY PAPER ONE		
DATE OF EXAMINATION:	19/11/2012	DURATION:	3HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

This year's question paper covered the curriculum adequately and gave candidates a fair chance of success. The question paper was in keeping with instructions set out in the National Assessment Guidelines and tested all three cognitive levels of the candidates.

There were concerns about the language used and certain diagrams in the question paper but none of the questions could be deemed as being 'unfair'. The choice of candidates this year was more evenly spread although there was a tendency for candidates to choose mostly questions 1, 3, and 4. Candidates were more comfortable in choosing and answering questions on people and their needs.

Time allocation was adequate and few candidates struggled to complete the question paper.

The marking memorandum was wide enough to cover a range of responses.

Despite this our candidates still underachieve. They struggle with basic examination style questioning (Explain, Give, Describe) and struggle to interpret diagrams. However their biggest problem lies in their inability to grasp concepts. Conceptual understanding is the building blocks on which the subject of Geography must be taught and understood. Failure by teachers to cement this foundation can only be a recipe for failure. This is indeed a case in point when one considers candidates performance in this years question paper.

Our candidates also struggle with paragraph type questions. These questions make up 72 Marks or 24% of the total marks of the question paper answered. Most of these essay questions ask for candidates to suggest measures to improve/ address and solve the problems/ or assess the impact or explain the role of a Geographical issue that they have studied this year. Our learners struggle to distinguish between the cause of a problem and its solutions. This is the root cause of most of our candidates underachieving.

The candidates major point of reference in attempting these questions is their personal experience rather than the theoretical knowledge required by the subject. Candidates are not taught to treat these issues as dynamic. The new curriculum statement (NCS) places a strong emphasis on the integration of physical and human geography. Candidates struggle to grasp this integration when attempting essay questions.

The following analysis of candidates' performance in individual questions was sourced from markers, senior markers, deputy chief markers and the Rasch analysis of a 100 scripts

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was the more popular of the two questions set on physical geography. There has been this inclination over the years for candidates to gravitate towards the synoptic weather map. This possibly explains the popularity of this question.
The Rasch analysis shows us that the average mark for candidates attempting this question

<p>was 30%. This was the highest mark achieved for any of the four questions attempted in these 100 scripts analysed. It also shows us that candidates performed exceptionally poorly in questions 1.2.5; 1.3.2;.....</p>
<p>1.3.6 (b), 1.4.4, 1.5.2 (a), 1.5.5 and 1.6.1-1.6.5. The two paragraph questions are included in these poorly answered questions. Perhaps, the question however that gave candidates the most problem was 1.6. Candidates struggled with the term 'dimensions'. They were not helped by the question considering 'dimensions' or 'shapes' as being similar terms. This question accounted for 8 marks. Candidates struggled to score marks in this question. Very few candidates could also explain the concept of 'headward erosion' and a possible reason for it taking place.</p> <p>The Rasch analysis also suggest that question 1.1.1-1.1.3, 1.2.1-1.2.4 was well answered. Overall though the analysis points to the fact that learners struggled with this question.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Candidates were not helped by the fact that figures 1.1, 1.3 and 1.5 were geographically incorrect and not clear. All learners were credited with marks for 1.1.3 (b) in this regard. The synoptic weather map was not clear and candidates struggled to find certain relevant information from this synoptic map. For example, temperatures could not be clearly seen and the isobar interval differed on the synoptic weather map.</p> <p>A common error committed by candidates was for 1.3.6(b). Most candidates used part of the question for their response e.g. 'cyclones move from west to east' instead of saying that it was driven by the westerlies.</p> <p>Candidates also confused 'interfluves' with 'watersheds'; 'global climate' with global warming' and captor and captured' streams.</p> <p>Generally speaking candidates lacked geographical insight and knowledge.</p>
<p>(u) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Serious attention needs to be given to how candidates interpret diagrams. Candidates sometimes have the knowledge but a lack of practice or exposure to different examples find them out. Strong conceptual teaching is required in physical geography. Candidates need to understand concepts and apply them to diagrams.</p> <p>Sometimes, when possible, a more practical approach is required for candidates to understand physical geography. Fieldwork/ excursions related to research could help in this regard. Other teaching aids (if possible) like DVD's could also help to make physical processes more tangible.</p> <p>It is also important for educators to cover the syllabus in its entirety and to consult more than one text book. Question 1.4.4 (measures to address climate change) required educators to have dedicated more time to a topic that is sometimes dealt with as general knowledge.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Candidates had to contend with the word 'impact' in three sub-questions in question1. This is an example of where the challenge of language raised its head. Most responses from the candidates to these questions showed a clear indication that they did not understand the meaning of the word. This is perhaps where the National Memorandum needs to consider the provinces candidates in their deliberations. Candidates use 'afforestation' and 'pollution' whenever in doubt as answers. This is used irrespective of what the question requires.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Teachers need to be 'worldly'. They need to set assessment tasks on current issues which are relevant. They need to use source based questions. Candidates should be given ample opportunity to practice from past examination question papers. Subject advisors need to conduct workshops where they emphasize the importance of conceptual understanding. Teachers also need to consult different textbooks to be able to give candidates a broader perspective on geographical topics.</p>

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>This was the least popular question attempted by candidates. The Rasch analysis suggests that questions 2.3.1, 2.3.4, 2.4.3-2.4.5, 2.5.2, 2.5.4, 2.5.5 and 2.6.3 were the most poorly answered by candidates. Candidates averaged just 22.4 marks for this question. Fig 2.4 which depicted the cartoon and led to the paragraph question on droughts was perhaps the main cause for candidates performing badly in this question. They failed to comprehend the hidden meaning of the cartoon. The paragraph question 2.6.3 on the 'negative impact that human activities have on rivers' again gave candidates problems. Candidates failed to qualify the causes of human activities and how rivers are affected. The word 'impact' surfaced in questions 2.3.6, 2.4.4, 2.5.6 and 2.6.3 and gave candidates with language barriers endless problems again.</p> <p>The Rasch analysis clearly shows that this question was the most poorly answered by most candidates. This was also evident throughout the marking process.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>The question was poorly answered because candidates cannot interpret diagrams and analyze cartoons. Fig 2.5 was not drawn to the correct specifications on the annexure and may have confused candidates. The National Memorandum did make adjustments for all possible responses to be accepted.</p> <p>Question 2.1.1-2.1.5 was attempted by a large percentage of candidates without giving due consideration to the diagram. Candidates also confused 'drought' as a climatic hazard with 'global warming'. In 2.5.2 most candidates gave the type of rock instead of the underlying rock. Candidates clearly showed a lack of knowledge of the structural landforms associated with horizontal strata. Sometimes candidates 'overthink'. The answer is straightforward but they look for other meaning. An example of this would be 2.3.4 where candidates were asked for two reasons why tropical cyclones do not occur in the areas marked 'A'. Many candidates rather choose to explain why they occur elsewhere. The knowledge was evident but the application of it was not in sync with answer required. The cartoon 'confused' candidates. Candidates could not grasp the gist of the rather simplistic message 'We won't be able to grow to this size anymore'. The common misconception in the paragraph question was that candidates did not understand the impact of drought and rather listed the causes of it. Question 2.6.3 (paragraph question) was confused with the cause of water pollution rather than its impact.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Candidates need to be exposed to different source based material. This must be accessed from different textbooks and relevant current material. A case study of the impact of drought in an African country would be a good example to study. Expose candidates to different sources e.g. cartoons, articles etc. Educators must be able to visually depict 'canyon landscapes' so that candidates can have a vivid image of how these landforms look in reality. The same applies to the actual impact of 'drought'. Physical geography needs to be made 'alive' for candidates so that they can link textbook knowledge with reality. Again, educators need to give special attention to candidates understanding of concepts.</p>
(d) Describe any other specific observations relating to responses of learners
<p>Candidates struggled to interpret a simple world map in Fig 2.3. Their lack of understanding of latitude and major oceans was 'shocking' for matric level. In both paragraph questions (24 marks) they rather focused on the causes of the problem instead of its impact. Candidates see</p>

key words in a question and then start to write. They do not analyse the merits of the question. Most responses of candidates to these paragraph questions alluded to this poor exam practice.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Some educators need in-service training/ workshops in physical geography. This uncertainty in the section manifests itself in poor results attained by candidates. Any training/ workshops must be presented with relevant material/ pictures/ maps/ articles pertaining to the syllabus. As mentioned earlier, this section needs a dynamic approach and must be brought to 'life' by the facilitator.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>This was the most frequently answered question in Section B. Some segments of the question were well answered. Some candidates were well prepared and knew how to interpret questions from diagrams. Candidates seemed to have a general idea of most of the material covered, but there was confusion in certain questions.</p> <p>The Rasch analysis shows the average mark of 29.3 was the second highest average recorded for all four questions. It also showed that 3.3.3, 3.3.4 (b), 3.4.3, 3.4.5, 3.5.4(b), 3.6.3(b) and 3.6.4, 3.6.4 were the most poorly answered questions. Included again, was candidates weakness in understanding concepts and answering paragraph questions. Most candidates could not distinguish between the difference in 'exports' and 'imports' when explaining 'balance of trade'. The concept 'genetic modification' drew an array of responses. The life science pupils gave complex and scientific explanations without really nailing down the concept.</p> <p>Candidates performed poorly in the paragraph questions (24 marks). Again, they misinterpreted the question and in 2.6.4 they use general knowledge rather than attaching geographical facts.</p> <p>The Rasch analysis indicates that this question may have been the second highest average mark in the questions attempted, but candidates' performance was not convincing.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>The candidates were disadvantaged by a poor diagram in Fig 1, an expansive table in 3.4(full page) for 4 marks only and a pie chart in Fig 3.5 which was drawn out of proportion. The National Memorandum did make provision for the mistake in the latter question but candidates struggled with Fig 1 and table 3.4. Candidates were asked to match a variety of settlements and land use zones in question 3.1. Candidates were confused by the location of the informal settlement (so close to the CBD) and the traditional settlement (hidden away in the figure).</p> <p>Table 3.4 which required candidates to source answers for 4 marks only, was given the most space in the entire annexure. Most of it contained worthless information to the candidate and only served to confuse them. The paragraph question 3.4.5 also linked to the table was poorly answered. The use of the year 2010 for the table confused candidates who linked the year to the soccer world cup in our country. They used this as a basis to answer the question.</p> <p>Candidates also confused 'rural urban fringe' with 'rural urban migration' and 'globalization' with 'global warming'. This can only be as a result of candidates not being taught thoroughly enough, as these terms are very different for any confusion. The word 'injustice' also proved a challenge for candidates to comprehend. They understood the article (Fig 3.6) but could not relate the answer to the word 'injustice'. Again, one may argue that the language used in the question paper is sometimes a tad too difficult for the weaker candidates.</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning
The use of graphics, internet (when possible), and different textbooks cannot be emphasized

<p>enough. Candidates need thorough preparation in order to answer paragraph questions. Educators need to explore pressing geographical issues and their concomitant impact on the physical and human environment. Candidates must be encouraged to keep up to date on newspapers, magazines, and other technological resources with geographical issues. Our subject is 'alive' and dynamic and needs to be taught and learned in that manner. There has to be this connection between textbook knowledge and the real world. This would only serve to give our candidates a better chance of success in examinations.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Candidates do not follow instructions and misinterpret questions. They do not isolate key words in the question to help them find answers. They are easily confused when alternate words or concepts are used. Candidates also need to learn to write coherently and arrange their facts in a coherent paragraph. The two paragraph questions were answered in an incoherent fashion. Candidates write down whatever comes first in their minds. There is an absence of planning.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Teachers must do justice to the full work schedule and not 'rush' to finish the work. Subject advisors should play an active role in the maintaining the pace of work completed in these schedules. All of this has to be determined at the beginning of the academic year. Clusters should also arrange for common tasks so that all learners work according to set standards. Subject advisors should also help educators on how to approach certain topics in the syllabus.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>An average percentage of 24.6 was attained in this question according to the sample of 100 scripts. The Rash analysis suggest that 4.3.1 (b), 4.3.2,4.3 4,4.4.3(a),4.6.1,4.6.2, 4.6.4 4.6.6 were the most poorly answered questions. The two paragraph questions were answered exceptionally poorly. Candidates across the spectrum (model c or government) schools struggled with 4.3.4. Candidates could not adjust to being asked questions on rural settlements and then to find a solution to an urban problem. Most candidates answered the paragraph giving solutions to rural problems instead of the urban problem of 'urban blight'. The other indication is that candidates are not being taught this particular urban problem and measures on how to address it. This is perhaps why they focus rather on rural problems and their solutions.</p> <p>The second paragraph question 4.6.6 also presented candidates with a problem. Candidates struggled to ascertain what the question required of them. Again, no planning or thinking was evident when attempting this question. They tend to write what they think first with no consideration for what the question requires of them.</p> <p>A large percentage of candidates could not identify the concept of 'urban growth' in 4.3.2. They confused this with 'urbanisation' and 'urban expansion'. They also struggled to give the Geographical explanations for 'informal settlement' and 'bridge industries'. Their point of reference is again their personal experience or they use the words of the term to explain their answers. Candidates could also not distinguish between 'push' and 'pull' factors in question 4.3.3. This has been a problem area in Geography over the years and candidates should not have been confused after all the remediation which has been done over the years.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Candidates were perhaps disadvantaged here by a 'confusing' table 4.3, a poorly constructed question in 4.6.6 and a restrictive memo on answers to the explanation of 'informal</p>

settlements’.

The trend of people moving from urban areas in developed countries to rural areas was also a phenomenon that most candidates could not grasp. Therefore, when they were asked to explain this trend they could not come up with plausible explanations.

Candidates also struggled with questions 4.5.3 and 4.5.4. These two questions seemed to overlap and candidates struggled to separate what was required from them in both. Again, the word ‘impact’ surfaced to confuse candidates even more. The concept of ‘bridge industries’ was not understood by candidates who resorted to using the term ‘bridge’ to explain themselves. The concept of ‘break of bulk point’ which was taught in settlement geography was poorly answered in 4.6.2. This was a case of candidates unable to apply knowledge to another section. Teachers’ failure to bring this home to learners will impact on them negatively.

(C) Provide suggestions for improvement in relation to Teaching and Learning

Learners need practice in complex essay questions. Issues on how man can remedy or sustain the environment needs urgent attention in our schools. Educators need to spend time practicing paragraph question with learners. Educators can be helped by past question papers and different textbooks. It is important that educators give pupils feedback on the mistakes that they have made. The educators must teach learners to develop a strategy on the way how to handle these paragraph questions. The learner should be taught how to draw on information from different sources.

(d) Describe any other specific observations relating to responses of learners

Learners do not read questions properly. They see common words and fail to determine what the question actually requires of them. This question also revealed how ‘bright learners’ can be penalized by ‘tight’ memos.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors should make sure that all teachers expose learners to these type of complex paragraph questions. Subject advisors could isolate these geographical issues and present them at workshops for teachers. Cluster sessions should also provide an opportunity for subject advisors and teachers to facilitate the sharing of resources.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	GEOGRAPHY PAPER TWO		
DATE OF EXAMINATION:	19 NOV 2012	DURATION:	3 HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The question paper in general, was within the capabilities of the grade 12 geography candidates. Although the question paper was generally better answered than 2011, the candidates still obtain a lot of level 2 and 3.

These above mentioned levels are clearly illustrated by the RASCH analysis, where the average % for a 100 scripts was 42%, as well as the initial marking of 20 scripts for the standardization of the marking guideline (Ave % - 46,1%).

Language remains a problem and candidates cannot express themselves clearly. Candidates seem to be ignorant because they don't read instructions, nor do they use the given information (sketches, graphs, photos) to help/support their response.

Middle to higher order level response still poses a great challenge to the candidates. Action/verbs like comment/explain/describe/differentiate, seems to confuse candidates. They cannot express themselves clearly and don't know how to approach these questions.

Unfortunately the drawing and interpretation of cross section is problematic. With practical application (questions like 2.1 and 4.3), learners tend to answer these questions from their experiences, rather than using map or photo evidence.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1

The candidates in general performed well in this question. The RASCH score of 64% and pre-marking of 69% is an indication of the performance of the candidates.

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question mainly consists of lower order cognitive skill (read-off) questions asked as multiple choice questions.

The candidates could easily give the correct response, taken from the responses given.

However questions 1.3, 1.7, 1.9 – where middle to higher order cognitive skills were required, the average dropped to 40% and below

These questions required the application of theoretical knowledge gained throughout the year.

These were poorly answered, or candidates did not even attempt to answer them. Aside from the above - mentioned questions, the Ave % ranged from 65% - 95%!!

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.3 – 100 Scripts Ave = 25%

Possible reasons might be that:

- Learners did not use both photo + topo map.
- Question is a middle order question and integration of theory and practical application is a problem.

- Learners cannot differentiate on a photo map between different residential areas.

Question 1.7 – Ave 30%

- Learners don't have the skill to determine the flow direction of rivers
- Skill was never taught
- General understanding of direction may be a problem.
- However question 1.5, where general direction was asked, the Ave % was 80% - but the skill to determine either river flow or wind direction was never taught.(Ave 30%)

Question 1.9 – Ave 40%

- This question relates to the morphology and shape of cities. The internal structure as seen from above.
- It is clear that candidates are not able to answer middle order cognitive questions. There seems to be a lack of integrating theoretical knowledge and reality (practice)
- The question was clear and the pattern on the photo easily identifiable. Learners just could not differentiate between the street patterns.

(v) Provide suggestions for improvement in relation to Teaching and Learning

- Improvement and the use of the reference table on the map.
- However, the middle order to higher order questions pose a problem.

The following is suggested

- Geomorphology and Settlements sections of the work been taught by integrating maps. With proper planning candidates would be able to see how theory can be applied.
- Use of space around you, to teach the candidates e.g. go outside the class to show certain features and characteristics of features – **excursions would be a great bonus.**
- When teaching, action verbs which require middle to higher order cognitive skills, should be used. E.g.
 - What is a Mesa?
 - Identify a Mesa on the map.
 - Use the contour lines to give characteristics of a Mesa.
 - Explain the development of a Mesa.
 - Comment on the importance of Mesas

A map can be used to teach these

- Find evidence on the map
- Candidates are then taken through all the cognitive levels

(w) Describe any other specific observations relating to responses of learners

- Language skill is a big problem.
- With some of the responses, the candidates give; it has become evident that our

educators also have certain challenges in the content.

- Learners have not been exposed to maps and photos throughout the year.
- Easy readable questions like 1.1, 1.2, 1.6, and 1.10 could not be answered by some Centre's. However, in general, these questions were answered the best

(x) Any other comments useful to teachers, subject advisors, teacher development etc.

- Map work is practical, but we teach it in class.
- Candidates/learners don't see the relevance of map work when they constantly have to use their imagination.
- All senses like, touch, view, smell etc. should be used to teach.
- Educators must understand that reading and interpretation of maps is not a ONE YEAR occasion, but an on-going process, from grade 8.
- The calculation techniques and skills are not what map work is all about. This will bore the learner's as maths is already a problem.
- The current CAPS textbook is very good especially how GIS is presented. Use the information for the Gr12 learners

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The RASCH analysis shows an Ave. % of 37.5% and the pre-marking of 20 scripts 43%.

These scores suggest a general improvement when compared to previous years.

There is a definite improvement in doing the calculation. Learners in general know the formula and could show all the steps when determining the gradient and the magnetic declination.

The interpretation of contour lines is a major problem.

Question 2.1.1, 2.1.2, 2.1.4, 2.1.5 refer to the interpretation of contour lines, especially identifying landforms and slopes.

Learners in general did poorly in these questions. The average % ranges from 15 – 30%!!

Question 2.1.3 where gradient had to be determined, the learners scored an average % of 56%.

Question 2.2 was answered the best where the average % was 67.5% and in Q2.1 the candidates scored 16.7%. This was the drawing of the cross section.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

2.1 Reasons might be as follows(The question mainly tested the interpretation of contour lines)

- Learners do not interact with Topographic maps + orthophoto on a regular basis
- Most learners do not understand contour lines and its importance. They do not see

the 2 dimensional view contour lines represent.

- Very difficult to imagine height from a flat surface.
- Q2.1.1 + 2.1.2 were a direct link to theoretical knowledge. Some learners didn't even attempt to answer these questions.
- Higher order cognitive skills are limited, because candidates could hardly answer 2.1.4 and 2.1.5 properly.

2.3 Learners simply could not draw a cross section.

- The map orientation is a major problem.
- Candidates should know that when you draw a cross section, your starting point is always on the left side vertical line of the graph. Learners lost marks because they started from right to left– therefor drawing a mirror view.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Building of models, by using contour lines learners immediately see the correlation between contour lines, landforms and slopes.
- Drawing of cross to scale or roughly by using contour lines. This exercise helps learners to understand inter - visibility and geomorphological features from the side.
- The use of bench marks to make height clearer, e.g. Are you going uphill or downhill on the road.
- All these activities should help candidates to change their point of view from a flat surface to either a 3dimensional or 2dimensional view

(d) Describe any other specific observations relating to responses of learners

Learner's responses in this question relate to definite application of map work techniques. The calculations (2.1.3 and 2.2) were well answered. The candidates do not understand the practicality about it. They don't understand what the gradient means, although they can determine a gradient.

It is very disappointing to see that the majority of candidates could not draw a cross section. This again relates to the use of contour lines.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors should

- Identify the schools whose results were poor and try to workshop these educators.
- Link up with tertiary institutions where educators are being certified for a certain section done e.g. GIS

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

APPLICATION AND INTERPRETATION

This question covers work learned (theory) throughout the year. Therefore the application of theoretical processes.

Learners still struggle to apply themselves to theory learned. This is clearly indicated with a RASCH score of 35.5% and pre-marking score of 39.9%.

This score indicates an improvement in marks.

The reality is that in certain questions, candidates could not answer simple questions.

Language used in class, should be geographically orientated. Terms/words/process should be clearly taught.

The following is a break-up in the Ave. % of the different questions.

It is a clear indication of how learners were taught throughout the year.

Question	Ave.%	Cognitive Level
3.1.1	40	M.O.
3.1.2.	5	M.O.
3.1.3.	65	M.O.
3.2.	40	L.O.
3.3.	15	L.O. + M.O.
3.4.1.	85	L.O.
3.4.2.	25	M.O.
3.5.	20	H.O.
3.6.1.	80	L.O.
3.6.2.	55	M.O.
3.7.1.	12.5	H.O.
3.7.2.	35	M.O.
3.8.1.	20	M.O.
3.8.2	30	L.O.
3.8.3.	30	M.O.

From the score above, it is clear that learners cannot apply their theoretical knowledge gained.

The L.O. question is very well answered, but the problem is M.O and H.O. application skills.

In general, question 3.6 was well answered.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1

- The spatial orientation of candidates was needed to answer this question.
- Candidates should know that the scale given in the sketch is much smaller than the topographic map.
- In question 3.1.1, some candidates were looking for the dams given on the sketch on the topographic map. This clearly shows that map integration with theoretical knowledge is problematic.
- The geographical word/terms “position”(3.1.1.) and “ideal location” (3.1.2) was not clearly understood by candidates.
- Question 3.1.3 however was well answered because the question relates to their

surroundings.

Question 3.2

- This question is quite straight forward yet a large number of candidates failed to answer this question adequately. Again application of theoretical knowledge together with a lack of map practice can be blamed for this.

Questions 3.3 + 3.4.2

- Geomorphological concepts/process are needed as a background to answer this question. Q3.3. also posed another challenge, and that is, that an area of a few blocks was refer to in the question. Some candidates literally look at each block and tried to give a drainage pattern .This again indicates the lack of spatial orientation and map practice.
- Question 3.4.2 required straight read-off (lower order) answers. Because there is lack of theoretical knowledge, candidates could not find the evidence on the map.

Question 3.7 +3.8

- This question was poorly answered because candidates could not relate to the questions asked. Geographically there was nothing wrong with this question, but again language used in class might have contributed to the candidates to the candidates failing to answer these questions.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Practical's should be done at least once a week and also integrated into theory.
- Processes should be explained by using maps, graphs, sketches etc.
- Revision of past question papers is important – learners then can relate to questions asked by external examiners.
- Excursions in and around the school are very important.

(d) Describe any other specific observations relating to responses of learners

- There is still a content gap between different areas and districts in the Eastern Cape.
- Geography as a subject is not necessarily taught in English. This poses a problem, because the question paper is in English. The processes and terminology, etc. should be explained in the language the question paper will be written in.
- Learners do not have a specific study routine as well as a planned study method

e) Any other comments useful to teachers, subject advisors, teacher development

- Different study methods should be investigated and conveyed to learners.
- They (learners) in turn choose the best method which suits them.
- Subject advisers should identify the centres where low marks were recorded and try to help the educator.**[Twining of schools in this regard is suggested]**

QUESTION 4

Average 42,4%

RASCH model indicates that GIS was answered better this year however certain terminology is still problematic. It is evident from their responses that not enough time is spent on this section of Paper 2.

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Candidates who were not exposed to GIS battle to define terminology and apply GIS theory into practice.

Questions 4.1.1 and 4.1.3, which required M.O. and H.O. cognitive thinking was poorly answered.

Question 4.2, was of a lower order cognitive level, and it was very well answered.

The application to real life situation (question 4.2.2 + 4.3) was well answered, scores range from 60 – 65% average

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Questions 4.1 + 4.2.1 + 4.2.3

– In these questions, candidates had to define the concepts.

– It is clear that most candidates were not exposed to these terminologies.

Questions 4.1.3

– Learners simply didn't read the question properly. Those who did scored either full marks or 50% of the marks for this question.

(C) Provide suggestions for improvement in relation to Teaching and Learning

– Using previous years question papers should be helpful.

– The SAG is clear on the content of GIS.

– GIS must be included in all tests, control tests, little tests given, may be testing one concept at a time e.g.: Test on Climate – 40 marks Climate, 10 marks GIS + application.

(d) Describe any other specific observations relating to responses of learners

– There is still a content gap between different areas and districts in the Eastern Cape.

– Geography as a subject is not necessarily taught in English. This poses a problem, because the question paper is in English. The processes and terminology, etc. should be explained in the language the question paper will be written in.

Learners do not have a specific study routine as well as a planned study method.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

– Different study methods should be investigated and conveyed to learners.

– They (learners) in turn choose the best method which suits them.

Subject advisers should identify the centres where low marks were recorded and try and help the educator. [Twining of schools in this regard is suggested]

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	History Paper 1		
DATE OF EXAMINATION:	NOV 2012	DURATION:	3HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The learner performance in Paper 1 was indeed very encouraging. The standard of the paper was a huge improvement compared to the 2011/2010 papers. The weighting of the different levels of questions were in line with requirements of the Subject Assessment Guideline. The paper weighted heavily on interpretation which required learners to extract and interpret sources. Some level three questions varied between easy to moderate and most candidates found it quite easy to score two marks out of a possible 4 marks. Learners found it very easy to extract Information (Level 1) from sources and to define basic definitions. Questions relating to usefulness, reliability and accuracy (Level 3) of pictures and cartoons were still problematic for most candidates. Learner performance varied between moderate to poor because they could not relate the sources to the content of work covered in the classroom. This was compounded by the nature of the questions relating to cartoons. I strongly recommend that questions relating to pictures and cartoons must be rephrased so that learners can make use of the visual clues in the source to guide them to certain answers.

It was good to note that the paragraphs were no longer an extension of the extended writing. Although I initially thought that question 1.4 was an unfair question; the learner response were very positive as most learners achieved a level 2. All paragraphs turned out to be very good questions that discriminated well between the average and above average candidates. All the first essays in all four questions were narratives which allowed most candidates to write "their" story as it was taught. Most candidates who were prepared and well thought achieved average and above average marks for this type of essays. The second essay posed major challenges as it required candidates to argue and substantiate using evidence from the sources.

SECTION 2:

QUESTION 1

- (a) **General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?**

Questions 1.1.1, 1.1.2, 1.1.5, 1.2.2, 1.3.1, and 1.3.2 were well answered as it required the candidates to extract (Basic Comprehension) and interpret information from the sources. The responses to question 1.1.3 were moderate to very good as most candidates had an idea of what the term "biased" meant. It was very easy for learners to get 2 marks out of the possible 4 for question 1.1.4 because most candidates extracted the answer from the source. The majority second language candidates did not understand the word "justify". Although questions 1.2.1 and 1.3.4 required some form of interpretation, most candidates quoted directly from the sources to answer these questions. Questions 1.2.3 and 1.3.3 were poorly answered

The paragraph posed major challenges because the sources did not relate to question. Responses varied from average to above average. Both essays were well answered as learners no problem writing what they knew on the Cuban Missile crisis.

- (b) **Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.**

Learners do not understand the word "justified" (1.1.4)

Learners could not link Source 1B (1.2.3) to the wider struggle between communism and capitalism and were therefore unable to answer this question.

Question 1.3.3 was poorly answered because it was ambiguous to a certain degree.

Kennedy did not respond to the threat; he was merely explaining his reasons for blockading

Cuba.

Question 1.4 was initially perceived to be unfair because the sources did not relate to the question. The Rasch Model; however, sees this question as a very good question that discriminates very well between average and above average learners.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Educators must teach the whole theme of the Cold War and not just focus on the case study. (Cuba)

They must focus on the origin of the Cold War and the distrust that followed after the division of Germany

Furthermore they should explain, with examples, how capitalism and communism operates within society

Explain the positives and the negatives of capitalism (example rich vs poor) (accumulation of wealth vs exploitation of working class)

Explain the positives and negatives of communism (example no private ownership vs access to basic needs like housing, education and health services)

Show how most countries in the world had to choose between capitalism and communism

Explain how and why Cuba chose communism above capitalism

Explain the importance of the strategic arms race between the USA and USSR and show that the USSR was behind in this race.

Explain how the USSR used Cuba to level the playing fields with regards to the nuclear arms race and at the same time protecting Cuba and communism against American aggression

Discuss the placement of the missiles; the American response (blockade) and the compromise

to save the world from a full scale nuclear war

(d) Describe any other specific observations relating to responses of learners

Most learners tend to extract all the answers from the sources.

Second language candidates battled to construct meaningful structured sentences, but tried very hard to express themselves within their capabilities.

In the light of the above statement it is of paramount importance that markers read the **whole answer** slowly and carefully because they tend to miss quite a number of marks, thinking that the answer is irrelevant after reading the first few words.

Most learners wrote the first narrative essay and scored average to above average marks, because they simply wrote “their” story on what happened in Cuba.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Teachers: Study the Subject Assessment Guideline

Familiarise yourselves with the different levels of questions that will be examined

Set SBA tasks according to the SAG

Teach students how to write a paragraph and essays using introduction and conclusions

Apply to be a marker – this will help and give you insight in how essays and paragraphs should be marked

Subject Advisers: Supply all teachers in your district with a Subject Assessment Guideline

Build capacity by supplying teachers with enrichment material

.....Set SBA tasks according to the SAG to improve learner performance

Conduct workshops on essay/paragraph marking and answering of levels questions

QUESTION 2

General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Questions 2.1.1., 2.1.2, 2.1.3. and 2.1.4 were well answered mainly because it was straight forward level 1 extraction from the sources.

Questions 2.1.5 to 2.1.8 were poorly answered because it required interpretation and

analysis

Questions 2.2.1 to 2.2.5 were well answered because most, if not all answers were extracted from the sources

Question 2.3 was moderate in the sense that most learners only wrote about the positive or negative impact of Ujamaa

Question 2.4.1 and 2.4.2 were poorly answered.

Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.1.5: Second and third language candidates did not understand the meaning of the word “conclude”

Question 2.1.6: Moderate responses received but candidates who were not taught battled to link the Photo to Nyerere’s aims

Question 2.1.7: Most candidates could not relate the picture to the aims or impact of Ujamaa

Question 2.1.8: Most candidates don’t have the skills to analyze similarities.

Question 2.3: Candidates must learn to use all their sources as it is linked to a key question. Some candidates only reported on the negative side of Ujamaa; therefor scoring average marks

Question 2.4: Both essays required interpretation and analysis. Most learners treated the essays as narratives.

Provide suggestions for improvement in relation to Teaching and Learning

Look at Tanzania under British rule and show how exploitation of natural resources and labour paved the way for socialism.

Explain Nyerere’s aims with regards to African socialism and his noble plan for Tanzania
The leadership code had very good intentions but the implementation thereof was not achievable.

Explain the implementation of African socialism politically (one party state)

Explain the implementation of African socialism socially (health and education)

Explain the implementation of African socialism economically (Ujamaa)

Explain the aims, implementation, peasant response and impact of Ujamaa on Tanzania

Let learners now ascertain whether Ujamaa was a success or a fail

Describe any other specific observations relating to responses of learners

Learner responses are a reflection of what and how the content is taught in class.

The majority of candidates tend to quote or extract information from the sources to answer questions. Most candidates only reported on Ujamaa (the economic policy) and not on the other features

of African socialis

Any other comments useful to teachers, subject advisors, teacher development etc.

Explain difficult words at the bottom of the source in the form of a glossary.

Questions regarding photographs and cartoons must rely on visual clues in the sources to guide learners; example “What evidence is there in the source that suggest that Ujamaa was a success”? Use two visual clues from the source to answer the question.

If visual clues are used in the questioning it should help with identifying similarities and differentiation

Resources in the textbooks are limited. Teachers and subject advisors should research this topic and supply the districts with a resource pack.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Question 3.1.1: Is was easy for learners to get one mark out of the possible two

Question 3.1.2: Responses were moderate

Question 3.1.3: and 3.1.4: were well answered

Question 3.1.5 (a) not well answered 3.1.6(b) well answered

Question 3.1.6: It was easy to get 2 marks out four.

Question 3.2.1: Well answered because it was a straight forward level 1 question (Basic extraction)

Question 3.2.2 and 3.2.3: Moderate as it required some form of interpretation

Question 3.2.4: Easy to score two out of four marks because most learners commented on the “burning bus”

Question 3.2.5: Responses varied from poor and moderate.

Question 3.3: Easy to score 2 out of 4 because they quoted the caption

Question 3.4: Easy to score 4 out of 8 because learners used evidence from the first two sources to substantiate their answers.

3.5.1: Narrative essay; chosen by most candidates. Responses varied from poor to excellent

3.5.2: Argumentative essay was poorly answered

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 3.1.5(a): Learner responses were based on expressions of whites on the photo

Question 3.1.6: Most learners wrote two responses with exactly the same meaning – used different words to describe the same thing

Question 3.2.5: Most learners can't report on questions relating to reliability.

Question 3.3 and 3.4: Learners could not relate the source to desegregation

Question 3.5.1: Some candidates only focused on the Jim Crow laws and Rosa Parks

Question 3.5.2: Learners could not answer the argumentative essay because they don't have the analytical skills to perform the task.

(C) Provide suggestions for improvement in relation to Teaching and Learning

Start this topic by explaining the difference between a federation and a union.(USA vs RSA)

Explain the difference between federal government and state government with regards to governance.

Show how the Southern states violated not only the human rights of blacks, but also the constitution of the USA.

Highlight the different non-violent protest action with special reference to the American constitution because Civil Rights leaders knew that the supreme court had to uphold the constitution. Therefore it's fair to say that the CRM had the law on their side.

Show that the CRM took their grievances to court to force desegregation and equality

(d) Describe any other specific observations relating to responses of learners

A fair number of candidates included the protest actions of the 1950's in their essays. This included the Brown versus the Board of Education, Little Rock Nine and Roza Parks and the bus boycotts. Although this laid the platform for further successes of the Civil Rights campaign, It must be noted that these actions are not included in the SAG for examination purposes.

3.1.5(a) The majority of candidates stated that “the white Americans enjoyed what they were doing”.

(e) Any other comments useful to teachers, subject advisors, teacher development etc.

Phrase your caption in the source in such a way that learners cannot quote it as an answer.

3.2.5: Give guidance on how to interrogate a source. Who is the author of the source?. Can the information in the source be collaborated?

Subject Assessment Guideline states clearly that teachers must focus on the 1960 period for examination purposes but when they teach the topic they must include actions of the 1950 as it laid the platform for the successes of the 1960's

Question 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Questions 4.4.1, 4.1.2 and 4.1.4 were well answered because it was straight forward level 1 questions that required very little or no interpretation.

Question 4.1.3 and 4.1.5 were answered moderately because it required interpretation.

Question 4.2.1: It was easy to score 2 out of the possible 4 marks.

Question 4.2.2: It was easy to score 2 out of the possible 4 marks.

Question 4.3: Candidate responses varied between poor and average

Question 4.4.1 and 4.4.2 received moderate to excellent responses

Question 4.4.3 was poorly answered

Question 4.5.1 was well answered because it required very little interpretation

Question 4.5.2 was poorly answered

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

It was easy to score 2 marks in question 4.1.5 but candidates found it difficult to score full marks.

This obviously varied from district to district because the urban areas performed better than the rural areas. Language and interpretation had a major impact on these types of questions.

4.2.1: Candidates only wrote one response

4.2.2: Candidates could not link the “torch” to the celebration of Afrikaans in 1975.

4.3: Candidates do not have the skill to analyze similarities

4.4.3: Most candidates do not know how to answer questions relating to reliability.

4.5.2: Candidates could not interpret the question because they did not see the uprising as a stimulus for a general uprising against Apartheid

(c) Provide suggestions for improvement in relation to Teaching and Learning

Read sources carefully and underline or highlight the most important words or phrases.

Instruct candidates to read their instructions properly and to reflect on the mark allocation.

Encourage candidates to write more responses than what is required.

Questions relating to similarities and differentiation should be explained thoroughly by teachers.

Workshop a question paper with candidates without asking them to provide the answers; but rather hone in on the intent of the questions. Ask the learners to identify the intent of the question and guide them to the desired response that is required

Educators must teach the wider impact of the Soweto Uprising on South African politics.

(d) Describe any other specific observations relating to responses of learners

4.1.1: A minimum percentage of candidates responded by writing “self reliance”.

4.4.1: Candidates did not justify the statement as correct or incorrect, but extracted the relevant information from the sources to substantiate their answer

e) Any other comments useful to teachers, subject advisors, teacher development etc.

4.2.2: Explain the source clearly in the caption. Clarity with regards to source reference for cartoons and pictures have a major impact on learner performances.

Workshops should be organized by the SES to practically demonstrate the steps of analysing sources and level 3 questions

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	HISTORY PAPER 2		
DATE OF EXAMINATION:	16/11/2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<p>The performance of the candidates in paper 2 was between extremely poor to average in the majority of schools. This can be due to several factors ranging from the content gap due to lack of teaching History in the classroom, since some educators are challenged by the interpretation and the analysis of sources; and also the skill to teach learners to write a paragraph and extended writing. This needs to be addressed in a manner where the First Additional Language (FAL) educators would collaborate with History educators in assisting in both the interpretation and the analysis of sources as they are also exposed to the interpretation of cartoons in the FAL. Secondly because they are also exposed to summarising and essay writing.</p>
<p>The most challenging questions were the interpretation and analysis of sources, the comparison of sources, the usefulness/ justification/ accuracy/ agreeing/normalised/ and selecting the most useful source. The second extended and paragraph writing is problematic as candidates simply transcribed sources, this is due to content gap.</p>
<p>The other challenging question is on the explanation of concepts. This could be due to the fact that educators might not be emphasising on concepts before each theme and also link them to the content.</p>
<p>Learners lost marks when 2 x 2 , 3 x 2 facts are required. They don't understand the marking allocation. Educators need to explain this to the learners.</p>
<p>Candidates who answered Question 1 battled to answer the paragraph, the first and second extended writing as they transcribed sources. The sources were a bit too long for lower order candidates and it can have a negative effect on them during the examination.</p>
<p>Question 2 was not attempted by the majority of centres due to the lack of material to teach this theme and also lack of support from the Subject Advisors with regards to (sources and essay material). Those who attempted it could not answer the extended writing as they plagiarised. Source- based questions were easy to answer as they were found in the sources.</p>
<p>QUESTION 3 posed problems particularly with the interpretation and the analysis of the sources, i.e. (3.2.1.&3.3.1.) The other challenge was taking a stance (3.1.2., 3.2.2., 3.3.2.& 3.5.2) and comparing sources for similarity (3.4.) The paragraph was answered poorly as candidates couldn't distinguish between the right-wing (Afrikaners) and the Blacks that opposed the negotiation process. With the extended writing candidates wrote a prepared essay on the Road to Democracy and did not emphasise on the various obstacles that S.A. faced on the Road to Democracy. Such that the emphasis was only on the role of Mandela (ANC) and De Klerk (NP) on the process of negotiation (3.7.1.). Secondly the 3.7.2. was poorly answered as candidate plagiarised.</p>

<p>Question 4 was not answered well as candidates battled with the extended writing 4.6.1. They wrote on the successes and the failures of the TRC. Thus allocated between 15-17 marks. The essay wanted the learner to demonstrate the knowledge of the TRC and how it went about healing the divided South Africa. This to be done through the demonstration of the content knowledge of the committees linking them with examples of case studies were presented at the TRC. Candidates failed to this as such they scored between 20-22 Without examples.</p>
--

SECTION 2:

Comment on candidates' performance in individual questions

<p>QUESTION 1</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p><u>QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA IN 1989?</u></p> <p>Learners did reasonably well to extract answers from the sources in level 1 questions. However, level 2 and level 3 questions posed a challenge. Learners found it difficult to read and understand the sources especially lower order learners.</p> <p>1.1.2 (Definition of historical concept LO1 – LO2 (AS1))</p> <p>Poor-Candidates could not define the concept. Reason is that educators did not emphasise on the concepts.</p> <p><u>Recommendation</u></p> <p>Educators should give homework to learners to define all concepts in that particular theme. When educators is teaching he/she should integrate the concept within the lesson so that concepts do not become separate from the theme.</p> <p>1.1.3 (Interpretation of evidence from Source 1A-L2-LO1 (AS3 and 4) LO2 (AS2); LO3 (AS2))</p> <p>Poor /Average – Some did not understand how to interpret the evidence.</p> <p>1.1.4 (Analyze and interpret information from Source 1A-L3-LO1 (AS3))</p> <p>Poor performance – Most of the candidates struggled to interpret what the message of the UDF meant to the township residents. Candidates overall struggled to explain or interpret a phrase from the source.</p> <p><u>Recommendation:</u> Educators should give learners different types of sources and teach them how to interpret and analyze sources starting from simple to complex ones</p>
<p>1.2.1.(Extraction of information –L1-LO1 (AS3) and AS4)</p> <p>Poor to Average</p> <p>Poorly answered candidates failed to extract evidence from the source.</p> <p><u>Recommendation:</u> Educators of the First Additional Language should teach the skill</p>

extracting information when candidates answer comprehension based questions and this could assist History candidates.

1.2.2 (Interpret and evaluate Source 1B-L3-LO1 (AS3))

Poor to Average

Candidates failed to take a stance and that led to them losing marks. Some could give correct answers but since there was no stance they had to fail.

1.2.3 (Interpret and evaluate Source 1B-L3-LO1 (AS3))

Poor-Candidates failed to take a stance

Recommendation: Educators should train/give practice in class of sources where learners had to take a stance if incorrect they should not give credit because this leads to complacency and learners could think that they are doing the right thing yet when being marked in December they get a fail because of not practicing this in class.

1.2.4 [Interpret and evaluate Source 1B-L2-LO1- (AS3 and 4); LO2 (AS2); LO3 (AS2)]

Poor-Candidates transcribed the source, no interpretation.

1.3.1 [Interpret and evaluate Source 1C-L2-LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]

Poor to Average

Easy question but they could not get it right – content gap.

1.4 (Selection of Sources 1A, 1B and 1C to highlight their usefulness on the impact of the USSR on South Africa- L3-LO1 (AS3 and 4); LO2- (AS2); LO3 (AS2))

Poor to Average

Candidates could not select the most useful source, they wrote on every source.

1.5 (Interpretation, analysis and synthesis of evidence from all sources-L3-LO1 (AS3); LO2 (AS2 and 3); LO3 (AS2))

Poorly answered

- Candidates lack the skill to write paragraphs.
- Copied from the source and gave background information on the history of apartheid.
- Could not give the consequences of the unbanning of the ANC on South African politics.

Recommendation: History educators to work hand in hand with First Additional Language and teach the skill of summarizing and also using their own word so that they do not copy verbatim from the source.

1.6.1 (Plan and construct and argument based on evidence using analytical and interpretative skills)

Question was difficult to answer. Candidates write on the background history of SA during the period 1989, also wrote on the Road to Democracy. This shows that most educators are not teaching this theme. Some of the learners copy the sources from the question paper.

Recommendation: Subject advisors must ask educators to have a controlled test for all the themes so that there will be no content gap as theme 1, 3 and 4 link.

1.6.2 (Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument.)

Few candidates answered this question and very poorly as they transcribed the sources. – Reason is that candidates lack the skill to extract relevant information from the source and also write a comprehensive essay.

Recommendation: FAL and History educators to get together and work a plan on how to answer these questions.

SUGGESTIONS :

The theme concentrate on the influence of the fall of communism on the ending of apartheid. The relationship between the USSR and USA in the Cold War is important to understand. Educators should link the two parties (ANC and NP) or their relationship with the USSR and USA in the ending of apartheid. Educators need to use a variety of source materials in their classrooms to improve the skill to analyse a source. Learners should be learn how to extract information from the source and to write the information in their own words. Regular class tests on sources should be the norm so that the learner can get practice to engage with different sources.

PARAGRAPH WRITING

Learners did not understand the influence the unbanning of the ANC had on the South African politics. Point form writing is still a problem and learners are negatively assess. Learners also copy information from sources.

EXTENDED WRITING

Learners copy information from sources , use headings especially with 1.6.2. Information before 1989 are provided by some centres-irrelevant. Some candidates also includes the road to democracy in their answer-educators should indicate to learners that the theme ends by 1990-release of Nelson Mandela and the political prisoners. Some learners only discuss the economic problems of the USSR and why Gorbachev introduce reforms like glasnost and perestroika-no reference to the influence of this reforms on the relationship between the NP and ANC.

In 1.6.2. the candidates were unable to take a stance and to understand that the fall of Berlin Wall had a influence in De Klerk's decision to make changes in South Africa. Educators should use LTSM and past papers to help learners to understand the theme. Extra classes in the holidays can help learners to understand the work. Learners usually struggle with this theme because of the cognitive levels of the question. Educators need also to use technology in the classroom to enhance a learning culture.

QUESTION 2: HOW SUCCESSFUL WAS ANGOLA IN RE-IMAGINING ITSELF AS A RESULT OF THE COLLAPSE OF COMMUNISM IN 1989?

Few candidates answered this question as this theme was not taught in class. Reason for educators not teaching this is that they did not have all the material and information on this theme. Source-Based questions were answered well as the answers were extracted from the sources. Extended writing was poorly answered as candidates did not know the content as it was not taught in class.

2.6.2 [Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument- L2-LO1 (AS3 and 4); LO2 (AS1, 2

and 3); LO3 (AS1,2,3 and 4)]

Candidates transcribed sources , themes not taught and they did not learn their taught theme and took chances and answered this question.

Recommendation: Subject advisor and History Provisional Planner should give educators information on themes including source-based exercises as it was done with theme on Tanzania and Cuba in Paper1.

QUESTION 3

WHAT WERE THE VARIOUS OBSTACLES THAT SOUTH AFRICA FACED ON THE ROAD TO DEMOCRACY?

3.1.2. (Evaluation and interpretation of evidence from the Source 3A –L3- LO 1 (AS3)

Question answered poorly. Candidates failed to take a stance. Some got the answer correctly but could not be allocated marks since they did not take a stance.

Recommendations: Educators should give them more practice on these questions in class as so that they get trained on answering them.

3.2.1.(Interpretation and analysing of a visual source- L2- LO1 (AS3 and AS4)

Poor to Average

Candidates could not interpret and analyse the source “Awakening of the tiger” and the symbol of the “tortoise”

The word ‘ violence ‘ they associated with the Blacks causing violence and not the Whites/ Afrikaners. Secondly the ‘tortoise’ was referred to as the reforms that were slow to happen in South Africa being caused by De Klerk not Treurnicht who was slow to accept reforms/ against reforms.

The reason could be that the educators do not teach the candidates on the skill to analyse and interpret cartoons in class

Recommendations: Educators should bring cartoons from the newspapers and teach candidates the skill of interpretation and analysis of cartoons.

3.2.2. (Evaluation of a source for justification- L3- LO1 (AS3)

Poor to Average

Poorly answered as candidates failed to take a stance thus losing 4 marks, some had the correct answers but due to not taking a stance they lost marks.

3.3.1. (Interpretation and analysis of a visual source from Source 3C-L1- LO1) (AS3 and AS4)

Poor to Average

Candidates could not explain the message in the cartoon ‘tiger’ and ‘tortoise’ symbols were not linked with the Afrikaners being against the reforms.

3.3.2. (Interpretation and analysing of a visual source-L3- LO1 (AS3)

Poor to Average

Candidates could not take a stance and understand the word Justified.

Recommendations: Educators to teach the skill of answering justified, reliable, usefulness of sources in class and also practice taking a stance.

3.4. (Comparing of evidence of the written and the visual source-L3-LO3 (AS4)

Poor to Average

Candidates could not compare the written and the visual sources and did not understand the word similar. Secondly they only wrote on one source without comparing.

Recommendations: Educators should give more practice on these sources and also on showing the differences/ similarities.

3.5.2. (Evaluation and interpretation of evidence from Source 3D-L1-LO1 (AS3)

Poor to Average

Candidates did not take a stance.

3.5.3. (Evaluation and interpretation of evidence from the Source 3D –L2 LO1 (AS4)

Answered poorly. Copied verbatim from the source.

3.5.4.(Evaluation and interpretation of evidence from the Source 3D-L2- LO1 (SA4)

Poor to Average.

Candidates transcribed the source and also wrote on the elections.

3.6. (Interpretation, analysis and synthesis of evidence from all sources- L3- LO1(AS3 and 4) LO2 (AS1,2 and 3) LO3 (AS 1,2,3,and 4)

Answered poorly. Candidates did not understand the concept Right-wing, therefore wrote on all the obstacles/ violence to the process of negotiations.

Recommendations: FAL and History educators should work together to teach the skill of answering paragraphs by extracting and interpreting in their own words.

3.7.1. (Plan and construct an argument based on evidence using analytical and interpretative skills) – L1-LO1-(AS3nad AS4) LO2 (AS1,and 3)

Average marks: Candidates wrote only on the Road to Democracy there was no line of argument and link with the Obstacles/ disruptions/ violence/ conflict on both by Blacks and whites.

Recommendations: Educators should integrate the obstacles and not just talk/give essay only on the process/road to democracy.

3.7.2.(Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument)

Poorly answered copied sources. Extraction of information should be taught so that candidates can answer this question. **QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION DEAL WITH SOUTH AFRICA'S PAST?**

Learners responded in a average manner in this question. The essay (4.6.1.) was totally misinterpreted because most of the candidates answer the structures , failures and successes of the TRC. Level 2 and Level 3 question was a problem when the learners are suppose to take a stance. Learners cannot compare two viewpoints or explain a statement in her/his own words. In the paragraph learners only discuss the successes of the TRC.

4.1.2. (Extraction of evidence-L1-LO1 (AS3)

Poor to Average

Candidates could not define this concept,

Recommendations :Educators give candidates homework on all the concepts in the theme. Then teach the theme but integrate the concept so that candidates can be able to interpret and include them in the extended writing.

4.1.3. (Interpretation of evidence –L2-LO1 (AS3)

Poor to Good

Candidates unable to interpret the evidence from the source. – Reason they did not link the amnesty with the perpetrators and reparations with the victims.

Recommendation- Educators should teach candidates to differentiate between the victims and the perpetrators. This emphasises the skill of teaching concepts in each theme then linking concepts with the content.

4.1.5 (Interpretation of evidence-L2-LO1 (AS3 and AS4) ; LO2 (AS2) ; LO3 (AS2)

Poor to Average

Candidates could not interpret the visual cartoon, the symbol of the light was literally interpreted and they could not interpret the SA past and link it to the atrocities that had happen in the past.

Recommendation: Educators should practice more of the sources in class, teach the skill of interpretation and analysis.

4.1.6 (Comparing of evidence from the written and visual source –L3-LO1 (AS3 and AS4) ; LO2 (AS2)

Poor to Average

Candidates could not compare the written and visual source and also how they support each other. They copied verbatim from the sources. This question links with the understanding of the interpretation of the concept- Reconciliation.

Recommendation: Educators should teach the skill to compare and support the visual and written source

4.2.3 (Interpretation and evaluation of the usefulness –L3-LO1 (AS3); LO3 (AS2)

Poor to Good

Candidates only wrote Primary-source and did not explain why the source is valuable to the historian.

4.3.1 (Interpretation of evidence –L2-LO1 (AS3 and AS4) ; LO3 (AS2)

Poor to Average

Candidates did not take a stance and bullet no.1 was not easy to interpret even for the markers who did additional English as a Second and Third language.

Recommendation: Educators to teach candidates the skill to answer these answers and give more practice on source-based questions asking for a stance.

4.3.2 (Evaluating the evidence in two different viewpoints –L3-Lo1 (AS3); LO3 (AS2)

Poor to Average

Question poorly answered- Candidates did not refer to both views , those who wrote on one view did not get it correct.

Recommendations : Educators should provide learners with different viewpoints and point out how you differentiate between them.

4.4 (Explain the usefulness of a source-L3-LO1 (AS4)

Poor to Average

Question was poorly answered. Candidates wrote on all sources and could not come up with the information that shows the usefulness of the source.

Reason- Educators did not teach them the skill to choose one source which is most useful to a historian.

Recommendation: Educators need to train candidates on the skill of knowing primary source and why it is such. Secondly to differentiate between a source that has limitation has bias, that gives different points of views.

4.5 (Interpretation , analysis and synthesis of evidence-L3-LO1 (AS3 and AS4) ; LO2 (AS1 , AS2 & AS3) LO3 (AS1 , AS2 , AS3 & AS4)

Average

Candidates did average in this question- reason being they discuss only the aims, structure and successes of the TRC of which they omitted the failures. Some candidates still use point form in paragraph.

PART TWO: ANALYSIS OF
LEARNERS' RESPONSES

This section of the instrument will be provided valuable feedback to the teaching and learning in the classroom. From the moderation of the sample scripts, provide a brief explanation on questions that were poorly answered and a possible reason for this poor performance.

QUESTION 1: HOW DID THE COLLAPSE OF THE SOVIET UNION CONTRIBUTE TO THE ENDING OF APARTHEID IN SOUTH AFRICA IN 1989?

Learners did reasonably well to extract answers from the sources in level 1 questions. However, level 2 and level 3 questions posed a challenge. Learners found it difficult to read and understand the sources especially lower order learners.

1.1.2 (Definition of historical concept LO1 – LO2 (AS1))

Poor-Candidates could not define the concept. Reason is that educators did not emphasise on the concepts.

Recommendation

Educators should give homework to learners to define all concepts in that particular theme. When educators is teaching he/she should integrate the concept within the lesson so that concepts do not become separate from the theme.

1.1.3 (Interpretation of evidence from Source 1A-L2-LO1 (AS3 and 4) LO2 (AS2); LO3 (AS2))

Poor /Average – Some did not understand how to interpret the evidence.

1.1.4 (Analyze and interpret information from Source 1A-L3-LO1 (AS3))

Poor performance – Most of the candidates struggled to interpret what the message of the UDF meant to the township residents. Candidates overall struggled to explain or interpret a phrase from the source.

Recommendation: Educators should give learners different types of sources and teach them how to interpret and analyze sources starting from simple to complex ones.

1.2.1.(Extraction of information –L1-LO1 (AS3) and AS4)

Poor to Average

Poorly answered candidates failed to extract evidence from the source.

Recommendation: Educators of the First Additional Language should teach the skill extracting information when candidates answer comprehension based questions and this could assist History candidates.

1.2.2 (Interpret and evaluate Source 1B-L3-LO1 (AS3))

Poor to Average

Candidates failed to take a stance and that led to them losing marks. Some could give correct answers but since there was no stance they had to fail.

1.2.3 (Interpret and evaluate Source 1B-L3-LO1 (AS3))

Poor-Candidates failed to take a stance

Recommendation: Educators should train/give practice in class of sources where learners had to take a stance if incorrect they should not give credit because this leads to complacency and learners could think that they are doing the right thing yet when being marked in December they get a fail because of not practicing this in class.

1.2.4 [Interpret and evaluate Source 1B-L2-LO1- (AS3 and 4); LO2 (AS2); LO3 (AS2)]

Poor-Candidates transcribed the source, no interpretation.

1.3.1 [Interpret and evaluate Source 1C-L2-LO1 (AS3 and 4); LO2 (AS2); LO3 (AS2)]

Poor to Average

Easy question but they could not get it right – content gap.

1.4 (Selection of Sources 1A, 1B and 1C to highlight their usefulness on the impact of the USSR on South Africa- L3-LO1 (AS3 and 4); LO2- (AS2); LO3 (AS2)

Poor to Average

Candidates could not select the most useful source, they wrote on every source.

1.6 (Interpretation, analysis and synthesis of evidence from all sources-L3-LO1 (AS3); LO2 (AS2 and 3); LO3 (AS2)

Poorly answered

- Candidates lack the skill to write paragraphs.
- Copied from the source and gave background information on the history of apartheid.
- Could not give the consequences of the unbanning of the ANC on South African politics.

Recommendation: History educators to work hand in hand with First Additional Language and teach the skill of summarizing and also using their own word so that they do not copy verbatim from the source.

1.6.1 (Plan and construct and argument based on evidence using analytical and interpretative skills)

Question was difficult to answer. Candidates write on the background history of SA during the period 1989, also wrote on the Road to Democracy. This shows that most educators are not teaching this theme. Some of the learners copy the sources from the question paper.

Recommendation: Subject advisors must ask educators to have a controlled test for all the themes so that there will be no content gap as theme 1, 3 and 4 link.

1.6.2 (Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument.)

Few candidates answered this question and very poorly as they transcribed the sources. – Reason is that candidates lack the skill to extract relevant information from the source and also write a comprehensive essay.

Recommendation: FAL and History educators to get together and work a plan on how to answer these questions.

SUGGESTIONS :

The theme concentrate on the influence of the fall of communism on the ending of apartheid. The relationship between the USSR and USA in the Cold War is important to understand. Educators should link the two parties (ANC and NP) or their relationship with the USSR and USA in the ending of apartheid. Educators need to use a variety of source materials in their classrooms to improve the skill to analyse a source. Learners should be learn how to extract information from the source and to write the information in their own words. Regular class tests on sources should be the norm so that the learner can get practice to engage with different sources.

PARAGRAPH WRITING

Learners did not understand the influence the unbanning of the ANC had on the South African politics. Point form writing is still a problem and learners are negatively assess. Learners also copy information from sources.

ESSAY

Learners copy information from sources , use headings especially with 1.6.2. Information before 1989 are provided by some centres-irrelevant. Some candidates also includes the road to democracy in their answer-educators should indicate to learners that the theme ends by 1990-release of Nelson Mandela and the political prisoners. Some learners only discuss the economic problems of the USSR and why Gorbachev introduce reforms like glasnost and perestroika-no reference to the influence of this reforms on the relationship between the NP and ANC.

In 1.6.2. the candidates were unable to take a stance and to understand that the fall of Berlin Wall had a influence in De Klerk's decision to make changes in South Africa. Educators should use LTSM and past papers to help learners to understand the theme. Extra classes in the holidays can help learners to understand the work. Learners usually struggle with this theme because of the cognitive levels of the question. Educators need also to use technology in the classroom to enhance a learning culture.

QUESTION 2: HOW SUCCESSFUL WAS ANGOLA IN RE-IMAGINING ITSELF AS A RESULT OF THE COLLAPSE OF COMMUNISM IN 1989?

Few candidates answered this question as this theme was not taught in class. Reason for educators not teaching this is that they did not have all the material and information on this theme. Source-Based questions were answered well as the answers were extracted from the sources. Extended writing was poorly answered as candidates did not know the content as it was not taught in class.

2.6.2 [Synthesis information to construct an original argument using evidence from the sources and own knowledge to support the argument- L2-LO1 (AS3 and 4); LO2 (AS1, 2 and 3); LO3 (AS1,2,3 and 4)]

Candidates transcribed sources , themes not taught and they did not learn their taught theme and took chances and answered this question.

Recommendation: Subject advisor and History Provisional Planner should give educators information on themes including source-based exercises as it was done with theme on Tanzania and Cuba in Paper1.

QUESTION 3

WHAT WERE THE VARIOUS OBSTACLES THAT SOUTH AFRICA FACED ON THE ROAD TO DEMOCRACY?

3.1.2. (Evaluation and interpretation of evidence from the Source 3A –L3- LO 1 (AS3)

Question answered poorly. Candidates failed to take a stance. Some got the answer correctly but could not be allocated marks since they did not take a stance.

Recommendations: Educators should give them more practice on these questions in class as so that they get trained on answering them.

3.2.1.(Interpretation and analysing of a visual source- L2- LO1 (AS3 and AS4)

Poor to Average

Candidates could not interpret and analyse the source “Awakening of the tiger” and the symbol of the “tortoise”

The word ‘ violence ‘ they associated with the Blacks causing violence and not the Whites/ Afrikaners. Secondly the ‘tortoise’ was referred to as the reforms that were slow to happen in South Africa being caused by De Klerk not Treurnicht who was slow to accept reforms/ against reforms.

The reason could be that the educators do not teach the candidates on the skill to analyse and interpret cartoons in class

Recommendations: Educators should bring cartoons from the newspapers and teach candidates the skill of interpretation and analysis of cartoons.

3.2.2. (Evaluation of a source for justification- L3- LO1 (AS3)

Poor to Average

Poorly answered as candidates failed to take a stance thus losing 4 marks, some had the correct answers but due to not taking a stance they lost marks.

3.3.1. (Interpretation and analysis of a visual source from Source 3C-L1- LO1) (AS3 and AS4)

Poor to Average

Candidates could not explain the message in the cartoon ‘tiger’ and ‘tortoise’ symbols were not linked with the Afrikaners being against the reforms.

3.3.2. (Interpretation and analysing of a visual source-L3- LO1 (AS3)

Poor to Average

Candidates could not take a stance and understand the word Justified.

Recommendations: Educators to teach the skill of answering justified, reliable, usefulness of sources in class and also practice taking a stance.

3.4. (Comparing of evidence of the written and the visual source-L3-LO3 (AS4)

Poor to Average

Candidates could not compare the written and the visual sources and did not understand the word similar. Secondly they only wrote on one source without comparing.

Recommendations: Educators should give more practice on these sources and also on showing the differences/ similarities.

3.5.2. (Evaluation and interpretation of evidence from Source 3D-L1-LO1 (AS3)

Poor to Average

Candidates did not take a stance.

3.5.3. (Evaluation and interpretation of evidence from the Source 3D –L2 LO1 (AS4)

Answered poorly. Copied verbatim from the source.

3.5.4.(Evaluation and interpretation of evidence from the Source 3D-L2- LO1 (SA4)

Poor to Average.

Candidates transcribed the source and also wrote on the elections.

3.6. (Interpretation, analysis and synthesis of evidence from all sources- L3- LO1(AS3

and 4) LO2 (AS1,2 and 3) LO3 (AS 1,2,3,and 4)

Answered poorly. Candidates did not understand the concept Right-wing, therefore wrote on all the obstacles/ violence to the process of negotiations.

Recommendations: FAL and History educators should work together to teach the skill of answering paragraphs by extracting and interpreting in their own words.

3.7.1. (Plan and construct an argument based on evidence using analytical and interpretative skills) –

L1-LO1-(AS3nad AS4) LO2 (AS1,and 3)

Average marks: Candidates wrote only on the Road to Democracy there was no line of argument and link with the Obstacles/ disruptions/ violence/ conflict on both by Blacks and whites.

Recommendations: Educators should integrate the obstacles and not just talk/give essay only on the process/road to democracy.

3.7.2.(Synthesise information to construct an original argument using evidence from the sources and own knowledge to support the argument)

Poorly answered copied sources. Extraction of information should be taught so that candidates can answer this question.

QUESTION 4: HOW DID THE TRUTH AND RECONCILIATION COMMISSION DEAL WITH SOUTH AFRICA'S PAST?

Learners responded in an average manner in this question. The essay (4.6.1.) was totally misinterpreted because most of the candidates answer the structures, failures and successes of the TRC. Level 2 and Level 3 question was a problem when the learners are supposed to take a stance. Learners cannot compare two viewpoints or explain a statement in her/his own words. In the paragraph learners only discuss the successes of the TRC.

4.1.2. (Extraction of evidence-L1-LO1 (AS3)

Poor to Average

Candidates could not define this concept,

Recommendations : Educators give candidates homework on all the concepts in the theme. Then teach the theme but integrate the concept so that candidates can be able to interpret and include them in the extended writing.

4.1.3. (Interpretation of evidence –L2-LO1 (AS3)

Poor to Good

Candidates unable to interpret the evidence from the source. – Reason they did not link the amnesty with the perpetrators and reparations with the victims.

Recommendation- Educators should teach candidates to differentiate between the victims and the perpetrators. This emphasises the skill of teaching concepts in each theme then linking concepts with the content.

4.1.5 (Interpretation of evidence-L2-LO1 (AS3 and AS4) ; LO2 (AS2) ; LO3 (AS2)

Poor to Average

Candidates could not interpret the visual cartoon, the symbol of the light was literally interpreted and they could not interpret the SA past and link it to the atrocities that had happen in the past.

Recommendation: Educators should practice more of the sources in class; teach the skill of interpretation and analysis.

4.1.6 (Comparing of evidence from the written and visual source –L3-LO1 (AS3 and AS4) ; LO2 (AS2)

Poor to Average

Candidates could not compare the written and visual source and also how they support each other. They copied verbatim from the sources. This question links with the understanding of the interpretation of the concept- Reconciliation.

Recommendation: Educators should teach the skill to compare and support the visual and written source.

4.2.3 (Interpretation and evaluation of the usefulness –L3-LO1 (AS3); LO3 (AS2)

Poor to Good

Candidates only wrote Primary-source and did not explain why the source is valuable to the historian.

4.3.1 (Interpretation of evidence –L2-LO1 (AS3 and AS4) ; LO3 (AS2)

Poor to Average

Candidates did not take a stance and bullet no.1 was not easy to interpret even for the markers who did additional English as a Second and Third language.

Recommendation: Educators to teach candidates the skill to answer these answers and give more practice on source-based questions asking for a stance.

4.3.2 (Evaluating the evidence in two different viewpoints –L3-Lo1 (AS3); LO3 (AS2)

Poor to Average

Question poorly answered- Candidates did not refer to both views, those who wrote on one view did not get it correct.

Recommendations: Educators should provide learners with different viewpoints and point out how you differentiate between them.

4.4 (Explain the usefulness of a source-L3-LO1 (AS4)

Poor to Average

Question was poorly answered. Candidates wrote on all sources and could not come up with the information that shows the usefulness of the source.

Reason- Educators did not teach them the skill to choose one source which is most useful to a historian.

Recommendation: Educators need to train candidates on the skill of knowing primary source and why it is such. Secondly to differentiate between a source that has limitation has bias, that gives different points of views.

4.5 (Interpretation , analysis and synthesis of evidence-L3-LO1 (AS3 and AS4) ; LO2 (AS1 , AS2 & AS3) ; LO3 (AS1 , AS2 , AS3 & AS4)

Average

Candidates did average in this question- reason being they discuss only the aims, structure and successes of the TRC of which they omitted the failures. Some candidates still use point form in paragraph.

4.6.1. (Plan and construct an argument based on evidence using analytical and interpretative skills –L1-LO1 (AS3 and AS4) ; LO2 (AS1 , AS2 and AS3) ; LO3 (AS1 , As2 , AS3 and AS4)

Poor to Average

Candidates did average in this question. It is as if they had planned essay that only refer to the aims structure, successes and failures of the TRC. No examples were made. One centre mentioned the RDP and the Land Claims Court- Content gap.

Recommendation: Educators should teach the skill of writing essays. Secondly when

teaching the theme on TRC they should teach it in conjunction with the example/ case studies of the TRC.

E.g. If talking about the structure of TRC i.e. Committees Candidates must be able to differentiate between the concept of victims and perpetrators and also under which committee these people fall under e.g. Committee on Human Rights Violation – victims came to give testimony then quote a case study- Mthimkhulu Simphwe , Committee on Amnesty- perpetrators quote. Niewoudt who was linked to Simphwe Mthimkhulu.

Reparations and rehabilitation also to be linked

4.6.2. (Synthesise information to construct an original argument using evidence from

the sources and own knowledge to support the argument-L2-LO1

(AS3 and AS4) ; LO2 (AS1 , AS2 and AS3) ;LO3 (AS1 , AS2 , AS3 and AS4)

Poorly-Not a popular choice.

Candidates cannot use information from the source to assess Tutu's statement.

Candidates don't take a stance and copy information from the sources.

SUGGESTIONS : Educators should provide information to the learners regarding the following :

1. Usefulness of sources
2. Justify
3. Comparison/Similarity/differences
4. Compliment/support/contrasting of sources

Educators should teach learners to extract information from the sources and to write it in their words.

Educators should also use LTSM and technology to improve their results.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	HOSPITALITY STUDIES		
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	3HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

There is a big improvement in terms of learner performance as compared to previous question papers due to the following observations:
<ul style="list-style-type: none">• 2012 paper was more understandable.• Illustrations were more clear.• Case studies were presented so well with simple language.• Memo was flexible and covered more alternatives.• Teachers getting more experienced in the subject.• Learners managed to score marks in most of the questions.• The question paper catered for a wide variety of learners.• Learners managed to pass although we still striving for quality results.• It was a standard paper.• Some learners could not answer nor insert answer sheet for section A, they ended up losing 40 marks for the whole Section A.• Afrikaans learners were more advantaged than English learners due to translation which was claimed not to be correct in some questions, thus leading to more alternatives being accepted for them. Also when Afrikaans learners give answers in English they were marked correct.

SECTION 2:

Comment on candidates' performance in individual questions

SECTION A
QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was fairly answered, though some learners could not answer some sub questions and just left blank spaces, for an example question 1.3 and 1.4 which required the learners to provide one word or term.
1.1 MULTIPLE CHOICE QUESTIONS
This question was clear hence many learners managed to score high marks.
1.2 MATCHING ITEMS
Question 1.2 .1 and 1.2.3 were closely related, the definitions were more or less the same, hence the discussion ended up taking two answers for 1.2.1.
1.3 FILL IN THE MISSING WORD/S
This question was poorly answered; learners are still struggling with Hospitality concepts and terminology.

1.4 ONE WORD ITEMS
The question was poorly answered, it was evident that learners are having huge problem with regard to Hospitality terms.
1.5 MATCHING ITEMS
This was a good question for the learners and they seem to understand the question well, although they lost some marks due to not following the instruction.
1.6 IDENTIFICATION ITEMS
A very good and well answered question hence the learners managed to score high marks in this questions.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In Section A Question 1.3 and 1.4 were poorly answered because some of the terms are French terms which are difficult for the learners. We feel that 15 marks for terminology only were too much for the learners.
For an example French terms like: Barquette, Crème Anglaise, Milchik
Learners confusing similar terms e.g. stock control instead of stock taking;
Take away instead of meals on Wheels
Custard cream for Crème Anglaise
Afrikaans learners using English terms: 1.4.3 Mobiele etes/ Buitenshuise spyseniers/ Meals on wheels
1.5.2 Joods (Kosher)
1.6.4 Martini/ Mengeldrankie
In question 1.5 the instruction is to select TWO statements from the given list, but 95% could not follow that instruction, most of them selected only ONE , thus most learners lost Marks in this question.
(y) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should teach learners and put more emphasis on French Terminology as one cannot divorce French from Hospitality Studies and Hospitality concepts.
Teachers should include French terminology and Hospitality Concepts in their daily class activities.
Afrikaans Memorandum should not have English Terms as alternatives; this is unfair to the English learners.
(d) Describe any other specific observations relating to responses of learners
Question 1.1 Multiple Choice questions and 1.6 Identification Items were answered very well. In 1.6 learners were to identify the types of glasses used in the Food and Beverage Service.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers are advised to give examples of these questions in their school based formal and informal assessments. Terminology and concepts should be dealt with everyday in class. Teachers should give learners about five (5) Terms daily for the learners to look for the meanings in Textbooks and write them down, by so doing they

will be developing a terminology Booklet for each learner. Therefore learners will be used in answering terminology questions.
Subject advisors should monitor the development of the informal and formal daily tasks so as to ensure quality standardised assessment tasks during the whole year.
Subject advisers could help teachers when doing revision using past question papers And not let students revise these question papers by themselves.
SECTION B: HOSPITALITY CONCEPTS AND HEALTH AND SAFETY
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered, though there were some challenges as indicated below:
Question 2.1. The marketing tool is very clear but the learners were unable to apply the information with regard to guidelines for designing a marketing tool.
Learners could not state the advantages of using the advertisement given in 2.1, but they analysed and evaluated the tool.
In question 2.1.3 some learners could not differentiate between an entrepreneur and an employee.
In question 2.2 some learners could not apply the information again here such that some copied the extract as answers in their answer books.
Some learners could not understand question 2.2.2 and they lost marks unnecessarily.
Some learners could not identify the basic injury and therefore could not describe the procedure to be followed when treating the injury in 2.3.1.
Question 2.4 What a give away question though some learners could not answer it well, especial the symptoms of gastro-enteritis.
In question 2.5 , some learners confused symptoms of gastro with symptoms of allergic reaction.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners responded by giving examples of Emihle being an employee instead of her being an entrepreneur, e.g. Chef, Waiter, Food and Beverage Manager.
Some learners could not respond well maybe due to unavailability of a picture of someone chocking. Only the statement was given.
Some learners just listed the guidelines in Question 2.1.4 instead of analysing the marketing tool as required by the question.
Other learners especially Afrikaans learners interpreted professional dress code in 2.2.2 as a behaviour for an example the expected answers for that questions were: Wearing uniform, keeping it clean, comfortable shoes etc Learners response: Be friendly, service excellence, superb teamwork
In question 2.4 some learners could not look at marks before answering as they indicated one or two symptoms instead of three in each disease. Others confused the symptoms of Gastro with TB and vice versa.
In question 2.5 learners are taking allergy casually, they do not learn.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Different questions must be set with regard to marketing tool e.g. Teachers should bring visual examples of different marketing tools so that learners could easily identify the tool when it

appears on the question paper. In their daily activities they should bring variety of questions e.g. use of scenarios, extracts, case studies and articles, for the learners to analyze and evaluate these.
It was evident that learners are not used in answering extracts and case studies as one would look at their answers in question 2.2. and 2.3. teachers should always include such questions in class.
As according to LPG teachers should put emphasis on all the three infectious diseases which are Gastro-enteritis, Tuberculosis and HIV and AIDS, concentrating more on their origin, symptoms and treatment.
Identification and treatment of basic injuries that are common in the Hospitality establishment should be demonstrated in class.
(d) Describe any other specific observations relating to responses of learners
We have observed that this is one of the sections that learners could answer reasonably well.
Only the few challenges mentioned above require attention.

e) Any other comments useful to teachers, subject advisors, teacher development
Most of the challenges indicated in this section require role playing in class.
SECTION 3: FOOD PREPARATION
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was fairly answered by most learners. Below are areas that still need emphasis:
In question 3.1.1 learners confused use of computer by the head chef for menu planning with general advantages of using a computer.
Some learners could not show all calculations as instructed in the question paper, they just give answers.
Some learners could not add the profit percentage when calculating the selling price
Some learners confused stock control in question 3.2 with stock as food commodity.
Other learners gave procedures to be followed when receiving stock in question 3.2
Maintaining large kitchen appliances in question 3.2.2 was problematic as most of the learners responded by giving guidelines on storing and cleaning of large equipment.
In question 3.3.1 learners are still struggling with Cocktail as they could not indicate cocktail snacks that can be served to vegans.
Learners could not describe aspects to be considered when determining the number of snacks to be served per guest in a cocktail function in question 3.3.2.
In question 3.3.3. some learners confused local game products with sport games.
In question 3.4 Sushi is not Chinese traditional dish but in the textbook it is indicated as one, hence many learners mentioned Sushi as one traditional dish for China.
Question 3.6 was a bit confusing for the learners as the result most of the learners could not answer it correctly.

(b) Why was the question poorly answered? Also provide specific examples, indicate

common errors committed by learners in this question, and any misconceptions.
Most learners are having limited information regarding question 3.1.1 as some textbooks have scanty information about use of computers in menu planning.
It was indicated that some learners do not read instructions before attempting to answer a question, that they could not show calculations.
We assume that learners did not prepare well for examination if they can confuse stock control with stock a food commodity as well as they confused maintenance of large equipment with the guidelines of storing and cleaning the equipments.
Learners do cocktail in practical tasks so it is surprising that they could not list the cocktail snacks in question 3.3.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should differentiate between general advantages of using a computer and how it is used for specific purposes e.g. menu planning.
Teachers should be exposed to as many textbooks as possible as to avoid limited information from one textbook used by the learners.
Costing should be practiced in weekly practical lessons as classroom activities.
It was evident that practical is done separately from theory. We suggest that practical be combined with theory especially in a cocktail function.
Teachers must let learners role play all the procedures of stock control namely receiving stock, issuing stock and stock taking.
Teachers should emphasize the differences between cleaning, storing and maintaining large equipment.
(d) Describe any other specific observations relating to responses of learners
There is great improvement with regard to Costing this year as compared to other years.
It is evident that some learners understand and can make use of formulas used for costing.
Learners have shown understanding regarding food suitable for people suffering from different diseases e.g. Diabetic.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Due to the fact that Hospitality Studies teachers do not have Maths background,
Therefore they should plan their costing lessons together with Maths and Maths Literacy teachers.
All learners must have calculators.
Subject advisors should advice and encourage teachers to organise excursions for learners to visit Hospitality establishments.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was fairly answered.
Question 4.1 is having an illustration of shin or shank which most learners could not identify which led to failure in answering all other questions related to the illustration.
Learners have shown difficulty in answering questions on pastries.
Question 4.4 was well answered, due to the fact that there was a list provided for them to choose from.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The cut of meat is a readily prepared plated product which made it difficult for the learners to identify as they are used in identifying cuts from the carcass.
There is not much done in practical lessons concerning pastries.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should not emphasize in identifying only meat cuts from the carcass but should also include prepared dishes produced from the various cuts.
Theory must be done in conjunction with practical regarding pastries, for an example choux pastry, short crust and puff pastry
(d) Describe any other specific observations relating to responses of learners
Learners were familiar with the questions in this question, though some learners could not describe the factors to be considered when purchasing the meat cut indicated in question 4.1.

e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors should advise teachers to do demonstration lessons especially in the case of pastries to show most dishes that can be prepared from different pastries.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This was a good question about bin card and most learners scored high marks.
In question 5.2.3 , pouring of wine was badly answered.
They did not only answer on the presentation of the bill they mix with payment, tipping and the behaviour of the waitron.
Question 5.4.1 was not answered well, learners could not identify the equipment though they knew very well its use.
The picture in question 5.5 is clear.
The memo does not match the question – 5..5.2
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
They do not make sure what the question is asking before they answer.
Learners often answered that they (the waiter) must ask if they can bring the bill
Other learners are responding by saying smile, and thank you.
The identify the equipment in question 5.4.1 as a gravy pot, jug, measuring jug, bowl or gravy bowl which were not catered for in the memo.
Question 5.5.2 requires the learners to design a checklist for opening mise-en-place of which most of the learners did, but in the memo the response was descriptive and that disadvantaged most learners. Most learners just named and did not describe for an example how to polish or steam a glass.
(C) Provide suggestions for improvement in relation to Teaching and Learning
In theory lessons we should differentiate between presenting, payment and tipping. Learners can be encouraged to role play the following concepts in Food and Beverage Service:
<ul style="list-style-type: none"> • Opening wine bottle

<ul style="list-style-type: none"> • Pouring of wine
<ul style="list-style-type: none"> • Serving of wine
<ul style="list-style-type: none"> • Presenting the Bill
<p>The teachers should put more emphasis on the above aspects when teaching.</p>
<p>The work schedule for Grade 12 clearly indicates that the serving equipments should be done, and therefore teachers should note that.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Question 5.5 was very clear and the illustration is familiar to the learners. Most learners scored high marks</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development .</p>
<p>Some of the aspects in this section are from Grade 10 therefore teachers need to refer to the information already known by the learners.</p>
<p>Subject advisors should visit schools when teachers are doing practical lessons in order to identify challenges that experienced by teachers at an early stage.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE P1		
DATE OF EXAMINATION:	07 NOVEMBER 2012	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<p>The learners have performed well in most of the questions except for few candidates who have failed to answer some of the questions and some of them did not complete the question paper. The standard of the paper was appropriate for a GR 12 isiXhosa FAL candidate and the language used was of a good standard. They were able to interpret the cartoons and adverts and also answered the questions.</p>
<p>It seems that some of the candidates have spent most of their time answering the comprehension in other words they have failed to allocate time for each question accordingly, as a result they did not answer all the questions and they lost marks.</p>
<p>In spite of all the above they have performed very well 99 percent of the candidates have passed the paper, except for those candidates who have not finished the paper or left out of mostly the whole paper unanswered. Some candidates have answered only two questions in Section A and two questions in Section B and left out the whole of Section C.</p>
<p>The lack of grammar skills, language terminology used in the passage, spelling and summarising skills has had a negative effect on their performance.</p>

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered by 95 percent of the candidates.
The candidates that have performed poorly are those that have answered only the first 3 questions and stopped and did not complete started a new Section and not all the answers were correct.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The paper was poorly answered by only those candidates who did not understand the questions and the few candidates that did not answer all the questions who have left out questions unanswered. For an example there are candidates who have left out questions from 1.1.3 to 1.2.3 and have lost 27 marks from Section A
1.1.3 required the candidates to give the meaning of the word 'ukuxikixa' most learners failed to get marks because they did not know the term.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The candidates that have failed this question lack comprehension skills. They cannot comprehend.
They do not read the passage and questions with understanding and the questions properly and they lost marks because there are incorrect.
They were directed where to get answers e.g go to "umhlathi 1 or 2 but still they failed to get correct answers
I suggest that educators in schools must give learners more comprehension exercises in schools so that their learners are used to answering and reading passages.

They must teach them to read the passage with understanding and also read the questions also with understanding so that they can give a correct answer.
The educators must give learners different types of picture exercises and ask questions so that they learn to view pictures
Teachers need to give learners pictures on various contexts that are going to expose them
To different scenarios like 'imigidi', ukubethwa kwentonga' especially the learners from urban areas everything that has to do with culture and traditions.
(d) Describe any other specific observations relating to responses of learners
Although they were directed where to get the answers they still failed because they could not identify the missing word that they were asked to fill in ,but the word was given in the text.
For an example question 1.1.4 required " ebisakwenziwa" they changed that word to 'eyenziwa' and they got that answer wrong because they could not copy the word as it is and get a mark.
In this question there were about 5 questions that required a general response based on the text so it was easy for the candidates to collect marks and achieve good results. For example 1.1.9; 1.1.11; 1.1.13; 1.1.16 and 1.2.4 all these questions were accommodating mostly all the responses that were based on the text . There was even repetition of answers that candidates were awarded marks for twice for the same response but in different questions, but they gave incorrect answers.
In question 1.1.11 they misunderstood the text. The text was about machines and technology but their response in this question was suprising because they thought the robot they were asked about was the traffic robot and they lost marks.
In 1.2.1 most candidates did not get a mark for this question .They were given a picture to view but they could not tell what was happening in the picture.
In 1.2.4 most candidates could not get marks because they did not know the meaning of the word 'umxholo'
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors when they conduct their meetings with educators they must encourage the teachers to give learners more comprehension tests and worksheets to prepare their learners from Grade 8 comprehension skills so that when they get to Grade 12 they know how to answer questions They should also tell the educators that they must have reading periods, hang up pictures on the walls so that their learners could be able to read and analyse the pictures they see around the classroom.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered. This question was testing summarising skills and 90 percent of the candidates scored between 60 and 100 percent .
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some candidates who performed poorly in this question because some could not identify the important points required. and most of them have failed to give sensible sentences because they gave incorrect concords.
Spelling was also a cause for concern in this question because incorrect spelling changes the meaning of the sentences and learners lost marks.
The rubric is very friendly it was easy for them to score full marks in this question but they failed .
Some candidates had incorrect format in their summary because they had copied the heading

and underlined .
Some candidates gave incomplete points.
Some of the candidates did not even attempt this question so they lost 10 marks.
Sentence structure ,spelling and punctuation was also the cause of poor performance.
(c) Provide suggestions for improvement in relation to Teaching and Learning
To improve teaching and learning teachers have to keep testing general knowledge and give learners reading exercises such as asking them to do a book review in order to improve their learning and language skills that will improve their reading skills in order to improve their vocabulary ,spelling and reading skills.
(d) Describe any other specific observations relating to responses of learners
I have discovered that other candidates have failed to get full marks for the summary because they do not summarise what is in the text but their own understanding . the points that they identify are not in the text it is their own interpretation. Other candidates had given their summary a heading or topic and they underlined it. Learners do not know the word division and punctuation.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors must advise educators to use different texts even the ones that are more rural to accommodate learners from the urban areas because the text had words like 'irhengqe ' the First Additional Language learners from towns find those words difficult to understand. .
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was assessing language skills . Mostly all the candidates have performed well they were given an advert to view and they failed to give a correct answer to question 3.4 and 3.6
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most candidates have performed poorly in this question because they did not even attempt to answer question 3.4 ,3.6 and 3.7.
3.4 required the candidates to give the use of 'isikhuzo ' . Most candidates lost marks in this question because they did not know the uses or they misunderstood the question.
3.6, candidates were required to give the meaning of the phrase "nceda ungashiyeki". Most candidates could not give a correct answer to this question because they could not Give the correct meaning of the phrase and lost marks. They did not know the meaning of the word 'cenga'.
3.7 required a Yes or No and a reason for an answer. Those candidates who got this question wrong have swapped their reasons, the No reason with the Yes reason .
(C) Provide suggestions for improvement in relation to Teaching and Learning
Although the learners are First Additional language learners I suggest that teachers must teach the language in depth . They must teach the functions of 'izikhuzo, and other parts of speech in order to prepare their learners for examinations . They must also give their learners tests and worksheets that are exposing them to this type of questioning in order to improve the results.

(d) Describe any other specific observations relating to responses of learners
Question 3.6 and 3.7 was not attempted by some candidates . I think they failed to understand the question . They were given a choice to choose Yes or No and give a reason for their answer. They failed to get marks because for a Yes response they gave a reason for a No response so swapped the reasons around, instead of a full 2 marks they got 1 mark for that question.
e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors must remind the teachers to follow their pace setters when teaching the language in order to cover the syllabus. They must start from Grade 8 to Grade 12
Educators in schools must give more grammar worksheets and tests to prepare their learners for the final examinations.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered . Most of the candidates were above 80 percent except for few candidates who have not attempted to answer this question.They were given a cartoon to read and answer the questions. Most of the candidates have found 4.3 very difficult and they lost marks .
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question that was poorly answered is 4.3 ad 4.6 This question required the candidates to give the reason for the repetition of word ‘simahla’ in box 2. They could not give a correct answer for that question.
In 4.6 the word ‘unqalintloko’ had two different meanings. They misinterpreted the “ unqalintloko” is a type of chicken . Some gave a literal meaning as” intloko engenanwele kwezinye indawo” they did not understand the cartoon.
(C) Provide suggestions for improvement in relation to Teaching and Learning
I suggest that teachers in schools must expose their learners to these types of texts and assess them. They must also encourage reading and interpretation of pictures and cartoons as part of their teaching.
Teachers must encourage their learners to read isiXhosa books and listen to isiXhosa news because by listening you learn new things. They must bring in new words and ask for meanings , that will improve their vocabulary.
(d) Describe any other specific observations relating to responses of learners
They responded differently in 4.5 but fortunately for them the memorandum was friendly and accommodated mostly all the responses. Some of candidates did not attempt to answer this question.
e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors must advise the teachers to use these cartoons in their teaching in order to expose learners to the nature of questions. They must also encourage them to use the past papers to guide them how to set their examinations and test in schools.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered only 50 percent of the candidates got full marks in this question. Some of the candidates did not even attempt it.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This question was poorly answered and even not attempted by most candidates and it was out

<p>of 20 marks and those students who did not even try are the ones who have scored 50 percent and below.</p>
<p>5.1.2 required 'izibizo ezimbaxa' they could not fill in the correct word for that question and they lost marks.</p> <p>In 5.1.3 They were asked to identify an adjective instead of an adjective they chose a noun.</p> <p>In 5.1.5 they did not understand the meaning of the work 'yonga' instead they constructed sentences.</p> <p>In 5.1.7 most of the candidates failed this question because they did not understand the question lacked grammar skills</p> <p>They did not know the structure of a sentence and also the parts of speech.</p> <p>In 5.1.9 candidates lost marks because they did not know the function of isimamva u -isa- in that word.</p> <p>In 5.1.10 they also lost marks because they did not know 'amahlobo'.they left it out or not attempted because they lacked knowledge.</p> <p>5.1.11 was also poorly answered because the candidates could not give an appropriate for that explanation.</p> <p>In 5.1.12 candidates could not understand the phrase 'ukugxelesha iipokotho' for them it had a different interpretation.they gave literal meaning. , meaning to look in the pocket.</p> <p>In 5.1.13 Candidates were given a jumbled sentence and they were required to correct that statement to a meaning full sentence but they failed and lost marks.they did not know what comes after a noun.</p> <p>In 5.2.1 candidates lost marks in this question because instead of giving an opposite of the word 'usisi'' they gave isifanokuthi,</p> <p>In 5.2.2 their response in this question was suprising they did not know commands instead they changed the sentence and they lost marks .</p> <p>In 5.2.3 they lost marks because they did not know what the word' izidanga stands for in that sentence.instead they gave the meaning of 'izidanga,</p> <p>In 5.2.5 they lost a mark because they could not use 'isihlanganisi-u- kuba' in an appropriate manner to make one sentence . They have inserted the conjunction in a wrong position as a result their sentences became senseless.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Teachers need to teach grammar extensively and make sure that they give their learners exercise on how to answer the questions</p>
<p>Learners need to be tested on all the parts of speech.</p>
<p>Teachers have to revise all the work from Grade 8 to Gr12 before they write their final examinations to remind them of everything that they have learnt in the past.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>What I have discovered is that learners do not learn grammar and they cannot spell the words correctly. Some candidates have lost marks because of spelling errors .</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Subject advisors in their meetings should encourage teachers to use their pace setters in order to cover the syllabus .</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA FAL PAPER 2		
DATE OF EXAMINATION:	14 -11-2012	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Learners' responses reveal that they have understood the questions, had been
Thoroughly prepared for the examinations and most of them have shown a great deal of
Commitment because they did not just give short straight-forward answers instead gave a
Thorough analysis of each question.
The majority of learners (as per the stats) have done exceptionally well. Noteworthy was the
Fact that most of the questions allowed for alternative responses. This is very encouraging
As it rewards learners for their hard work and commitment to their studies.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1 (Novel – Kusa Kusihlwa)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This is an essay-type question that requires learners to agree with the given statement. Not many learners chose this question probably because of fear that they might have Misunderstood or misinterpreted the question. I would have loved to see many learners Attempting this question because it was basically looking at the benefits of having hope, trust And faith in life. It would have been very encouraging, inspirational and eye-opening to hear What the youth think of such concepts, in relation to the novel 'KUSA KUSIHLWA'. Learners Who attempted this question should however, be commended for the job well done, however, There's more room for improvement.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Although few learners responded to this question, they struggled to get to the point, Probably because they misinterpreted the question. Most of them did not clearly Understand the meaning of the word "Intlantsi". They tended to narrate the whole story.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners are to be encouraged to write the essay-type questions frequently and a positive Feed-back must follow so that they gain confidence in mastering this type of a question at the End of the year. Teaching learners to write these essays should be conducted simultaneously With the creative writing (paper 3). I think it is also very important that learners familiarize Themselves with the rubric for marking the essays (both in paper 3 and long questions for Paper 2). This will equip them with a variety of skills. Where necessary, learners are to be Supplied with a glossary of terms, taken from the novel, in order to simplify the text. Subject Advisers are encouraged to motivate teachers by allowing the markers to assist in Giving feedback regarding the shortcomings experienced by the learners in the final exam. Reports should be sent immediately to schools (preferably at the start of term 1 so as to start

On equal footing). If possible, Examiners are to be invited to conduct workshops to clusters.
(d) Describe any other specific observations relating to responses of learners
Incorrect language usage and lack of relevant vocabulary. Generalization and lack
Of dedication and commitment in some cases.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Conducting workshops for all teachers, cluster meeting and open discussion, regular Visits by subject advisors. Competitions (essay / oral, drama, debates) are encouraged so as to stimulate learners. Wall charts as displays of characters should be used at schools. Teaching aids used to identify characters in the book. Parent-involvement is important. Cluster-marking approach should be adopted so that some of the common problems can Be eliminated before the September Trial Exam.
QUESTION 2 (Novel - Contextual Questions)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Few learners chose this question, the performance was above average. Few problem areas were observed. For example Question 2.1.6.was not understood as well as 2.2.4(the word 'Mkhaya')
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners misinterpreted the word 'Mkhaya' and referred to a school, instead of the location.
In 2.1.6. most learners directed the question to Mpumelelo instead of his fathers' shop.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should be taught to analyse the book as well as the questions. The analysis of characters and their role in the book is also advised.
(d) Describe any other specific observations relating to responses of learners
Lack of readiness for final exams was observed. Some learners show lack of interest in the book and the subject.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Revision of previous years' exam papers. Teachers to equip the learners with tools that will assist learners in understanding their language. Learners to be taught to know various exam questions, like Yes or No, True or false and supporting answers.
Subject Advisers are encouraged to motivate teachers by allowing the markers to assist in
Giving feedback regarding the shortcomings experienced by the learners in the final exam.
Reports should be sent immediately to schools (preferably at the start of term 1 so as to start
On equal footing).
QUESTION 3(Umqol'uphandle- Novel)-essay type question.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
A majority of candidates did not do well. The question was not chosen by most learners.
Those who answered this question merely narrated the whole story instead of sticking the requirements of the question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Misconception, generalization and failure to identify the specifics of the question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Thorough knowledge of the book. Analysis of the characters in the book. Proper essay writing skills.
(d) Describe any other specific observations relating to responses of learners
Lack of integration and interrelations of the facts and the important role played by the characters in the book.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Competitions in essay writing and role plays. Refreshers course for teachers in drama and essay writing. Importance of pre-writing skills in essays.
QUESTION 4(contextual –Umqol’uphandle)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
About 80% of the learners answered this question and performed well. Certain questions were not accurately answered. For example question 4.1.11,4.1.16, and 4.2.9.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Failure to understand the question. Did not understand the meaning of words like ngobuqhokolo.The different type of question was also not understood.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should drill the learners on how to understand different type of question and answer correctly. Meaning of words should be taught at all times.
(d) Describe any other specific observations relating to responses of learners
Learners did not read the questions properly and rushed their answers.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Weekly or monthly class competition of the meaning of words. More reading and testing on reading, spelling and speaking.
QUESTION 5(Ndiyekeni- Drama- essay type question)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Few learners chose this question and performed dismally.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Not fully understanding the question. Misinterpretation of the question. Lack of understanding of literal and figurative meaning of the question. Learners told the whole story and gave the literal meaning of ‘Inyosi’ and neempukane instead of the figurative meaning of these phrases.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers to focus on teaching literal as well as the figurative meanings of words.
(d) Describe any other specific observations relating to responses of learners
Generalisation and confusing characters, due to lack of understanding of the book.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
More focus on teaching literal and figurative meanings of words.
QUESTION 6(Ndiyekeni-drama- contextual)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally learners chose the question and the majority did well. Some questions pose some problems, like Question 6.1.1, 6.1.9, 6.1.2 and 6.2.11.
(b) Why was the question poorly answered? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.
Lack of understanding of words like 'Huntshu'. Correlation of the question to the content of the story. Not understanding the meaning of the question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Revision of previous years question papers. Drilling the learners in language usage especially in this book. The use of dictionaries for meaning of words is highly suggested.
(d) Describe any other specific observations relating to responses of learners
Lack of understanding of the whole story has resulted in the confusion of the role of characters. Misinterpretation of the questions.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Plays based on this books. Learners to compile a list of difficult words extracted from this book.
QUESTION 7(Ndakuyicel'vuthiwe-essay type)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Few learners chose this question and performed well. There was a bit of struggle in how to write an essay.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Although learners performed well some showed lack of skills in how to write an essay type question.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Practicing of how to write an essay regularly.
(d) Describe any other specific observations relating to responses of learners
Some learners had a tendency of telling a story instead of relevant facts based on the story.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Essay writing competitions and drama plays.
8. Ndakuyicel'ivuthiwe-contextual questions: Performance was good; few problems were noticed.8.2.13- Comparison between two characters and failure to notice the difference in questions, like a comparing question. 9, 10, 11, 12.Few learners chose poetry- type questions and did not perform well. Reasons – lack of understanding of different type of poems, figures of speech, imageries, meaning of words, phrases and content.

SUBJECT	ISIXHOSA FIRST ADDITIONAL LANGUAGE PAPER 3		
DATE OF EXAMINATION:	22 NOVEMBER 2012	DURATION:	2 ½ HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Learners have generally performed well in this Question paper as a whole. The paper was friendly catered for all levels of learners, it was well balanced. The language used throughout the paper was at a good standard. That has been proved by the way they have showed creativity and logical thinking. We would say the most part of the paper was challenging their way of thinking and doing things. It really involved them as some questions had to do with current issues and their lifestyles. The learners were able to interpret the questions with pictures with ease. The longer and shorter pieces were also interesting and most learners understood the questions. Their results ranged from level 2 to 7. There is only one learner who obtained level 2 as it seems as if IsiXhosa is his/her 3rd language. The marking memorandum was open; it allowed the markers to mark according to the learner's approach to the essay.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Question 1 is composed of 8 different types of essays. All these essays were chosen by the learners and they performed very well. They range between 50% and 90%.</p> <p>1.1 This Question was well answered by the learners although it was not a popular question. The learners understood the question. They showed the awareness about the roles that are supposed to be played by the government and the community in their areas.</p> <p>1.2 This question was also well answered by those who have chosen it and they performed well. Their performance showed that they are very much aware about what is happening in their communities.</p> <p>1.3 This was the most popular question. It had really motivated them about their future dreams. They displayed fully comprehension of it and answered it very well.</p> <p>1.4 This was also another favourite question. The learners showed that this topic is the part of their roots and teachings. Their response was good and demonstrated full understanding of the question. Their performance was very good.</p> <p>1.5 This question was also answered well by the learners though it was selected by few learners. They were able to identify what is expected from The Department of Education, parents and the teachers to assist the learners in preparation of the examinations, although some emphasised the role of teachers more that the other stakeholders. They performed very well.</p> <p>1.6 This was not a popular answered question, very few learners attempted it. They performed well. I think the reason is that the learners do not watch SABC 1,2,3 and eTV that much and they are not very much aware about the most and least languages used.</p> <p>1.7 This question was also not much answered. They showed critical thinking and creativity when they interpreted the picture in both 1.7 and 1.8. They performed well though some did not have many facts about animals.</p> <p>1.8 This question was also not a favourite but those who selected it interpreted the picture in</p>

different ways but very relevant to it Generally Question 1 was well answered and the learners scored good marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
N/A
(c) Provide suggestions for improvement in relation to Teaching and Learning
The learners should be taught how to plan for an essay and to develop it. They should be taught methods of writing different kinds of essays. For example; the use of past tense for narrative essays. The teachers must encourage the learners to do proof reading and editing. Learners must be observed in class proof reading and editing their work (that should be a common exercise so that they get used to it). That can improve their creative writing as they make very careless mistakes like incomplete words. The teachers must also familiarize the learners with Paper 3 instructions.
(d) Describe any other specific observations relating to responses of learners
Planning was done by almost all learners but some forgot to cross it out. Some do not indicate the questions they have chosen and do not write the topics as well. The introduction of their essays is very poor, others make it part of their essays. They tend to write too long paragraphs with mixed up ideas or concepts. They write long sentences with many conjunctions. Sentence construction, spelling and punctuation are still a problem. Subject verb agreement is a big challenge. Some write phrases which do not give meaning to what they are trying to convey. Beginning sentences with conjunctions like 'but' is very common. The use of ' <i>izenzi ezikuhlobo lokukhankanya</i> ' is a big problem to most of them. For example; they write ' <i>ba</i> ' instead of ' <i>ukuba</i> ', ' <i>uhamba</i> ' instead of ' <i>ukuhamba</i> '. Their conclusion is very poor, some do not conclude at all.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
The teachers should teach Paper 3(creative writing) thoroughly and make it a part of revision at the end of each term especially in the end of third term. The learners should be given all kinds of essays to do them as class work exercises. The subject advisors should make it a point that the learners do practise all kinds of essays. The subject advisors should conduct workshops and advise the teachers about the various ways of approaching creative writing and how to teach it to the learners.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered by the learners. All the pieces were chosen by the learners. 2.1 This was a popular question. It was well answered by the most learners. The question was interesting to them as they showed to understand the pressure that is felt by the candidate who is facing the day of the interviews. 2.2 The learners were also good at this question. They understood the content of the question. 2.3 This was another popular question, the dialogue was about an interesting topic and they tackled it with great creativity. They displayed full knowledge of the student's rights. They performed well in this question. 2.4 This was chosen by few candidates, and out of the few some did not do it well. I think the question was not easy for them.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
N/A
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should emphasize planning as well as editing. Some learners only plan for section

<p>A. Formats should be taught. The learners should know the difference between a formal and an informal letter (emphasis must be put on addresses, salutation and ending). The teachers should teach all categories of longer transactional writing and give learners class work exercises so that the learners may get familiar to the formats of different pieces.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Some did not plan for this section. Formats were not properly done especially for a letter, speech and a magazine article. For example; some wrote two addresses for the friendly letter. They did not put inverted commas at the beginning and at the end of the speech. They did not give the headlines for the magazine article, no columns and do not write the name of the writer of the article. Language, punctuation, spelling and sentence construction is still a challenge. Few learners did not understand the meaning of 'udliwano-ndlebe' in 1.1; they lost the content of the letter. In 2.2 they misinterpreted the question, the word 'bhala' confused some of them and they wrote a letter instead of speech but did not lose content.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Subject advisors should convene workshops for creative writing. At cluster meetings teachers should discuss the approach of creative writing and help each other.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The learners performed this very well. All questions were well attempted by the learners. 3.1 This was the most answered question. Most learners know the format of the invitation and they performed well in this question. 3.2 This question was well answered, the learners understood the question. 3.3 The directions were well presented by most learners. The question was easy and the arrows assisted them.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>This section has the same problem as section B. Teachers must treat it as the same as section as B.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>In 3.1 the learners seemed not knowing the difference between 'umzala' and 'umzali'. A quite number of them confused 'umzala' with 'umzali' that affected their register and lost marks for that. Some invited their parents to celebrate their achievements not their school choir achievement. Few of them created their own invitations e.g wedding invitations. The format for the invitation is known by the learners, they miss out small things like RSVP. In 3.2 most learners had a problem with the format, but their content was good. Those who wrote a right format did not write the name of the receiver of postcard. In 3.3 some learners did not know the difference between left and right, and then they misdirect the friend. They also did not know the curves, junctions, traffic circles and the four way stops in IsiXhosa.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Subject advisors should convene workshops for creative writing. At cluster meetings teachers should discuss the approach of creative writing and help each other.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HOME LANGUAGE. PAPER 1		
DATE OF EXAMINATION:	07-11-2012	DURATION:	2 HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Abafundi baqhube kakuhle kakhulu koluviwo, baphumelele uninzi Lwabo befumana amanqaku amahle. Abafumene amanqaku aphezulu bayebazuza ama-**62,50,45** ukuya **43,30**. Oyena ufumene amanqaku aphantsi. Babonakale bewafanele kwaye belungele ukuba kwelibanga Leshumi linesibini. Yonke imibuzo iye yaphendulwa ngendlela efanele- Kileyo ukususela kumbuzo wokuqala ukuya kutsho kumbuzo wesihlanu, Xa siqaphela ngokwemibuzo owokuqala nowesithathu abafundi baye Bazibalula ngamandla. Ngoba eminye emithathu bambalwa abathe base-benzakakuhle. Kuyacaca ukuba ootitshala basifundisile isicatshulwa, Umbuzo wesibini nguwona ose ngumcelimngeni kubafundi bethu. Uni-Nzilwabo luqhube kakubi kakhulu kulombuzo. Kusenzima ukuchonga lingongoma eziphambili kwaye bazibeke ngawabo amagama.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Bonke abafundi baye baxhelelwa eXhukwane kulombuzo. Bakho Abawafumene onke amanqaku = 30 . Abo bathe bafumana ngaphantsi Babhidwe yintetho eqhelekileyo ethi kuthetha ukuthi ukubetha ngezikaTshiwo. Isicatshulwa besilandeleka kubo bonke abafundi. Sithetha ngokwenzeka ebomini babo bemihla ngemihla. Ukuyeka izikolo Kwabangamakhwenkwe nokukhulelwa kwabangamantombazana, yonke Loonto ithi idale ingxaki ebomini babo.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Uphenduleke kakuhle kuninzi lwabafundi. Abo bathe bawuphosa Ngabafundi ekurhaneleka ukuba babhale bediniwe okanye abakho Kumgangatho welibanga kuba bephendule ngokungakhathali. 1.1.1 Abafundi banike idolophu "iDutywa" endaweni yokunika ilali "iColosa" 1.5.3 Abafundi abalazanga igama "ukugona" ukuba lithetha ukuthinina loo nto yenza abakwazi ukukhetha impendulo echanekileyo Kwezo bebezini kiwe.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Ootitshala mababaqeqeshe abafundi ngokubanika izicatshulwa rhoqo Njengomsebenzi waseklasini nowasekhaya. Izicatshulwa mazibengezinto Ezinika umdla kwiingxaki zabo abajongene nazo. Mabakwazi Ukuzisondeza kuzo bambi bafumane iimpendulo kwiingxaki zobomi babo Mabakhuthazwe ekufundeni kuba abanye bangqala kwimihlathi abayikhonjisiweyo.

(d) Describe any other specific observations relating to responses of learners

Njengoko selesitshilo ekuqaleni bebenika iimpendulo ezichanekileyo. Imibuzo abathe bayiphosa yile ilandelayo:

1.1.2 Ukukhulelwa kwabafundi ababhinqileyo besesesikolweni.

1.3.3 Kulombuzo kufuneka bachonge ibinzana suka bona beza negama

elinye "sekumbovu" angawafumani ke amanqaku xa enzenjalo

ukwakha isivakalisi: bambalwa abaye basakha sacaca asabimbaxa

Okanye sibe side.

ISICATSHULWA B:

Abafundi abaninzi bebona abantu abadala ngelixa ingabantwana besikolo, neminyaka abakwazanga ukuyiqikelela ngendlela efanelekileyo.

Ukuba kuxeshalphi abanye abafundi baye babhideka

e) Any other comments useful to teachers, subject advisors, teacher development

Abacebis imabancedise ootitshala ngokubacebisa ukuba bathenge Iimagazini namaphephandaba ukukhulisa umdla wokufunda kubafundi Ngokubazizo ezisixelesa ngezinto ezenzeka umhla nezolo nezinomdla kubafundi.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Baqhubeka kakubi kakhulu abafundi kulombuzo. Bayonqena ukufunda Isicatshulwa nokusihlalutya. Kunzima ukuchonga iingongoma, Bayacaphula bekhuphela imiqolo ethile njengoko injalo. Isicatshulwa Besilula kakhulu kusetyenziswe ulwimi oluqhelekileyo olwenze kwanzima Kakhulu ukuthi bakhwahlaze besiza nawabo amagama. Nangona Abavavanyi bebababonelele kwindlela yokunika amanqaku ngokuvumela Ucaphulo kodwa loo mnyinyiva awuncedanganto ekubonyuseleni amanqaku.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Ndicinga ukuba abafumaniqeqesho lufanelekileyo nolubalungiselela Ukuba bawuxhobe lo mbuzo. Abafundi basuka bakhuphele imiqolo Ibemibini ibemithathu kumhlathi ngamnye wesicatshulwa acelwe ukuba Asifunde engakhange abe usifunde sonke isicatshulwa. Kunzima ukuza Nesabo isigama esifanelekileyo. Abanye abafundi bazisebenzisa zombini lindlela abayalelwa ngazo, umzekelo ukucaphula ngemiqolo aphinde Abhale ngemihlathi. Bayonqena ukwenza isicwangciso ngelidi ukuze Bakhuphele umsebenzi wabo opheleleyo.

(d) Describe any other specific observations relating to responses of learners
Abafundi abavavanywayo bawuphendula ekugqibeleni lo mbuzo, okoke Kubonisa ukuba umfundi uthe egqiba ukuphendula umbuzo wokuqala Wabe seledikwe yeyokosa yinto edibene nesisicatshulwa. Bambi uye ubone Ukuba nexesha beliselimshiyile waze wadlulisa nje usana kunina. Ukujonga amagama azizikhokhelo nathwele eyona ngxam nentsingiselo Ebalulekileyo yesicatshulwa kunzima kubafundi bethu. Xa isicatshulwa Sisebenzise amagama alula itsho lo nto kube mnyama kubo bengazi Ukuba mabasebenzise awaphi kuba benqongophelelwe sisigama.
e) Any other comments useful to teachers, subject advisors, teacher development
Abacebisi botitshala funeka bakhuthaze ootitshala ukuba bafundise Abafundi amaphephandaba kunye nemagazini ukuze bazishwanka thele. Ukusetyenziswa kwemifanekiso ukuze bona abafundi babhale Abacinga ukuba umfanekiso ubhekisele kuko. Le nto ingawusiphula Nengcambu umkhuba wokungawulandeli umyalelo wokusebenzisa awabo amagama bangakhupheli isicatshulwa njengoko sinjalo.
QUESTION 3
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered ?
Aphabekubuzweisibhengezo-ntengiso, imibuzoibigxilekwindlela umfundiasitolikangayonendlelazobhalokunyenabantuesijoliswe kubo. Babethakeleabanyee kuneni impendulo ezizizokunye nentsingiseloukubajoliswe kobani. Bamba abafundi abenzekakuhle kulombuzowesithathu uninzilukhephantsi, baze abafundi abaliqela Bafumaninqakuelinye, amabini namathathu.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Kulembuzo ilandelayo uyakuphawula ukuba abafundi baye benza Ezimpazamo zilandelayo: 3.1. Babethiwe yinjongo yokusetyenziswa kwamanenekazi. Yona ekukutsala umdla, ukuloba nokudlwengula umxhelo wabafundi 3.6. Amaqhalo bayabethwa ngawo uninzi lwabafundi aluwuchananga. Akukhonkanga kubenzima ukuza nempendulo ethi "idubul'ingethi" 3.8. U"zohlala" abamazanga ukuba usisigaba sini sentetho Babethekele uninzi lwabo. Kunzima ukuwajonga amagama ukuba Asetyenziswe njani isithini intsingiselo yawo. Isibhengezo sijoliswe kobani, Nalapha bakhe phantsi.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Kufuneka ootitshala bafundise abafundi izigaba zentetho bazazi bakwazi Ukuzibona kumhlathionikiweyo, eyonantoibalulekileyokukubazisetye nziwenjanikwayezisinikantsingiseloni. Kuyakubanzimakakhulu ukuba baziimisebenzibengazi ukubayintonileyo. Ulwimimalufundwelusetyenziswaukuze abafundi baqhelanenzenazozonke izigabantethoesinazokulwimilwethu.

(d) Describe any other specific observations relating to responses of learners
Kufuneka abafundi baqiniseke ngokukwazi ukufunda nokunika intsingiselo eyiyo yemihlathini xa befunda. Qho ngeveki makubekho umhlathi ofundwayo egumbini lokufunda ibe yinto yomhla nezolo ukufunda. Lo nto izakuyitha ingcinga kubafundi ukuba izigaba zentetho zizo ezibalulekileyo kwintetho yethu yemihla ngemihla.
QUESTION 4
a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered ?
Baqhube kakuhle kakhulu kulombuzo abanye babo bafumene Amanqaku aphezulu 9,8 , kunye no 7 . Bambalwa abafumene amanqaku amancinci. Bekuhlolwa igrammar kulo mbuzonendlela yokusetyenziswa Kwayo. Bekujongwe irejister, namagama mboleko, izigabantetho Naqhalo nezaci. Kubalulekile ukuba abafundi basazi isigabantetho, Intsingiselo yegama kunye nendlela elisetyenziswe ngayo.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Kuye kwaqapheleka oku kulandelayo kule mibuzo Ngokohluka kwendawo zabo zokuhlala. Amaajita ligama elisetyenziswa emakhwenkweni kodwa abanye bathi lisetyenziswa nasemantombazaneni. 4.1.2. Bohluliwe uninzi lwabo ukwehlula igama “kwezintsuku” baphetha Besiza nelabo “kele mihla” iyinto ebingalindelekanga leyo. 4.2. Abalazanga igama “izolo” ukuba libonakalisa ntoni kwesasivakalisi Kufuneka kusetyenzwe ngamandla ukufundisa izigabantetho limpawu ezithi zisetyenziswe ngabantu xa bethetha.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Ndiicinga ukuba abafundi abanaso isiseko esisiso solwimi ukusukela kumabanga aphantsi. Xa ubani ethe wasiqala kumabanga aphantsi isiXhosa kulapho ancedakala khona kungabiyongxaki xa sekumabanga Aphezulu. Izinciphiso, noqhawulo magama kwenziwa kumabanga aphantsi.
(d) Describe any other specific observations relating to responses of learners
Babonakalisa ukuba kumnyama tshu kubo malunga nokusebenzisa ziveza kwamagama kwizivakasi. Izikhuzo abazazi ukuba zenzelwe ntoni nokuba mvakalelo injani. 4.6 Aearrgh..... babethiwe ngulo mbuzo obonakalisa ukucaphuka, udikwe nokuba nomnsindo .
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Ulwimi nokusetyenziswa kwalo makufundiswe rhoqo kwaye imisebenzi kufuneka ivuselele nezinto ezazifundiswe kumabanga aphantsi.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

<p>Baqhube kakuhle abafundi kulombuzo kukho nabo bawafumene onke Amanqaku. Mibuzo ethe yaba ngumceli mngeni kwabanye babo yile Ilandelayo, 5.2,5.3,5.6 kunye no 5.8. Nabo babhidiweyo kuyacaca ukuba Bebengazilungiselanga kakuhle</p>	
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>	
<p>Ayikho enye indlela enokusetyenziswa kufuneka ootitshala abasenza kodwa abafunu zipha xesha lokusifunda. ngamandla besenzisa indlela eziphucukileyo ezilandelekayo kubafundi, kwicala uninzi lunendelelo enkulu nokungakhathali. Balinjongela phantsi kwayi abazimiselanga kulabelaixesha eloneleyo zokulifunda. Bonke bathi sinzima isiXhosa</p>	
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>	
<p>Ayikho enye indlela enokusetyenziswa kufuneka ootitshala basebenze ngamandla,besebenzisa iindlela eziphucukileyo zilandelekayo kubafundi. Kwicala labafundi uninzi lunendelelo enkulu nokungakhathali,balijongelamphantsi kwaye abazimiselanga ku labele ixesha eloneleyo zokulifunda. Bonke bathi sinzima isiXhosa kodwa abafuni ukuzinika ixesha lokusifunda.</p>	
<p>(d) Describe any other specific observations relating to responses of learners</p>	
<p>Kule mibuzo ilandelayo abafunde baye baphosa amanqaku amaninzi. 5.2 Indlela u-lona asetyenziswe ngayo banike isigaba sentetho “isimelabizo ndaweni yokutsho ukuba sisetyenziswe sagxininisa okanye salandela isibizo”. 5.3 “ ndiyicebele” abemazanga ukuba uliphilohlobo kwaye ekweliphi ixesha. Imfuneko yokufundiswa kwamahlobo yebalulekileyo kakhulu.5.6 Ndizimisele. 5.8 ubufune ukuqonda amagaty.</p>	
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>	
<p>Makusetyenziswe amacebo okubangela abafundi babenomdla kulwimi lwabo. Namaziko emfundo ephakamileyo, mabanikise ngamanqaku xa ubane ephumelele isiXhosa izokwenza lonto abafundi bazimisele.Imisebenzi yasegumbini lokufundela mayibe mithathu ukuya kwesine ngeveki izokwazi ukuba qeqesha abafundi balungele ukubhala eliphepha ngokuzithemba.</p>	

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA ULWIMI LWASEKHAYA P2		
DATE OF EXAMINATION:	November 2012	DURATION:	2h30

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<ul style="list-style-type: none"> Le ngxelo isekwe kwiziphumo zabantwana abalikhulu abatyunjwe kwizikolo ezilithoba zezikolo zonke ezibhale olu viwe. Ngokweempendulo zabafundi ikho imibuzo ephendulwe Kakuhle, ikho naleyo ingaphendulwanga kakuhle. Okokuqala masijonge indlela abayikhetha ngayo imibuzo abafundi: 														
INDLELA ABAKHETHA NGAYO IMIBUZO ABAFUNDI														
	ICANDELO A						ICANDELO B				CANDELO C			
IMIBUZO	1	2	3	4	5	6	7	8	9	10	11	12	13	14
INANI	100	100	100	100	100	100								
ABAKHETHILEYO	30	50	79	34	36	73	59	18	7	10	27	70	00	00
<ul style="list-style-type: none"> Ngokwengxelo engentla imibuzo engathandwanga ngabafundi yile: kwicandelo A imibuzo 1,4,5 Kwicandelo B imibuzo 8,9,10;kwicandelo C 11,13,14. Leyo ingaphendulwanga ibonakalisa ukungabi nalwazi kwabo ngemibuzo leyo. Kuyaphawuleka ukuba nangona isiXhosa ilulwimi lwasekhaya bakho abafundi abangayiphumelelanga imibuzo ethile. Ukwenza umzekelo kumbuzo wesi-2 i-47 pesenti ayiphumelelanga kumbuzo wesi-3 i-22 pesenti ayiphumelelanga. Liyancomeka inani elingaphaya kwe -70 pesenti eliphumeleleyo kule mibuzo. 														

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1: UNKOSANA 'THE HAPPYBOY' MGXAJI – N Thuthani
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Baqhube kakuhle abafundi kulo mbuzo. Kumashumi amathathu awukhethileyo sisibhozo kuphela esingaphumelelanga. Oku kubonakalisa ithemba lokunyuka komgangatho wokuphendulwa kwalo mbuzo
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Bekulindeleke ukuba baphuhlise intsingiselo yestanza ngasinye suka benze ezi ziphene:
<ul style="list-style-type: none"> Bachonga izikweqe zohlalutyo ze bangazichazi ukuba ziyiphuhlisa njani intsingiselo yesitanza Bachaza ubomi bukaMgxaji njengembethi manqindi bengaxilanga kwizitanga

<ul style="list-style-type: none"> Bakhuphela imiqolo ethile yesitanza injalo bangayibonakalisi intsingiselo eyiphuhlisayo
<ul style="list-style-type: none"> Umzekelo: Umfundi uthi- Uzibethile iimbethi manqindi zoMzantsi Afrika uMgxaji. Kule mpendulo umfundi ucaphule nje umqolo unjalo akayiphuhlisa intsingiselo eveliswa nguwo. Le mpendulo imenza aphulukane namanqaku.
<ul style="list-style-type: none"> Abantwana abaninzi bathande ukuchwetha izafobe behlalatya umgca ngomgca kwaye bangayiphuhlisi intsingiselo yesafobe eso. Umzekelo: Sitshingitshan'esathi vumbu Loo nto ibenza bangafumani manqaku axolisayo
<p>(z) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ul style="list-style-type: none"> Umbongo osisincoko umele ukuba ufundiswe ngenyameko ngootitshala bebethelela iindlela ngeendlela zokuwuhlalutya, ezinjengokujonga umongo womhlathi, ukujonga izafobe eziphuhlisa intsingiselo nezikrweqe zohlalutyo ezinjengesingqisho, uphindaphindo nezinye.
<ul style="list-style-type: none"> Mabafundiswe ukusichonga isigama eso ze basichaze ukuba siphuhlisa ntoni.
<ul style="list-style-type: none"> Abanayo intshayelelo nesiphelo kwimpendulo zabo. Basuka badubuleke bangene kuwona ndoqo wempendulo kanti la mabakala anawo amanqaku kwicala lolwimi. Mabafundiswe ke ngoko ukwakha isincoko
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> Ukusuka kumbuzo woku-1 ukuya kumbuzo wesi-6 kumele umfundi akhethe imibuzo emithathu. Emibini kwefundisiweyo, omnye kwengafundiswanga. Lisekho iqaqobana elingawulandeliyo lo myalelo. Liphendula emithathu yokuqala. Loo nto yenza balahlekelwe ngamanqaku.
<ul style="list-style-type: none"> Bambalwa abawuphendulayo umbuzo woku-1. Loo nto ibonakalisa ukungafundiswa kwendlela yokuphendula imibuzo esisincoko
<ul style="list-style-type: none"> Bekulindeleke ukuba baphendule ngokwemihlathi, bona baphendula ngokomhlathi omnye omde.
<ul style="list-style-type: none"> Ulwimi olugwenxa lwenza balahlekelwe ngamanqaku kwicala lolwimi.
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<ul style="list-style-type: none"> Abafundi mabafundiswe ukunika umongo besebenzisa awabo amazwi.
<ul style="list-style-type: none"> Mabakuqheliswe ukushwankathela besebenzisa awabo amazwi. Esi sakhono siya kubanceda ekuchongeni iingongoma ezibalulekileyo nasekuphenduleni umbuzo wesi-2 kwiphepha loku-1
<p>QUESTION 2: AFRIKA LIKHAYA – W Shasha</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> Lo mbuzo awuphunyeelelwanga ngabo bonke abebewukhethile uphendulwe kakubi ngabantwana nangona ujongeka njengombuzo ongenzima. Kwabangama-50 abawukhethileyo 1-26 ayiphumelelanga. Ikho imibuzwana ebangela oku kungaphumeleli.
<p>Ngezantsi yitebhile ebonakalisa oku.</p>

Amanqanaba	1	2	3	4	5	6	7	
Inani eliphumeleleyo	6	8	12	7	4	1	1	
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.								
<ul style="list-style-type: none"> Basilele ekuqondeni intsingiselo yombongo. Le Afrika kuthethwa ngayo apha kumbongo bona abathethi ngelizwe bathetha ngomntu de bathi yintombi kabana. Oku kutolika gwenxa umbongo kwenze baphulukana namanqaku. 								
2.1 Impendulo yoninzi ithi: Yintombi yoMzantsi Afrika okanye nguMzantsi Afrika endaweni ye-Afrika								
2.2. Endaweni yokuthatha igama ukudlwengulwa njengoko lisetyenziswe kumbongo, balitolika njengokudlwengulwa komntu, obhinqileyo, ukuzithathela isondo ngolunya.								
2.4 Uninzi lubethiwe ngulo mbuzo. Impendulo zithi ngumfanekiso ntelekelelo weliso., ngumfanekiso womlambo, ngumfanekiso wento enyukunyuku; Imbongi xa ibona lemilambo intliziyo yayo iyaxola ivela igcobe nangona zikhona iingxaki.								
2.5 Abayazanga indima edlalwa ngumlambo inciba nomzimkhulu. Impendulo zabo zithi; zidlale indima yokuba zingenzi kwanto; le mlambo misindisa ubomi bayo; imbongi yakhulela kulo mlambo; ukugxek'inciba nomzimkhulu								
2.7 Endaweni yokuthetha ngempatho gadalala evela kubantu abamhlophe njengoko impendulo isitsho bathetha ngabantu bangaphandla okanye amakwerekwere.								
<ul style="list-style-type: none"> Zonke ezi mpendulo zingentla zibonakalisa indlela abalahlekelwa ngayo ngamanqaku 								
(c) Provide suggestions for improvement in relation to Teaching and Learning								
<ul style="list-style-type: none"> Ootitshala mababafuthe abantwana ngolwimi lwembongi ukuze bakwazi ukohlula kwintsingiselo eveliswa lulwimi lwembongi nolwimi lwengcalo (literal and figurative) 								
<ul style="list-style-type: none"> Imifanekiso ntelekelelo lulwimi lwesihobe loo nto ithi ootitshala mabaphinde bakhunjuzwe kwizifundo zoxhonxo nokhumbuzwano loo titshala 								
<ul style="list-style-type: none"> Incwadi ezinohlalutyo ezinjengobuqholo besihobe mazibuyiswe njengencwadi ezimiselweyo ezikolweni. 								
(d) Describe any other specific observations relating to responses of learners								
<ul style="list-style-type: none"> Kuyabonakala ukuba lo mbongo khange ufundiswe ezikolweni, Ukuba ubufundisiwe abafundi ngebekwazi ukohlula uMzantsi Afrika kwi-Afrika. 								
<ul style="list-style-type: none"> I-Afrika le ngebengayithathi njengentombi ukuba umbongo ubufundisiwe 								
<ul style="list-style-type: none"> Bayasilela ekubhaleni izivakalisi ezipheleleyo 								
e) Any other comments useful to teachers, subject advisors, teacher development								
<ul style="list-style-type: none"> Iindibano zokuqala konyaka zootitshala kuphononongwe iincwadi zonyaka lowo zingaluncedo. 								
<ul style="list-style-type: none"> Abo bebefuneme ithuba lokukorekisha iimviwo zokuphela konyaka mababuye bafuthele abo bebengayanga. Oku kuza kunceda ukubona iziphene ezibetha abafundi ekupheleni konyaka 								
QUESTION 3 UNXUNGUPHALO – N. Shasha								
(a) General comment on the performance of learners in the specific question. Was the								

question well answered or poorly answered?							
<ul style="list-style-type: none"> Ukhethiwe luninzi lwabantwana lo mbuzo. Kubantwana abangama – 100 uphendulwe ngabantwana abangama-79. Ukuphumelela kwabo kungaphezu kwe -80 ye 							
Pesenti. Bakho abo bangaphumelelanga							
<ul style="list-style-type: none"> Le mpumelelo iyancomeka 							
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.							
3.2 Uninzi lwabafundi xa luphendula luthetha ngeentlanga ezonwabileyo abatsho ukuba ngabamhlophe njengoko kulindelekile.							
3.3 Uninzi aluzazi izafobe. Impendulo zabaninzi zithi. Sisimntwiso. Isafobe sokwenzeka;imvano siqalo, isibaxo, ukungathiza,imfanosiqalo. Babhidanisa isikrweqe sohlalutyo nesafobe							
3.4 Abantu bomthonyama bathi zizinyanya; amagqirha, amaXhosa; amadoda angenabafazi							
3.6 Kubonakele ukuba abazazi iindidi zemibongo. Impendulo zabo ezinjengezi; umbongo-siyalo; i-oktevu; isonethi, womthonyama ziyakungqina oko							
3.7 Abaphenduli ngezivakalisi ezipheleleyo njengoko imiyalelo isitsho. Umfundi usuka athi; unxunguphalo.							
(C) Provide suggestions for improvement in relation to Teaching and Learning							
<ul style="list-style-type: none"> Ezikolweni makufundiswe iintlobo zemibongo nempawu zazo, kungafundiswa umbongo uzimele. Oku kuya kubanceda abafundi bakwazi ukohlula imibongo ngokusebenzisa Impawu zayo. 							
<ul style="list-style-type: none"> Izafobe ziyeshelwe kakhulu zayekwa ukufundiswa. Makubuyelwe ekufundiseni izafobe Kulwimi, kuncwadi nakubhalo. 							
<ul style="list-style-type: none"> Inkqubo zikanomathotholo apho kuhlalutywa khona imibongo maziqiniswe de ixesha lipapashwe ezikolweni. 							
(d) Describe any other specific observations relating to responses of learners							
<ul style="list-style-type: none"> Izafobe, iindidi zemibongo ayaziwa ngabafundi. Kulo mbuzo imibuzo engenziwanga kakuhle yileyo ichaphazela le miba. 							
<ul style="list-style-type: none"> Abaphenduli ngezivakaliai ezipheleleyo. Baphendula ngegama elinye. 							
Ngezantsi sisiboniso sabo bangafumananga kwanto -0- ngokwemibuzo							
Umbuzo	3.2	3.3	3.4	3.5	3.6	3.7	
Abawe phantsi	34	64	14	13	63	21	
Bebonke	79	79	79	79	79	79	
<ul style="list-style-type: none"> Imibuzo efuna ulwazi lwezafobe, nendidi zemibongo yiyona iphendulwe kakubi ngokwale nkcaza ingentla 							
e) Any other comments useful to teachers, subject advisors, teacher development							
<ul style="list-style-type: none"> Ootitshala mabenze uphando olunzulu xa beza kufundisa imibongo ngakumbi loo mibongo ingezopolitiko 							
QUESTION 4 UMLAMBO N.Thuthani							
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?							
<ul style="list-style-type: none"> Bambalwa abafundi abawuphenduleyo lo mbuzo. 							

<ul style="list-style-type: none"> Kubafundi abalikhulu ukhethwe ngaba-34 uninzi aluwazi kwa umhobe lo. Impendulo ezibanike iqhina ngu-4.1; 4.4 no 4.5. Kuyacaca ngokwempendulo zabo ukuba umbongo lo khangе ufundiswe
<p>Kule mibuzo 4.1 bali 19 abafumene u-0 . 4.4. bali 16 abafumene u -0. 4.5 bali 17 abafumene u-0</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> Abafundi babonisa ukungafundiswa kwalo mbongo ezikolweni kwa ukungawutsibeli ukuwukhetha kungqina ukungawazi nokungawuthandi
<ul style="list-style-type: none"> Masijonge impendulo abazinikayo <p>4.1 Bekulindleke ukuba impendulo ithi Ukuginya ngokukhawuleza. Ezabo iimpendulo zithi: ukuginya ungahlafunanga, ukusela uhamba usitya.</p>
<p>4. 4 Abakwazi ukucaphula ibinza okanye igama. Loo nto iboniswa ziimpendulo zabo ezinjengezi: Wakugquma,sihamba sigila siqwashuza imithi emikhulu, Uthwele amaxhoba uqwamza njengenyoka ebhijelayo. Kuyo yonke le ntshwaqane impendulo ebilindelekile ngu ‘ziwuzezele’</p>
<p>4.5 Bayabhidwa kukutolika umbongo impendulo zabo zithi: Usifundisa ukuba sihlale silindele nantoni enokuthi ivele. Bayakwazi ukuphendula ngolu hlobo “kuba xa usenxakini umlambo akwazi ukuba ucedakale”</p>
<p>4.6 Bakhankanya icala elinye kwimpendulo zabo. Umzekelo: Ubungozi bomlambo. Abaluvezi uncedo lwawo.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ul style="list-style-type: none"> Mayifunduswe yonke imihobe emiselweyo kungakhethwa leyo ithandwa ngutitshala
<ul style="list-style-type: none"> Mabaqheliswe ukuphendula imibuzo efuna bacinge kuba abafuni kucinga enjengale
<p>Kutheni umbhali</p>
<ul style="list-style-type: none"> Izizweqe zohlalutyo mazibe kwisifundo semihla ngemihla befundiswa ukusichonga ze baxele nomsebenzi waso
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> Babonakalisa ukungakwazi ukuphawula izizweqe zohlalutyo.Xa kulindleke impendulo Ethi : u<u>hamb</u>’u<u>hamb</u>’ u<u>bamb</u>’ - imfano zandi ebonakalisa isingqisho, banika iimpendulo ezinje ngezi: ‘intlombe njenge Gqirha- ecacisa umsebenzi wayo kukuba xa umlambo ucwele ubaba hamba yonke indayo’ Abanye bathi kufaniswa umntu nomlambo okanye ukubonisa ubungakanani bendlela oyihambayo; ibonisa ukuba umlambo awumanga ndawonye
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<ul style="list-style-type: none"> ISebe maliqulunqe izi “study guide” eziza kunceda ootitshala nabafundi ekufundisweni kwemibongo.
<ul style="list-style-type: none"> Abacebisi nabo bebetyunjelwe ukukorekisha amaphepha eemviwo zokuphela konyaka mabancede abo bangakhange babe nalungelo lokukorekisha ngeziphawulo zokukorekisha neempazamo zabafundi

QUESTION 5 INTLIZIYO - I V Mtamzeli
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Bambalwa abawukhethileyo. Kwikhulu bali-19 kuphela abawukhethileyo. Kweli nani liwukhethileyo Isihlanu asiphumelelanga
<ul style="list-style-type: none"> Bambalwa abakwazileyo ukuchonga izikweko nezimntwiso. Bambi bachana isafobe ze kube nzima ukuxela indlela isafobe eso esiwuphuhlisa ngayo umxholo
<ul style="list-style-type: none"> Bekulindeleke ukuba abafundi bacubungule zonke izikweko nezimntwiso kulo mbongo ze babonise indlela eziwuphuhlisa ngayo umomgo.
<ul style="list-style-type: none"> Impendulo zabafundi endaweni yokuba zibe sisincoko zima ngolu hlobo: Izikweko :Intliziyo idal' isazela <p style="text-align: center;">Yintlambo yeyelenqe Luphinyano lwezabatho Umkhomba kwelezindle Izimntwiso: Zincomeka , zigxekeka kwingcinga kwintetha nokwenza. Zicitywa aph'iinkcuku zolwazi olunkungu Nax' ithule iyathetha</p>
Kubafundi abaphendula ngolu hlobo kufundeka isifundo esithi azange basibhale isincoko nesaluphi uhlobo. Loo nto ithi abakufundiswa abafundi ukubhala isincoko.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Bacacisa umbongo endaweni yokucubungula izikweko nezimntwiso njengoko sibona ngentla apha.
<ul style="list-style-type: none"> Bakhetha umqolo othile bawucacise
<ul style="list-style-type: none"> Abanye abakwazi ukubona kwa ezo zikweko nezo zimntwiso
<ul style="list-style-type: none"> Umbuzo uvulekile ixesha, elisikelwe lo mbuzo lingaphela umfundi engafikanga kwizimntwiso zona zisekugqibeleni kombongo
<ul style="list-style-type: none"> Impendulo engentla yomfundi ibonisa ukungafundiswa kwendlela yokuphendula umbuzo ososincoko.
<ul style="list-style-type: none"> Abanye basuka bashwankathele. Loo nto ibangela ukuba balahlekelwe ngamanqaku
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Ootitshala mabafikelele kuyo yonke imibongo emiselweyo. Impendulo zabafundi zibonisa ukungafundiswa kwemibongo
<ul style="list-style-type: none"> Imibuzo esisincoko mayifundiswe rhoqo baqheliswe ukuyibhala nendlela ekulindeleke ukuba baphendule ngayo.
<ul style="list-style-type: none"> Ootitshala mabaqhelane nokuveza ukuba isafobe ngasinye esisetyenzisiweyo yimbongi kukho injongo eziphuhlisiwayo

<ul style="list-style-type: none"> • Kwimibongo mabafundiswe ukuchonga izafobe, ukusetyenziswa kwazo ekuphuhliseni intsingiselo yombongo. 																								
<p>(aa) Describe any other specific observations relating to responses of learners</p>																								
<ul style="list-style-type: none"> • Kwicala lolwimi abafumani manqaku ngenxa yeziphene zobhalo. 																								
<ul style="list-style-type: none"> • Abafundi banengxaki yokubhala izivakalisi ezinentsingiselo evakalayo. 																								
<ul style="list-style-type: none"> • Abawufundisizi umbuzo baqiniseke ngento ebuzwayo 																								
<ul style="list-style-type: none"> • Ukhetho lwemibuzo lusamana ukavela njengengxaki. 																								
<ul style="list-style-type: none"> • Abanye abafundi babonisa ukungabi nazo iincwadi ezimiselweyo yaye abazifundiswanga 																								
<ul style="list-style-type: none"> • Ukubonisa ukuba khang bayifundiswe imibongo emiselweyo bayiphendula kakubi ize baphendule kakuhle engamiselwanga 																								
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>																								
<ul style="list-style-type: none"> • Ootitshala mabayisebenzise incwadi ethi ubuqholo besihobo. Iluncedo kakhulu kuhlaluty lombongo 																								
<p>QUESTION 6: INTLIZIYO – IV Mtanzeli</p>																								
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>																								
<ul style="list-style-type: none"> • Lo mbuzo ngomnye wemibuzo ekhethwe kakhulu ngabafundi kangangokuba bangama-73 ekhulwini abawukhethileyo. Kunjalo, imibuzwana eyenze ukuba bangawafumani onke amanqaku alo mbuzo yile iboniswe ngale theyibhule ingezantsi ngokushiyana kwayo. 																								
<table border="1"> <tr> <td>Umbuzwana</td> <td>6.1</td> <td>6.2</td> <td>6.3</td> <td>6.4</td> <td>6.5</td> <td>6.6</td> <td>6.7</td> </tr> <tr> <td>Abawe phantsi</td> <td>23</td> <td>19</td> <td>33</td> <td>27</td> <td>12</td> <td>43</td> <td>58</td> </tr> <tr> <td>Bebonke</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> <td>73</td> </tr> </table>	Umbuzwana	6.1	6.2	6.3	6.4	6.5	6.6	6.7	Abawe phantsi	23	19	33	27	12	43	58	Bebonke	73	73	73	73	73	73	73
Umbuzwana	6.1	6.2	6.3	6.4	6.5	6.6	6.7																	
Abawe phantsi	23	19	33	27	12	43	58																	
Bebonke	73	73	73	73	73	73	73																	
<ul style="list-style-type: none"> • Ngokomzobo ongentla imibuzwana 6.7, 6.6, 6.3 yiyona ingaphendulwanga kakuhle ngabafundi. 																								
<p>6.3 Bekulindeleke ukuba umfundi abonise okuhle nokubi okufumaneka entliziyweni. Nazi ezabo iimpendulo: 'Izinto zizigcina apho kwintliziyo'; 'Intliziyo yenza isisombululo ngokwayo kodwa ingasoze ide ifikelele apho yenza khona isisombululo sube izicinga ukunqwenela ukuba ngaske'</p>																								
<p>6.6 Bekulindeleke –isimntwiso. Ezabo iimpendulo zithi: Ukwenza, sokwenza, sokuphikisa, sisikweko</p>																								
<p>6.7 Bekulindeleke –umbongo nkcazo uze uzixhase.. Ezabo iimpendulo zithi: soneti ngoba Inemiqolo; Eleji ngoba thetha ngemviwo; soniki.</p>																								
<ul style="list-style-type: none"> • Ngokwezimpendulo zingentla kuyabonakala ukuba izafobe neendidi zemibongo azaziwa ngabafundi. 																								
<ul style="list-style-type: none"> • Abafundi bayoyiswa kukutolika umbongo 																								
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>																								

<ul style="list-style-type: none"> • Xa kulindeleke banike isivakalisi esipheleleyo banika igama elinye.
<ul style="list-style-type: none"> • Abazazi kwaphela izafobe nezikrweqe zohlaluty. Loo nto ingqinwa zimpendulo zale mibuzo; 3.3, 4.2, 6.6,6.7,no 8.2
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Mabanikwe imisebenzi emininzi efuna ukungqina nokuzixhasa.
<ul style="list-style-type: none"> • Imibongo nempawu zayo mayifundiswe ngenyameko
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Banika igama elinye endaweni yesivakalisi.
<ul style="list-style-type: none"> • Abazixhasi apho kulindeleke ukuba bazixhase okanye bacacise
<ul style="list-style-type: none"> • Abazazi iintlobo zemibongo
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> • Ukuqeqeshwe abafundi indlela yokukhetha imibuzo. Abanye baphendula yonke imibuzo kwicandelo loku-1, abanye baphela kwimibongo emiselweyo yodwa.
<ul style="list-style-type: none"> • Ukuqeqesha abafundi ukuphedula imibuzo yeemviwo ngokusebenzisa amaphepha eemviwo ezidlulileyo.
<ul style="list-style-type: none"> • Ukuqhelisa abafundi ubizelo ukuze kulungiswe upelo lwabo.
QUESTION 7: NYANA WAM! NYANA WAM! – WK Tamsanqa
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Lo mbuzo ukhethwe ngabangama-59 kwabalikhulu. Baqhube kakuhle kakhulu kulo mbuzo abangaphumelelanga
<ul style="list-style-type: none"> • Bekulindeleke ukuba umfundi achancathe kwiziganeko ezingqina uMangaliso njengebhadi.
<ul style="list-style-type: none"> • Ikho imbinana etolika ibhadi njengelishwa. Abo abawulandelanga umbuzo yaze loo nto yababetha.
<p>Ube nentsingiselo kubafundi.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Ukutolika igama 'ibhadi' njengokwehlelwa lilishwa kubenze abaphumelela kakuhle.
<ul style="list-style-type: none"> • Bakho abo babalisa ibali njee ngathi incwadi bayibaliselwe.
<ul style="list-style-type: none"> • Ukuhlala kakhulu kwiziganeko ezibini ukuwexulwa kukaThole ngabahlobo bakhe nokufika eBhayi ze adibane noJoe neqela lakhe, ukuya eKnysna. Baphela ethatha isigqibo sokugoduka. Oku kubonakalisa ukuba incwadi abayigqibanga ukuyifunda abafundi
<ul style="list-style-type: none"> • Ootitshala abawutolikanga umbongo webhadi ukuze ube nentsingiselo kubafundi.

<ul style="list-style-type: none"> • Ukungatoliki umbuzo ngokukuko kubabethile abafundi.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Incwadi emiselweyo mayifundiswe igqitywe.
<ul style="list-style-type: none"> • Mabafundiswe ukuyicakaca incwadi ngokwemixholo yayo. Loo nto iza kukhulisa ukulandela nokuchonga iziganeko zebali
<ul style="list-style-type: none"> • Ukushwankathela isahluko ngasinye ngokweengongoma.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Bayazixuba iziganeko zebali
<ul style="list-style-type: none"> • Babonakalisa ukungayazi incwadi. Oku kudizwa ngabalinganiswa ababasebenzisayo kwimpendulo zabo. OoZodwa, Monde abangekhoyo ebalini.
<ul style="list-style-type: none"> • Abanye baxuba abalinganiswa benoveli nedrama. UNomsa kaJoe noNamhla.
<ul style="list-style-type: none"> • Ingqiqo malunga nesihloko ayibonakaliswanga. Oku kungqinwa yindlela yokuphendula kwabo.
<ul style="list-style-type: none"> • Bazenzela owabo umxholo
e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> • Makwabwlvane ngolwazi zizikolo nezithili ukuncedisana nootitshala abangenalwazi nokunyusa abo banolwazi.
<ul style="list-style-type: none"> • Malube luninzi uhloko kolu hlobo lombuzo ukuze bayiqhele abafundi
<ul style="list-style-type: none"> • Mabafundiswe ukuchonga iziganeko ezihambelana/eziphendula umbuzo hayi ukuthatha incwadi yonke xa umntu ephendula.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Uphendulwe ngabambalwa. Ikho Imibuzwana ebabethileyo.
<ul style="list-style-type: none"> • Izafobe,impawu zabalinganiswa, ukucaphula ibinza zezinye zemiba ebenze abaqhuba kakuhle kulo mbuzo
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Imiba ephendula ukungaphumeleli kwabo yile;
8.2 Abazazi izafobe, Bekulindeleke impendulo ethi-isihlonipho bona banika ezi mpendulo; Imvanosiqalo, uphindaphindo, isafobe sokubonela.
8.4 Abakwazanga ukunika impawu zomlinganiswa koko banika impendulo eziziganeko zebali
8.6 ,8.7,8.8, 8.13 Impendulo zale mibuzo zibonakalisa ukusilela ekuhlalutyeni uncwadi.
8.13 Abakwazi ukucaphula amabinzna. Bayeka bengafikanga kweli binza linempendulo. Bathatha elikufutshane.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Mazifundiswe impawu zabalinganiswa kuhlalutyoni loncwadi.

<ul style="list-style-type: none"> • Incwadi mayifundiswe ngemibuzo neempendulo
<ul style="list-style-type: none"> • Uhlalutyo ngokubanzi malusiwe iso ngabameli bakarhulumente.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Abakwazi ukuphendula imibuzo efuna bacinge.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Makucetye iindibano zootitshala eziya kujongana nohlalutyo loncwadi
<ul style="list-style-type: none"> • Mabakhuthazwe abantwana basithande isiXhosa
<ul style="list-style-type: none"> • Abameli beSebe lezeMfundo mabayeke ukukhuthaza izifundo ezithile ezinye zijongelwe phantsi. Loo nto ikhulisa ukujongelwa phantsi nokungakhathalelwa kwesiXhosa.
QUESTION 9: UKHOZI OLUMAPHIKO - N Saule
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Lo mbuzo uphendulwe ngabantwana abambalwa kakhulu. Sisixhenxe kuphela kubantwana abalikhulu.
<ul style="list-style-type: none"> • Kwisixhenxe bathathu abaphumeleleyo ze isine siwe phantsi.
<ul style="list-style-type: none"> • Abo baphumeleleyo bawuphendule kakuhle lo mbuzo
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Abo bawe phantsi abawuqondisisanga umbuzo. Ukuba mkhulu kukaThixo kaMfazwe bakubona njengemiphumela yomthandazo.
<ul style="list-style-type: none"> • Bekulindeleke ukuba bamveze uMfazwe esinda cebeshu kuzo zonke iziganeko zebali. Bona abafikeleli kuloo ndawo. Aba bawa phantsi kwimpendulo zabo
<ul style="list-style-type: none"> • Kumhlathi omnye kudityaniswa iziganeko eziliqela
<ul style="list-style-type: none"> • Umbuzo osisincoko ufuna ulwimi olusulungekileyo. Ulwimi lwabo oluneemposiso lwenza ingavakali into abayithethayo. Loo nto yenze balahlekelwe ngamanqaku
<ul style="list-style-type: none"> • Abagxilanga kwiziganeko ebezilindelekile ezivelisa uMfazwe esengozini ze asinde cebeshu.
<ul style="list-style-type: none"> • Bamvelisa sele ephumelele eyijaji. Bayalambatha ke ngoko kubuthumbu besincoko.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Bajikeleza kwimpumelelo maMfazwe abangeni kumabonandenzile athubeleze kuwo.
<ul style="list-style-type: none"> • Babhidanisa iziganeko ngathi bayibaliswe incwadi abayifundanga
<ul style="list-style-type: none"> • Iziphene zopelo nolwimi zibathobela amanqaku xa kusetyenziswa irubrikhi
e) Any other comments useful to teachers, subject advisors, teacher development etc.

<ul style="list-style-type: none"> • Mabakhuthazwe bawuhlele umsebenzi wabo. Oku kuza kubanceda kumanqaku ecala lolwimi
<ul style="list-style-type: none"> • Ootitshala mabahlngane bafuthelane phambi kokufundisa incwadi ethile
<ul style="list-style-type: none"> • Ukufundiswa kolwakhiwo lwemihlathi nokuthungelana kwemiba kubalulekile.
<ul style="list-style-type: none"> • Ukumakishwa kwesincoko kunokuba negalelo ekumkeni kwamanqaku abafundi. Makufundiswe ukusetyenziswa kwesixhobo sokumakisha umbuzo omde.
<ul style="list-style-type: none"> • Mabacaciselwe abafundi ngendlela omakishwa ngayo umbuzo osisincoko.
QUESTION 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Abenzanga kakuhle abafundi kulo mbuzo. Kwabalishumi ekhulwini abawukhethileyo kuphumelele omnye,abalithoba abaphumelelanga
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Nazi impendulo ezibonakalisa ukulahlekelwa kwabafundi ngamanqaku:
10.5 'zizithuko ezazibhaliwe kwincwadi awayeyibhalile; 'ngokucengceleza izithuko
10.8 'ngokuthi aphakame eme athethe inyaniso'; 'ngokulwa noFriday eveza izinto awayezenza
10.10 'kutata wakhe'; 'entolongweni'; 'kusqithi
10.12 'uludale lanqongophala', 'ngokuthi amapolisa afune umfazwe aphele embamba..'ngokusebenzisa amagama ambalwa
10.16 'undima wayidlala indima yakhe kodwa zange akwazi ukuvala umfazwe' 'wayengenisa abantwana ezindlwini zokufundela.
<ul style="list-style-type: none"> • Impendulo zabafundi zibonisa ukungaziwa kwencwadi ngabafundi.Umzekelo. 10.10 no 10.16. Eminye ibonakalisa ukungafuni kucinga.
© Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Abakwazi ukulandela imiyalelo yemibuzo. Endaweni yokuthi ' sifanelekile' bathi hayi. Oku kuthetha ukuthi masigxile kwezi mpazamo xa sifundisa.
(c) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Izimvo azithungelani nangona bebonakalisa ukulazi ibali
<ul style="list-style-type: none"> • Abangqali ngqo kwimpendulo. Babalisa ibali elide, utitshala ahambe ezikhangelela ezo ngongoma zingathi zayame kwimpendulo
QUESTION 11: AMAZA – Z S QANGULE
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Bambalwa abafundi abawuphenduleyo lo mbuzo.
<ul style="list-style-type: none"> • Bakho abenze kakuhle bakho abangaphumeleliyo.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

<ul style="list-style-type: none"> • Ingxaki ayikho sembusweni koko lulwazi lwabafundi olunqongopheleyo olubangela ukuba abafundi bangawutoliki ngendlela efanelekileyo.
<ul style="list-style-type: none"> • Basuke bagxila kakhulu kwizithuko ezenziwe kuZodwa nguLizo, baphinda bagxila ekuqaleni kwebali apho uNamhla anempixano yangaphakathi.
<ul style="list-style-type: none"> • Bachaza isiko lokungena gabalala
<ul style="list-style-type: none"> • Izimvo zabo azithungelani
<ul style="list-style-type: none"> • Baphendula incwadi abayibaliselweyo
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ul style="list-style-type: none"> • Makusetyenziswe ubuqholo besihobe nophengulolo lwesiXhosa.
<ul style="list-style-type: none"> • Mabafundiswe ukuba nentshayeleyo, isiqu nesiphelo
<ul style="list-style-type: none"> • Makusetyenziswe amaphepha emviwo ezidlulileyo
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> • Basuke bagxila kwamanye amasiko anjengelentonjana
<ul style="list-style-type: none"> • Bayawatshintsha amagama abalinganiswa. Bathetha ngoDuma noNomsa.
<ul style="list-style-type: none"> • Abafundi bakholisa ukungakhathali xa bebhala. Bayajula njee xa bebhala. Umz; ‘ andiyazi ke le, ucinga ntoni wena’
<ul style="list-style-type: none"> • Abafundi abawujongi umthamo wamanqaku
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<ul style="list-style-type: none"> • Ulwimi abalusebenzisayo ukuphendula malube lolo lwamkelekileyo,
<ul style="list-style-type: none"> • Iikomiti zesiXhosa maziqulunqe amaphepha ezithili afanayo.
<p>QUESTION 12</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> • Lo mbuzo uphendulwe ngabafundi abangama-70 kubantwana abalikhulu.
<ul style="list-style-type: none"> • Bangamashumi asibhozo ekhulwini abaphumeleleyo. Amashumi amabini angaphumelelanga abethwe zezi zinto zilandelayo: Ukungahlalutywa kwencwadi ezikolweni. Ukungakwazi ukuphendula ngokwemiyalelo
<ul style="list-style-type: none"> • Iyancomeka indlela abaqhube ngayo kulo mbuzo
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Nangona abafundi beqhube kakuhle zikho impazzmo ezifuna ukuqwalaselwa ezinjengezi:</p>
<p>12.11 Ukubukula akwaziwa ngabafundi. Bathi; ukumzonda Ukumjonga</p>
<p>12.13 Abafundi bathi kuba wayengaqinisekanga, kuba udinekile nguye kuba uza kufuna ambonise apho ahlala khona</p>
<p>12.14 Abafundi banika impendulo ethi: Babeza kuphila ixesha elide</p>

12.16 Abafundi bathi: Sisicaphulo. Yincazelo, Yintloko
<ul style="list-style-type: none"> Zonke ezi mpendulo zingqina ukuba abafundi abayazi imibuzo efuna bacinge bengayazi nendima edlalwa ngabalinganiswa ebalini
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Makuhlalutywe kuxoxwe ngencwadi nganye. Imiba enjengomxholo webali, impixano, ukubunjwa kwabalinganiswa mazigxininiswe
<ul style="list-style-type: none"> Abafundi mabafundiswe ukufundisisa imibuzo ukuze baphendule ngendlela.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Abafundi abasebenzisi zivakalisi zipheleleyo xa bephendula imibuzo.
<ul style="list-style-type: none"> Kukho ukuhlonipha xa bephendula eminye imibuzo njengombuzo 12.4. Bathetha ngento ephakathi koDuma noZodwa
<ul style="list-style-type: none"> Xa kuthiwe mabacaphule bayasilela basuka baphendule besebenzisa awabo amazwi.
<ul style="list-style-type: none"> Baphetha bebhala isingesi xa bexakwe ligama lesiXhosa. Umzekelo: protagonist.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Mabawulinganise umdlalo apha kwigumbi lokufundela ukuze bawubambe ngqo umxholo womdlalo.
<ul style="list-style-type: none"> Makuxhotyiswe ootitshala nabafundi ngezakhono zokuhlalutya uncwadi.
<ul style="list-style-type: none"> Makwenziwe izixhobo zeDVD, CD zeencwadi zesiXhosa
QUESTION 13
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Zimbalwa kakhulu izikolo eziyifundayo le ncwadi.
<ul style="list-style-type: none"> Kubantwana abalikhulu akubangakho nomnye oyenzayo
<ul style="list-style-type: none"> Ingxelo yalo mbuzo ithathelwe kubantwana abangama-40 kuphela
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Ayiphendulwanga ngabafundi le ncwadi
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Mabafundiswe ukungcina iziganeko zencwadi.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> Abafundi bayabhidwa ngabalinganiswa abaninzi ootitshala mabazame ukubancekelela de babaqonde
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> Zibalulekile indibano zootitshala kwabelwane ngamava okuhlohla uncwadi

QUESTION 14
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Kuqhutywe kakuhle kakhulu ngabafundi kulo mbuzo.
<ul style="list-style-type: none"> • Umfundi ophezulu uphumelele ngeepesenti ezingama-92. Osezantsi waphumelela ngeepesenti ezingama-40.
<ul style="list-style-type: none"> • Oku kuyancomeka kakhulu
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Baqhube kakuhle abafundi kulo mbuzo.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Nangona kuqhutywe kakuhle zikho iindawo ezifuna ukuqhoshwa ukuze ukgangatho ube ngogqibeleleyo
14.6 Abafundi babonakalisa ukungayiqondi indima yabalinganiswa ebalini. Impendulo zabo zithi: 'uMaqoma ngusibali kaMsika, 'bunegalelo kuba abafuni ukuphulukana nezinto zabo'
<ul style="list-style-type: none"> • Ukuphelisa le meko ingentla abafundi mabafundisisiswe indima yabalinganiswa ebalini
14.15 Umbuzo ofuna ulwazi nje lweziganeko zebali abawazanga abanye. Nazi impendulo zabo: 'ngothetha notate kaMaqoma uNgqika kwaye uMaqoma uyamamela utata wakhe kwaye umhloniphile.
<ul style="list-style-type: none"> • Mawulinganiswe eklasini umdlalo ukuze abafundi bafunde ukugcina iziganeko nenjongo yezehlo.
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> • Impazamo zolwimi ziyaphawuleka: • Endaweni yokuthi ngokuthetha, umfundi uthi: ngothetha kwaye umhloniphe kuba Ngqika uvane nejoni eliphezulu.' <p>'Ngokuthi amkrokrise ngempi angasoze akwazi ukuyilwa' 'Kuba amajoni angaebeyoba iinkomo ebenxilile'</p>
<ul style="list-style-type: none"> • Ulwimi ngoko maluwqwalaselwe lunako ukwehlisa amanqaku abafundi.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<ul style="list-style-type: none"> • Uyancomeka umsebenzi owenziwe kule ncwadi. Ootitshala abayifundisayo mabayibambe apho.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	ISIXHOSA HL PAPER 3		
DATE OF EXAMINATION:	DECEMBER 2012	DURATION:	2.5Hrs

SECTION A:

(General overview of Learner Performance in the question paper as a whole)

<p>The learners mostly scored level five and level six in the score rating. They therefore performed fairly well in general. There was a fair amount that received level 7's, their performance was exceptionally good.</p>
<p>QUESTION 1 General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>1.1 IKAMVA LOMNTU NGAMNYE LIQALA NAMHLANJE</p>
<p>This was a popular choice and the majority answered it well. They were expected to mainly focus on the phrase "liqala namhlanje" which they did, although the majority did not explain it comprehensively. They also have the insight of to this topic and cite examples to support this statement. Amongst things that individual should do to in order to prepare for their future they mentioned education, saving money, perseverance, using brains to achieve you dream. They also mentioned ways and means of preparing for your future like to be a dedicated student, having part time jobs and save money for your future, to be an enterpretenear. Some interpreted the phrase today literally, they explain the programs they will follow today in order to prepare for their future. This was a popular choice and the majority answered it well. They were expected to mainly focus on the phrase "liqala namhlanje" which they did, although the majority did not explain it comprehensively. They also have the insight of to this topic and cite examples to support this statement. Amongst things that individual should do to in order to prepare for their future they mentioned education, saving money, perseverance, using brains to achieve you dream. They also mentioned ways and means of preparing for your future like to be a dedicated student, having part time jobs and save money for your future, to be an enterpretenear. Some interpreted the phrase today literally, they explain the programs they will follow today in order to prepare for their future.</p>
<p>(b)Why was the question poorly answered? Also provide specific examples ,indicate common errors committed by learners in this question, any misconceptions.</p>
<p>The learners had general ideas relating to the topic. However, many of their essays were not the required length. It is suggested that they must focus on making their essays unambiguous and elaborate on the faults. There were learners that included moral values but did not indicate a link between them and the future.</p>
<p>(c)Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Learners should be encouraged to make use of "mind maps" and need to be assisted with the planning process, because they often do not focus on the key aspects of the essay requirements.</p>
<p>(d)Describe any other specific observations relating to responses of learners</p>

It was observed that the learners that performed well have been exposed to debates and other activities where speech and logical thinking is practised. They could analyse their situation and express themselves accordingly.
(e) Any other comments useful to teachers, subject advisors, teacher development etc
Learners should have exposure to various career paths through i.e. career exhibitions or career guidance in order to become familiar with relevant terminology. There were cases where learners could not identify the term “ikamva” as the future and instead described events of the past.
QUESTION 1.2.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.2. UKUBALULEKA KWEENGOMA
This question was said to test the significance of songs. Different types of songs. They managed to give an appropriate topic for the picture. They cited different kinds of iingoma, the influence the songs have in the people’s lives. Benefits people get from iingoma were also mentioned like building unity. They also mentioned different situations and settings under which songs are sung like in times of sorrow, or joy. Some even went further to mention that people make a living by singing. This topic needed learners to talk about iingoma(traditional songs) but the bulk of learners talked about umculo (modern songs). Messages passed through songs were also mentioned.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, any misconceptions.
In some cases, there was no correlation between the topic and the content of the essay. The learners that performed poorly were noticed to not have enough vocabulary; on the contrary, the learners that performed well were noticed to have a good vocabulary. These better performing learners even mentioned songs such as “igwatyu” and “umhlahlo”.
(c) Provide suggestions for improvement in relation to teaching and learning.
A means of improving learners knowledge of various types of songs as well as their value, learners need to be exposed to more traditional literature.
(d) Describe any other specific observations relating to responses of learners
Learners spoke about various songs from their generation such as “hip-hop”. This depicts their interest in the topic where they chose to explore and take risks.
(e) Any other comments useful to teachers, subject advisors, teacher development etc
Learners should be taught traditional literature for enrichment and this should be incorporated into planning.
QUESTION 1.3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.3. UKUFUNDISWA KWEZIFUNDO ZONKE NGOLWIMI LWESIXHOSA KUNGALUNCEDO
The learners did not attempted this question fairly well due to it being difficult. The intention of the question was to assess the following: To identify the problems encountered by learners who are not taught in their mother tongue

<p>language</p> <ul style="list-style-type: none"> • The benefits that the learners can gain when they are taught in their mother tongue language. • Arguing for or against the transition to learning subjects in their mother tongue language. • The job opportunities that will be created in this process. • Practising the ability to make judgements
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>There were learners that did not have enough insight and relevant information about the topic, they could therefore not support their ideas substantially.</p> <ul style="list-style-type: none"> • Failure to meet required length. • Language, style and editing needs attention.
<p>(bb) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Learners should be involved in activities such as debates and discussions. They should compete on school level as well as Provincial level, in doing so they will be able to improve their arguing skills.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>This topic seemed to touch many learners. They expressed that they felt it to be a disadvantage to study and learn in a foreign language. They made reference to other nations that were educated in their home language. They stated that the Eastern Cape is populated with mainly isiXhosa speaking learners from underprivileged schools and that the foreign language in which they are educated is a major contributor to the high failure rates.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher developme</p>
<p>If the learners had more facts gathered from other sources, they could have cited live examples – this would have assisted them in their essay writing. Activities such as debating could have assisted them with this topic.</p>
<p>QUESTION 1.4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>1.4. UBUHLE BEKHIWANE ZIIMPETHU</p>
<p>The question was said to test the following:</p> <ul style="list-style-type: none"> • Understanding and interpretation of the idiom. • To test learners application of the idiom to real life situations. <p>The learners understood the idiom, however their application of the idiom to real life situations was generally lacking.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>The learners that did not interpret the idiom correctly seemed to focus on the literal meaning of the “khiwane” as a fruit. This could be due to the lack of teaching of idioms in the classroom.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>There should be more focus on the teaching of idioms. Learners critical thinking needs to be developed and they need to be able to apply their gained knowledge to real life situations.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>There has been a tendency to repeat the topic at the beginning of each paragraph as well as starting sentences with conjunctions.</p>

e) Any other comments useful to teachers, subject advisors, teacher development
Educators need to focus on developing language usage skills. Language usage is often not on par with the level of the learner.
QUESTION 1.5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.5. UKUPHUCUKA KWEMFUNDO EMZANTSI AFRIKA KUXHOMEKEKE KULUNTU NGOKUBANZI
This was a well attempted question, learners who wrote this essay scored between the range of 56%-79%. They were able to draw examples from real life situations and accurately defined the roles and responsibilities of stakeholders mentioned e.g. parents, taxi drivers, NGOs etc.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners seemed to mainly focus on only one aspect of the essay topic instead of focusing on a variety of different aspects. They, for example, would focus only on the importance of education or the role played by learners, teachers etc.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The analytical skills of the learners need to be developed. Learners need to understand the question clearly.
(d) Describe any other specific observations relating to responses of learners
Again, the tendency to repeat the topic at the beginning of each paragraph rears its lead.
e) Any other comments useful to teachers, subject advisors, teacher development
Educators should focus on teaching learners to avoid repetitiveness when writing their essays. Therefore, required length of the essay must be reached without the topic being repeated throughout the essay
QUESTION 1.6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.6. XA NDINOKUBA LIGOSA LEZENDLELA KWIDOLOPHU YAM
In this question candidates were expected to reflect on their trends based on the idea and explain how they would actualize their dreams. This was the most popular choice. Learners who chose it quite well showed knowledge of what is happening on the country's roads in particular around the Eastern Cape's rural or small towns where there is no effective public transport system. Learners were able to provide advice on what needs to be done by a traffic officer. The advices that were listed by learners showed a high level of maturity and provided a sense of patriotism as they were portrayed as concerned by their ill practices that are witnessed along our roads
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
There was in some learners essays or confusion between a traffic officer, the minister or MEC of transport and a policeman. Some learners have a tendency of beginning each sentence with the topic – xa ndinokuba ligosa lezendlela...
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should be effectively trained on how to construct sentences. Educators must train their learners on how to effectively plan for each essay that is to be written.

(d) Describe any other specific observations relating to responses of learners
Poor punctuation whereby learners begin sentences with small letters. Writing of paragraphs, long sentences by some learners. Inability to write correct subject concords that is e.g. ulutsha lileqa izinto.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners need effective training on how to construct simple sentences. Learners should be gradually introduced into the usage of conjunctions.
QUESTION 1.7.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.7.1 Qwalasela le mifanekiso ingezantsi wandule ukubhala isincoko esinesihloko esifanelekilyo
A sizeable number of learners attempted this question and performed fairly well. They mostly had a clear insight of the needs of the question. There were those who could not integrate their responses to their knowledge of Agricultural sciences and Geography. Those who chose it had a good interpretation of the picture, hence they performed fairly well since they knew the role of agriculture into the nation and economy in general.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Few learners who chose this question scored below level 5. Those who did not achieve as anticipate outcome is because they had a weakness of content, style, language and editing. They further constructed extremely complex sentences. There is also a challenge of using dialects and isiZulu instead of the anticipated standard IsiXhosa language diction.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Construction of simple sentences. Learners should at school level be encouraged and trained to prepare a first draft when writing essays in the CASS programme. Learners should be trained to edit their essays in the first draft of CASS tasks.
(d) Describe any other specific observations relating to responses of learners
The response was ranging from satisfactory to very much satisfactory.
e) Any other comments useful to teachers, subject advisors, teacher development
Learners should systematically be introduced to interpretation of pictures. An integrated approach as learners are made to analyse magazine covers in paper 1 of this subject. Once more learners should be trained to plan their essays and to write according to their essay planning.
1.7.2 Qwalasela le mifanekiso ingezantsi wandule ukubhala isincoko esinesihloko esifanelekilyo
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
A sizeable number of learners attempted this question and performed fairly well. They mostly had a clear insight of the needs of the question. There were those who could not integrate their responses to their knowledge of Agricultural sciences and Geography. Those who chose it had a good interpretation of the picture, hence they performed fairly well since they knew the role of agriculture into the nation and economy in general.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Few learners who chose this question scored below level 5. Those who did not achieve as anticipated outcome is because they had a weakness of content, style, language and editing. They further constructed extremely complex sentences. There is also a challenge of using dialects and isiZulu instead of the anticipated standard IsiXhosa language diction.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Construction of simple sentences. Learners should at school level be encouraged and trained to prepare a first draft when writing essays in the CASS programme. Learners should be trained to edit their essays in the first draft of CASS tasks.
(d) Describe any other specific observations relating to responses of learners
The response was ranging from satisfactory to very much satisfactory.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners should systematically be introduced to interpretation of pictures. An integrated approach as learners are made to analyse magazine covers in paper 1 of this subject. Once more learners should be trained to plan their essays and to write according to their essay planning.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
2.1. FRIENDLY LETTER
Majority of the learners chose it. The topic itself was very clear but it seems they were not properly trained, they did not mention their friends with names, they just said Mhlobo wam endimthandayo. Few of them wrote introduction, they just went straight to the topic. Some did not even mention the reasons why they like the musician they chose. Very few did not mention the name of the musician they chose. Many did it well. There is a huge challenge with ending the letter, a handful wrote 'Owakho umhlobo' instead of 'Umhlobo wakho'. There are also those few who wrote their surnames. The majority managed to explain explicitly the reasons they like about the chosen musician.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Those who did not perform well made the following errors. (The lowest performer in the sample group obtained 47%. Salutation: Molo Mhlobo wam, mhlobo wam othandekayo, mhlobo wam endimthandayo. They do not show any intimacy towards the friend, it would have been more appropriate if it could have been Siph o endimthandayo. Structure: There still are a few learners who are unable to differentiate between a formal and informal letter. They had two addresses and a subject line. Content: Some could not really indicate how they are affected by the message relayed by the different songs they dwelled on listening to the songs by the musician of their choice. Conclusion: Some could not conclude the letter at all, for example Owakho umhlobo instead of Umhlobo wakho.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Those who did not perform well made the following errors. (The lowest performer in the sample group obtained 47%. Salutation: Molo Mhlobo wam, mhlobo wam othandekayo, mhlobo wam endimthandayo. They do not show any intimacy towards the friend, it would have been more appropriate if it could have been Siph o endimthandayo.
(d) Describe any other specific observations relating to responses of learners

The correct length, that is 100-120 words is still a challenge for the learners. The learners still have the common language errors as in the past years e.g. Incorrect use of capital letters, word division, spelling, punctuation, beginning sentences and paragraphs with conjunctions.
e) Any other comments useful to teachers, subject advisors, teacher development
Subject advisors and educators must encourage learners to participate in public speaking and debates to develop their vocabulary. Daily work on punctuation and spelling is recommended to improve language use.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
2.2. OBITUARY
All those candidate who chose this did well. The only glaring challenge the few had, they wrote using the first person, as if this person is still alive. There are also challenged with language usage.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The use of first person pronoun made them lose marks, some took the question as if it was referring to their peers. The length required was also not achieved.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners need to be exposed to the form and structure of an obituary in the classroom. There is also specific language usage required, which learners need to be taught. A uniform form and structure needs to be taught, instead of learners attempting to replicating what they see in the newspaper.
(d) Describe any other specific observations relating to responses of learners
They referred to the deceased in the first person.
e) Any other comments useful to teachers, subject advisors, teacher development
When learners attend funerals; the teachers must ask the learners to bring the obituaries. They can then analyse, discuss and practise the structure, form and language use in the classroom. They can correct the newspaper version and improve it using their new learned methods.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
2.3 INTERVIEW
Most learners chose this topic using the first person, as if this person is still alive. There are also challenge with language usage.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners did not have introductions to this topic. They also did not skip the line when they were writing, which is a requirement for the structure. Most learners confused this interview with the formal letter. They still have a challenge in formulating the questions. They overlook their usage of register.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Learners should practice this form of oral skills in the classroom; instead of only focusing on monologue skills, learners must also engage in interviews with each other.
(d) Describe any other specific observations relating to responses of learners
Learners lacked conversational skills in their interviews. Many of the questions asked had limited answers.
e) Any other comments useful to teachers, subject advisors, teacher development

Learners should focus more on asking questions that will require broader answers. Topics covered should indicate specific knowledge.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
2.4. RESPONSE TO NEWSPAPER ARTICLE
This was not a popular choice and the few who chose it did not do well. There might have been a confusion of not being able to differentiate between an article and a formal letter, hence the learners did not perform well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The learners wrote a letter, maybe it is because the instruction read 'Bhalela umhleli' Then they automatically associated this with a letter. It was evident that they are not sure about the structure of the letter itself besides the article that was expected.
(c) Provide suggestions for improvement in relation to Teaching and Learning
This text must be taught as the responses from their learners suggest that it is not familiar to them at all. Learners should be taught to differentiate between different texts and the required formats. The usual grammatic errors similar to those mentioned in other questions should be taken note of as they are the causes for learners attaining low marks.
(d) Describe any other specific observations relating to responses of learners
There is an improvement in the planning, learners have mindmaps and they correlate with the content even if it is not the expected content. From the responses by the learners almost none had the correct format. Learners should also be discouraged from writing very long, vague and unpunctuated sentences.
(e) Any other comments useful to teachers, subject advisors, teacher development etc.
Learners must be encouraged to proof read and edit their work before submission. Constant feedback must be given after they have submitted their texts so as to eliminate the recurring mistakes. Learners must be trained to write using the required number of words without straying from the content to get marks for content.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.1 ADVERT
Most learners chose this question and they performed very well. Learners performance average ranges from level 5 – 7.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Some learners were unable to distinguish between an advert and invitation. They draw instead of writing. Few learners downplayed this question as a result they reflect that they don't comprehend well this question. There is still a challenge to meet required number of words.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Paper 3 needs more attention. This paper needs to be integrated to other learning outcomes.
(d) Describe any other specific observations relating to responses of learners
Sentence construction was a challenge. -Prices for items to be sold or obtained were not indicated. -They wrote this section in English. -Spelling mistakes were identified. -Not able to write all the requirements of the advert.
e) Any other comments useful to teachers, subject advisors, teacher development etc.

Encourage school subject meetings, cluster and district meetings – also provincial subject meetings that are not included.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.2 POSTCARD
Most learners did not opt for this question . Those few who chose it did not meet the requirements.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The question was poorly answered because of the lack of exposure. They confused it with a formal letter. They could not meet the number of words required, but generally that was a challenge for the whole section.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Concrete postcard samples must be obtained, as to expose them. Educator should encourage teachers to read and understand and practice the postcard. Peer assessment is also encouraged.
(d) Describe any other specific observations relating to responses of learners
They have a challenge in the structure of it.
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Planning together is promoted and encouraged. Language intergration must be enforced.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.3. INSTRUCTION
It was a high order question. Learners ran away from answering the question, if they do answer it they answer it incorrectly. Most learners who chose this question gave the instructions to the community instead of the group as they were instructed by the question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This section was not properly taught. Learners also encountered difficulties in interpreting the question. The few who wrote it, used paragraphs instead of a point form
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Subject committees and clusters should address the content gap in inexperienced educators.71Learners should be more exposed to Third Paper components, particularly section C.
(d) Describe any other specific observations relating to responses of learners
Instead of talking about community involvement – focus is on family involvement. Interpretation of the question is also a challenge.
(e)Any other comments useful to teachers, subject advisors, teacher development etc.
Planning together is promoted. Integration of languages is also encouraged. Discussion of MARKER'S REPORTS, as to identify problem areas should be consulted.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	LIFE SCIENCE PAPER 1 VERSION 1		
DATE OF EXAMINATION:		DURATION:	

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Question 1:

The majority of the learners performed satisfactorily in this question and they seem to be accustomed to the type of questions, which are : the multiple choice, terminology, connecting column A and B and interpreting diagrams. The average from the rasch analysis for question 1 was 24 out of a total of 50. The sections 1.2 (Terms) and 1.3 (AB Matching) were the two sections where the learners lost the most marks(averages of 38 and 35 % respectively). There are still those learners who struggle to obtain more than 50% in Section A . Learners do not follow instructions on the question papers. It also became clear that learners try to guess the answers to multiple choice questions that very often require higher thought processes and analyses.

In Questions 2 , there was an overall improvement in performance. For example, in question 2.1, the topic meiosis, learners scored 50%; for question 2.2 an overall performance on the topic of protein synthesis was 35% and in question 2.3. the learners scored 49% on the genetic crossing. It seems as if many learners had trouble understanding the questions and hence failed to follow instructions carefully. This had an adverse effect on their performance. This could be an indication of a language problem .

Question 3:

3.1. The pedigree question yielded an overall of 41%. This points to the fact that many learners are unable to adequately read and interpret these diagrams.

3.2. The DNA Pie Chart

An overall of 44% was reached here. This was disappointing as it is obvious that learners lack the skill of drawing a pie chart, but more disturbing is the fact that learners came to the exam unprepared without the necessary tools such as a protractor.

3.3. Genetically modified foods:

Here learners only scored an average of 29%. This was generally a poor performance with learners indicating a lack of knowledge on the topic.

Question 4

4.1. Human Evolution

This section yielded a performance of 31%. Much work needs to be done on this section with an emphasis on evolutionary theories, highlighting the differences between the different theories.

4.2. Phylogenetic Tree

An improvement to 58% was reached here indicating that learners are better skilled with dealing with this type of question.

4.3. Natural and Artificial Selection

Here 38% was scored by learners. Insight and a limited vocabulary played a major role resulting in many repetitions.

Learners experienced problems in answering Question 4.3. They could not determine how much information to share on Artificial or Natural Selection. They ended up writing more on natural selection and the examples of it. They did not take note that they should also have highlighted the differences between the two processes.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Question 1.1. The rasch analysis for this section was 59% . However students lost marks in section 1.2 (terminology) and they were unsure of terms such as “ non-disjunction” (1.2) and “ polyploidy” 1.2.4 . Students were furthermore uncertain of the the terms “biodiversity” and “biography” (1.1.1) The terms homozygous and homologous structures in 1.2.3 and 1.2.5 were mixed in many instances. A wide range in competence with 1.3 was displayed, with certain schools performing exceedingly well, others not.</p> <p>1.4. Was well answered illustrating satisfactory competence in dealing with DNA structure.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>1.1.1. Learners repeatedly indicated problems that they encounter with mastering terminology questions . Too often answers are negligently answered by guessing the correct term instead of diligently working through all the possible options. Terms such as “biodiversity” and “biogeography” caused repeated confusion.</p> <p>1.2. 1.2.2 “ non-disjunction” – learners are expected to learn the correct terminology. Non-separation is not the correct scientific term hence placed in brackets on the memorandum. This concession will not be granted in the future.</p> <p>1.2.4. “polyploidy” - can be accepted but tri or tetraploidy cannot be accepted since the statement does not specify a particular number. Only a comprehensive term (polyploidy) is acceptable.</p> <p>1.2.8. DNA duplication is not accepted because the term duplication does not necessarily imply the production of identical forms. (DNA replication is the formation or production of replica or exact copy.) DNA profiling is not accepted as a correct response because it is not the same as DNA replication.</p> <p>1.4. The response “sugar” cannot be accepted in future. The specific label would be Deoxiribose Sugar. When diagrams are labeled, learners are expected to know the specific label.</p> <p>1.4.3. Double Helix is not acceptable because the helical structure is not observable. Learners are expected to note all key words in the question and answer it appropriately.</p> <p>1.4.4. Some learners misinterpreted this question and responded incorrectly with “cholorplast”</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Terminology should be stressed by teachers at schools. Students need to write frequent tests regarding terminology specifically in class. This is one section that is neglected at schools. The teachers must have a terminology section on each chapter that they do in the workbooks of the students. The section on evolution should be covered in depth. Schools must be provided with adequate learning material Emphasis must be on careful reading of the sentences and correct interpretation of the question. The style of teaching evolution should be looked at. Students should be involved in research,</p>

<p>compiling of information and presentations. Evolution should be taught as a theory and as such learners should be made aware of other theories to strengthen their understanding. Learners should use news paper articles and other topical material to support their knowledge .</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Students have problems following simple instructions. Question 1.4.1 states that they must identify part C and D respectively. They lost marks because they did not identify part C and part D respectively. They supplied Ds answer first and then C without the letters. Sometimes instead of giving answers in the form of terms, they would use letters. The question 1.3 : Many learners did not read the options given carefully and hence lost marks.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>Teachers need to train learners as how to answer section A. More workshops need to done by the subject advisors.</p> <p>Learners must all have a textbook. Teachers should form clusters to help each other, develop and improve their teaching style. Sharing of resources should be encouraged amongst schools. Subject committees can play an important role in helping teachers to cover the content with the learners.</p>
<p>QUESTION 2</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered.</p> <p>2.1. This question was satisfactorily answered. Many learners scored 50% in this section. Learners understood the questions and this was reflected in their answers.</p> <p>2..2 This section presented problems as it was a higher order question requiring higher cognitive and analytical skills. Most learners lost marks in here. Again learners did not read the instructions of 2.2.2 and 2.2.3. displaying gross negligence with their answers.</p> <p>2.2.5- Markers indicated an overwhelming lack of knowledge and understanding of sickle cell anaemia . The majority of learners answers were entirely off the point .</p> <p>2.3- Here learners indicated a good grasp of the concept and skill of doing a genetic crossing.</p> <p>2.2- The reason for the problematic performance here is not the lack of understanding of protein synthesis, but the application thereof. The fragmentation of the question also led to a certain degree of uncertainty as the requirements of the question was not clear. Learners could not see the link between the introduction to the question, the table and the sub-sections. The wording of the question in particular presented interpretation and comprehension problems. An overwhelming majority of the learners were unable to give the correct answer to 2.2.1.(b). They were negligent in not seeing that triplet number 6 and 7 were identical.</p> <p>2.2.2 and 2.2.3 Learners should be taught to follow instructions and write the answers in sequence if asked to do so. If the sequence of mRNA was incorrect, then the learner lost marks. Too many learners neglected to place the answers in sequence.</p> <p>Too many learners interpreted this section as referring to: triplets 4 AND 6 instead of 4 TO 6. Reading skills should be sharpened.</p>

<p>Markers were emphatic regarding this reading error as it was repeated too often.</p> <p>2.2.4(b) There is a clear lack of understanding of point mutation. Most learners lost marks here. Substitution was not accepted, because substitution is a phenomenon that eventually leads to point mutation.</p> <p>2.2.5- The mutation, Sickle cell anemia, needs attention. Markers indicated that too many learners show a lack of knowledge of this topic and merely guessed or wrote unrelated answers or merely repeated the question verbatim.</p> <p>2.3.- Once again, learners do not follow instructions and read information given to them . This caused them to use their own genetic coding, instead of the letters given to them . As a result thereof , the maximum mark that they could attain here, because of wrong coding, was 3 marks</p>
<p>2.2.</p> <p>Teachers need to teach the process of Protein synthesis in a different way instead of just focusing on the process only. Learners clearly lack the skill necessary in applying and linking the process to different situations.</p> <p>The genetic cross given in the memorandum should be used as a teaching tool to guide learners. The learners were not penalized for not writing the terms “ phenotype” and “genotype.” They were however, expected to write the terms “ meiosis” and “fertilization” in their the correct positions. If those labels were wrongly placed, i.e. “meiosis” and “fertilization”, marks were lost. The same applied to the placement of P1 and F1 labels. To get full credit, learners had to provide all four gametes correctly. The F1 phenotype was accepted as 3 White and 1 Yellow/ 75% white and 25% yellow/3white:1 yellow.</p> <p>More workshops or cluster meetings following this marking session, should be held using this report as a basis.</p> <p>Provide learners with different question papers to strengthen content comprehension.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Many learners lost marks because they explained hemophilia instead of sickle cell anemia . Most learners don't know the differences between genotype and phenotype. The location of terms “ meiosis” and “fertilization” has to be correct as well as the indication of the P1 and F1 generations. Too many learners used their own genetic coding.</p> <p>Too many learners also , in 2.3.2., supplied more than one genetic crossing, not reading the question properly.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Memorandum discussions with matric teachers following the external marking session is clearly lacking. If this follow up work is done then teachers who do not do external marking will gain valuable information regarding marking strategy and be alerted to the common errors made by learners.</p> <p>This moderator's report should be discussed at school and cluster level .</p> <p>Teacher development is necessary.</p> <p>Use the memorandum as a teaching tool.</p>
<p>3.1.1 Many learners lost marks here. They could not identify the number of the family Members, not affected by haemophilia, but carriers.</p> <p>3.1.2 Most learners experienced problems here.</p> <p>3.1.3 Well answered by most learners. Learners seem to grasp the concept.</p> <p>3.1.4. Learners interpreted these questions differently very often.</p> <p>3.1.5. Poorly answered. Learners did not read the question carefully or were unaware of the advantages of genetic counselling.</p> <p>3.2.1. Poorly answered. Very few learners used words like “reliability and validity” as stated in the memorandum. Markers had to read the answer of the learner carefully. Most students responded with answers such as “to see if the results were correct” . A Lack of scientific vocabulary was evident.</p>

<p>3.2.4. Many learners could not draw a pie chart.</p> <p>3.3.1 Misconceptions about GMO foods resulted in learners who merely guessed what the response should be in general.</p> <p>3.3.2 Well answered by most students.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Many learners could not interpret the pedigree diagram and could not decode the shaded and unshaded areas. Learners did not understand the question.(3.1.1). In fact, it seems as if learners failed to understand the requirement of the question.</p> <p>3.1.2 Why hemophilia affects males mostly was poorly answered. They do not have a understanding of the topic. They responded by providing a term such as sex-linked disorder, but no explanation given why this disorder is regarded as a sex-linked disease.</p> <p>3.1.3. Many learners failed to follow instructions given on the question paper. The learners were expected to use the specific alleles given in the question to work out the answers.</p> <p>3.1.4 The memorandum gives both 25% and 50% as an answer. This was due to the fact that many learners and teachers interpreted the question differently and therefore both answers were included at national level. The question was ambiguously stated.</p> <p>3.1.5 The learners wrongly assumed that the wife is also a carrier. They did not read carefully and were unsure as to what was required. Once again, negligence on the part of the learner was the reason for the loss of marks here.</p> <p>3.2.1. Learners not familiar with scientific terminology.</p> <p>3.2.4 Learners did not use a protractor with the pie-chart. Learners lost marks because the sectors were not accurately measured. Most learners were able to perform the calculations accurately.</p> <p>3.3.1 There are misconceptions about GMO foods.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>3.1.1. More pedigree diagrams should be given in class. Repeated exercises should boost learner confidence in this regard. Learners come across as lacking in confidence when dealing with these diagrams.</p> <p>3.2. Here I would recommend a close collaboration with the Mathematics and Math Lit. teachers as these skills should be sharpened in both subject areas. A particularly helpful hint would be to have protractors Photostatted on transparencies for individual learners and used in the classroom .This will also boost the learner confidence when dealing with this valuable skill during an examination.</p> <p>Additional class tests should be administered by the teachers regarding these skills. All the different types of graphs should be done repeatedly and a test should be written on these skills regularly.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>3.2. Reading and mathematical skills were clearly lacking when calculating ratios. Learners often repeated the answers for 3.3.1 (a) and (b) with the result that they lost valuable marks when their answers overlapped.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Training of educators.</p> <p>Have textbooks for grade 12 students.</p> <p>Liason between the Mathematics and Life Sciences teacher is important at school level.</p> <p>Learners must be exposed to a variety of questions.</p> <p>Learners must be made aware of the various common pitfalls when answering questions.</p> <p>Once again, memorandum discussions led by matric teachers who mark externally to be done for the entire Life Sciences department so that necessary skills can be sharpened at an early age instead of just in Matric.</p>

QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>This question was poorly answered.</p> <p>From 4.1.2 to 4.1.5 they had to respond carefully to the question . Learners do not use scientifically approved words like “analyse” and “verify”. They were able to answer 4.1.5 better because it was a recollection of knowledge in class.</p> <p>4.1. Most learners struggled to answer or could not define “transitional form” and hence could not extract the characteristics needed to explain the transitional form from the passage. The majority seem unaware of scientific research, analyses and more importantly the recording thereof in scientific journals. The concept of a scientific recording seems new to them.</p> <p>4.2 This section showed an improvement in marks; however, many learners did not follow instructions carefully and were negligent.</p> <p>4.3.The essay was poorly answered with numerous markers stating that learners cannot structure essays at all and too many examples were given instead of highlighting the meaning and differences between Natural and Artificial Selection.</p> <p>The question could also have been re-phrased as follows: “By using one example, describe Natural and artificial selection.”</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>4.1.1 to 4.1.3 were higher order questions. Learners had to give answers that were not given in the passage. They had to apply their knowledge. Markers had to read carefully to understand what the learners actually meant.</p> <p>4.3 Learners lack the skill to write essays. They are unable to organize their information in a structured manner. They had natural and artificial selection confused in their answers. Learners lack the capacity to read properly .</p> <p>They proceeded to discuss both Darwin and Le marck’s theory.</p> <p>They also confused Artificial Selection with Cloning, They repeated themselves often in this question.</p>
(d) Describe any other specific observations relating to responses of learners
<p>Learners wrote on Natural selection only and gave many examples thereof. They did not highlight the differences between the two processes.</p> <p>Many learners mentioned Lamarck’s theory too. Learners did not read the question properly.</p>
e) Any other comments useful to teachers, subject advisors, teacher development etc.
<p>Learners should be given exercises in answering essays.</p> <p>Learners should be taught writing skills. The Life Sciences teacher assumes that they know how to write essays. Language teachers can be informed of the importance thereof in this subject and so be prompted to assist.</p>

NSC 2012 CHIEF MARKER’S REPORT

SUBJECT	LIFE SCIENCES PAPER 2 VERSION 1		
DATE OF EXAMINATION:	12 NOVEMBER	DURATION:	2½ hour

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Generally the learners performed poorly with the majority of them failing to achieve the level

2 rating. However, there are some centres where the learners performed exceptionally well, the highest mark being 140. From the sample of the 100 scripts analysed through Rasch Analysis, the average mark obtained was 71 translating to 47%. This is below the average mark of the whole paper. The average marks obtained by the 100 candidates are as follows:
Question 1: 26,4 out of 50; Question 2 : 12,4 out of 30 ; Question 3 : 17.5 out of 30 and Question 4 : 14.7out of 40.
The questions that were poorly performed are 2 and 4 as it is shown by the average marks. Some of the reasons why the learners performed poorly in the paper was they were unable to read and understand what was required by the question and as a result they gave irrelevant information which was not worth awarding marks. Our learners also lack interpretation and analytical skills which would enable them to answer the higher order questions. In some centres it looks like the syllabus was not completed and with those where the syllabus was completed, it was rushed through as a result they showed very little understanding of the Life Sciences concepts.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally some learners performed well in this question even though the majority of learners performed below the average. The average mark obtained by the 100 learners analysed is 26.4..
Question 1.1
This was a Multiple Choice Question (MCQ) which consisted of ten items. The average mark obtained by the 100 learners whose performance was analysed is 11 and the average % is 55. This shows that the learners performed just above the average, however there are some learners who were challenged by questions 1.1.6 to 1.1.10. These were higher order questions which needed learners to engage their higher order cognitive abilities. Question 1.1.10 was not having a correct option and as a result some of the learners left a blank space and some learners crossed one of the letters.
Question 1.2
This is a terminology question. The performance of the question is greatly disappointing. The average mark obtained by the 100 learners is 2.6 and the average % is 38. The descriptions in this question were not difficult but the learners failed to give the correct biological terms.
Question 1.3
The performance of learners in this question was just above the average. The average mark of the 100 scripts is 7.5 and the average % is 54.
Question 1.4
The question was fairly answered by the learners. The average mark is 5.3 and the average % is 59. However the learners could have scored all the marks in this question but some of them did not.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

<p>In questions 1.1.6 and 1.1.7 the learners were unable to choose a conclusion from the ones that were given in the options, hence they could not indicate why the conclusion drawn from the results would NOT be valid. In 1.1.8 and 1.1.9 learners could not be able to choose the hypothesis, hence, they were unable to identify which variable was dependant in the investigation. From those responses which were given by the learners for question 1.1.10, it was clear that some learners lack the understanding of a receptor and an effector and they responded by giving letters B or C even though in those options the pupil is not a receptor. In question 1.2 many learners had spelling mistakes for some of the terms for example for altricial development they wrote “artificial /attricial /attricocial,”, or dendrites they wrote “dendrons”. They lost marks in 1.2.6 because they only wrote “feedback” instead of negative feedback.</p>
<p>Question 1.3 shows that the learners lack an understanding of the terminology that is used in Life Sciences .</p>
<p>In question 1.4 the learners did not read the instructions carefully. The question required them to give the LETTER and the NAME of the part instead they only gave the letter and they lost 3 marks in 1.4.1. In 1.4.3 they were required to write the letter only, but some of them gave the name of the part and they lost another 2 marks and this made them to get 4 out of 9 provided their letters were correct and they had given the correct hormone in 1.4.2. Some learners wrote TSH instead of testosterone. There is also a huge problem of spelling. Testosterone was spelt as testerone / testrone, epididymis as epididermis and diabetis as diebitis . These are easy marks which were supposed to have been scored by all the learners.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>This question generally covers the whole syllabus. Learners must be given enough practice questions which involve the MCQs, terminology, AB Matching Columns and data response questions.. With the MCQs the teachers must ensure that their learners give a reason why the distracters amongst the various options are not the correct answers. This will, in one way or the other assist in eliminating guessing amongst the learners. Learners must have vocabulary book where they write new terms whenever they are in a Life Sciences class. They have to find out what the meaning of these terms are and they can also construct sentences using these new words or terms . More class work activities and tests must be administered to learners where they either give the correct biological terms for descriptions or give descriptions for the terms. Learners must also be given exercises on diagrams where they have to label certain parts of diagrams and give functions of those parts. There must be emphasis in knowing how a particular structure is structurally suited / adapted for its function. Learners can also be given activities with puzzles so as to enhance their understanding of the biological terms.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Those learners who did not complete the syllabus or were rushed through the syllabus, scored very little marks as a result they left gaps in their answer book. This was more evident in question 1.2 where the learners were unable to guess as they were not choosing from any given information.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher developmen</p>

Teachers must inform their learners not to use the ANSWER SHEET which is in the second page of the ANSWER BOOK. This ANSWER SHEET is not designed for Life Sciences as a result it becomes difficult for the learners to put the questions in a sequential order due to the space constraints. The instructions in the Question Paper are clear, where the learners are required to write ALL the answers in their ANSWER BOOKS. This will also make marking easy. Learners must also be told to refrain from overwriting on top of other words or letters as it does not become clear which letter is correct. They must rather cancel out what they think is wrong and write the correct one.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Generally the performance of this question was below average. Most learners struggled to answer some of the sub-questions in this question. From the sample of 100 scripts the average mark for this question is 12,4 with an average % of 41.3.

Question 2.1

The performance of the learners in this sub question was poor. The average mark was 3.1 and the percentage was 46. Questions 2.1.1 – 2.1.2 were answered by the majority of learners although they confused the medulla oblongata with Pons Varolli. There are still learners who are unable to spell cerebellum correct. The learners answered the question 2.1.3 by actually saying what happens when the Thyroid Stimulating Hormone (TSH) is secreted. Many of them explain what the negative feedback is without referring to the thyroid gland and thyroxin.

Question 2.2

Out of the three sub-questions in Question 2, this sub-question is the one where learners performance is very poor. The average mark in this sub-question for the 100 learners is 3.1 with an average % of 34. Some of the learners had a problem in understanding what was required in 2.2.4 but those who understood accommodation answered the question fairly well.

Question 2.3

The question was not fairly performed. The average mark for the 100 learners is 3.8 which translates to 43%. Most learners answered well 2.3.1 and 2.3.2 but did badly in 2.3.3 to 2.3.5.

Question 2.4

The performance in this question was not good. The average mark for the 100 learners is 2.2 and the average percentage is 44.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2.1

In 2.1.3 some learners failed to identify that part labeled F is the pituitary gland and therefore had a problem in explaining how the body would be affected if the pituitary gland did not secrete the thyroid stimulating hormone. The learners lost marks since they did not know the effect of thyroxin in the body instead they explained that the TSH stimulates thyroid gland to secrete thyroxin. Many learners also gave the iodine deficiency symptom i.e. goitre which has nothing to do with the non-secretion of thyroxin. This shows that the learners did not read and understand what was exactly required by the question.

Question 2.2

The question was based on an investigation about the eye. The learners did not read the question with understanding as a result in 2.2.1 they could not identify the factors to be kept constant. Very few learners managed to get both factors correct, many managed to get one and many did not get anything. Question 2.2.2 required them to give a general conclusion that could be drawn from the results that were in the table. Some learners just referred to how easy it is to thread the eye of the needle with two eyes open. They did not compare the amount of time taken to thread the needle with two eyes open and one eye open. They also did not look at the number of attempts in relation to time taken. Some learners gave the answer as “**It takes 38 seconds with one eye open and 12 seconds with two eyes open**” and this shows that the learners had misunderstood the question and made a conclusion referring to one attempt. Question 2.2.3 proved that our learners do not know the purpose of doing certain things in scientific investigations. Very few learners knew that more than one attempt was made so as to improve reliability. Most learners’ responses were, to improve “**validity / accuracy**”. In question 2.2.4 most learners were unable to understand the question and their answers were indicating what would happen when the eye is looking at a distant object. They are also having problems in the spelling of the suspensory ligaments where they referred to them as **sensory ligaments** and in some cases as suspensory **muscles**. They can’t make a distinction between **contract, constrict and construct**. Learners still confuse accommodation with pupillary mechanism.

Question 2.3

The most common mistakes noted in 2.3.1 (a) was the spelling of **umbilical cord** where most learners wrote **amblical** cord. This spelling mistake might have been caused amongst other things by how the word is pronounced by the teachers. Question 2.3.2 though fairly answered by learners there were still learners who gave the function of the amniotic fluid as “It **protects** the foetus” and did not indicate protection from what. They therefore lost the 1 mark which was allocated to this question. In 2.3.3 the learners did not know how the uterine wall is structurally suited for its function during the birth process. Learners did not indicate that the uterine walls have **muscles** which enable it to **push** the baby out during the birth process. Question 2.3.4 required the learners to name the **systems** but the learners named the **processes** associated with those systems e.g. **digestion** instead of **digestive system**; **excretion** instead of **excretory system** and **breathing** instead of **respiratory / gaseous exchange / breathing system**. In 2.3.5 learners lost a mark due to not giving the explanation of what prevents another ovum from being produced while the foetus is developing in a human body. They just simply mentioned that progesterone inhibits the secretion of Follicle Stimulating Hormone (FSH). In their explanation they were supposed to have indicated the “**high level**” of progesterone

Question 2.4

This question was fairly answered by few learners even though there are those who referred to the action of the erector muscles and the hairs. Also in answering the question left the word MORE blood flows to ... / MORE heat ... Many of the learners did not list their facts logically, they were just muddled up.

(c) Provide suggestions for improvement in relation to Teaching and Learning

<p>More focus on the diagrams in relation to their functioning. Learners also need to be taught to interpret the information presented in the tables. When doing the scientific investigations, learners must be made aware of when to use terms like reliability, validity and accuracy. Learners must be taught the terminology of the different sections of the Life Sciences syllabus. For the spelling of the Life Sciences terms and concepts, the teachers must write these on the board so that the learners can get the correct spelling of the word from the onset. Learners must have a list of the action verbs that are used in Life Sciences questions. These action verbs must also have explanations of what each one of them means so as to guide learners on what type of answers are expected. A clear distinction must be made between processes and systems. Teachers must use the Grade 12 Life Sciences Examination Guidelines as well as Circular S6 of 2007 so as to know what the prescribed content for each of the topics in the syllabus and not follow a particular text book. Learners must use their dictionaries in order to understand what the different words mean so that they do not confuse them when responding to answers. A clear distinction between pupillary mechanism and accommodation must be made when teaching. Pupillary mechanism has something to do with the amount of light entering the eye and accommodation has to do with the distance of the object from the eye.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners lack logical, systematical thinking. The teachers must ensure that the learners are exposed to the different ways in which a question with the same information or content can be assessed. In 2.1.3 learners used generalizations instead of giving the specific effects due to the lack of thyroxin in the body. Learners are also unable to differentiate between the words contract, constrict and construct. They use these words wrongly e.g. the ciliary muscle constrict /construct. In some instances it appears that some of the subject matter was not dealt e.g. accommodation of the eye.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher developmen</p>
<p>Teachers can make a question bank for each of the sections / topics of the syllabus. This can be a collection of questions from previous years' question papers which should be given as class work activities. The teacher must guide the learners on how to interpret and answer these questions. In the School Based Assessment Tasks (SBA) the teachers must make sure that the questions asked are of different cognitive levels and are a variety. It is important that the learners know what is meant and is expected when the different action verbs are used in questions. Use of the dictionary must be promoted so that learners know the meaning of different words used in Life Sciences. Teachers must stress the difference between accommodation and pupillary mechanism.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question was generally fairly answered by the learners. The average mark obtained by the 100 learners sampled is 17.5 which translates to 58.3%.</p>
<p>Question 3.1</p>
<p>Question 3.1 was fairly performed by the learners. The average mark is 10.2 and the average % is 64. In 3.1.1 most learners scored 6/7 because they were able to draw the graph, however, these learners lost a mark for the caption of the graph.</p>
<p>Question 3.2</p>
<p>The question was not fairly answered by the learners. The average mark for the 100 scripts is 3.2 and the average % is 42. This question involved a calculation.</p>

<p>Question 3.3</p>

This question was fairly performed with an average mark of 4.4 and an average % 62. It shows that the learners have an understanding of the age-gender pyramids.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

In 3.1.1 learners lost a mark for the caption of the graph because they did not show both variables. Some of them did not write down the labels for both axes and this costed them a mark. There are still some learners who transpose the axes and who do not put a proper scale in the axes. Some learners drew a **bar graph** even though the instruction was clear as to which type of graph they must draw. It was also interesting to note that some learners plotted all the points but instead of joining them they just drew a straight line which made some points to be on the upper side and others on the lower side of the straight line.

Although 3.1.2 was answered by the majority of learners some still confuse the term **logistic** with **logarithmic** as a result they lost this mark.

Those who were unable to identify that the graph was a Logistic / Sigmoid / S-shaped growth were unable to describe one characteristic of the Sigmoid growth form. Some of the learners who knew the type of the growth form, failed to describe this one characteristic instead they named the phases of a logistic graph or indicated a characteristic which is common for the geometric growth as well. In 3.1.4 many learners had a spelling mistake for the **lag** phase and gave **leg** phase which is meaning something else in Life Sciences.

In 3.1.5 the learners only indicated that growth was slow at first and were unable to explain further why was growth slow.

In 3.1.6 (a) some of the learners' answers only indicated that the eland is taller than the impala/ eland is on top of the tree and impala at the bottom of the tree; but could not explain why these animals were not in competition with each other, hence they were unable to give the correct answer for question 3.1.6 (b) and those who managed still confuse the terms resource partitioning, competitive exclusion and interspecific competition. Some learners spelt **partitioning** as **partioning**.

In 3.2 learners were unable to calculate the percentage increase of the human population in Africa. In most cases those who attempted it divided 45 by 869 and multiplied by a100. This only showed how they get the percentage but their calculation was wrong. Some learners used a very complicated method but they eventually got the answer and this method should have taken a lot of their time even though the question was worth 3 marks only. Many learners also did not get the answer to 3.2.2 and this means that they did not understand or were confused by the "**doubling time**".

Even though 3.3 was fairly answered some learners did not read the instruction in the question. The answer was supposed to be in **tabular** form and also the differences were with respect to **life expectancy** and **birth rate**. Some learners did not tabulate these differences however they managed to get 4 out of 5 marks. Even though guidance was given on what to talk about some did not write about the two issues mentioned but rather decided to write about the **death rate** and **few adults** between ages 80 -89 and 90 -99 in the two pyramids respectively. They lost the 4marks. Question 3.3 was better answered by those learners who were able to interpret the pyramids.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Graphing skills must be taught as early as Grade 10 so that the learners do not experience problems of being unable to identify which variable is dependant or independent. Learners must be exposed to the different types of graphs and must be able to identify on their own which type of graph will be suitable for the information they are provided with. As already mentioned in Question 2 learners need to know the meanings of each of the action verbs so that they are able to answer the questions as per instruction. Teachers must make the learners aware of the cause and the effect. All the sections of the syllabus must be taught. Learners must be taught the calculation skills while still in Grade 10. Emphasis must be placed on reading the questions and underlining the keywords so as to be able to answer the question relevantly.</p> <p>Learners must be trained on how to do simple Life Sciences calculations. Learners must also be trained not to give more than what is required in a question. For example in the differences of the age –pyramids they were supposed to give two but some gave more and unfortunately the first two were wrong. They do not get the marks even if the fourth or the fifth difference is correct because they did not follow the instructions.</p>
(d) Describe any other specific observations relating to responses of learners
<p>Taking data values as they are from the table and plotting them on the graph. No proper scale done for both axes. Graph without a caption and axes not labeled. Transposing the axes. Some learners still not knowing the different types of growth forms as they indicated that the growth form in 3.1 is the geometric growth form. Some learners did not tabulate the differences between the age –pyramids , this shows that they did not read the question thoroughly.</p>
e) Any other comments useful to teachers, subject advisors, teacher developmen
<p>Ensure that the assessment tasks, both formal and informal have a variety of questions and the questions are at different cognitive levels. The controlled tests should be the same format as the end of the year examinations and this must be started as early as in Grade 10. The tasks need to be thoroughly moderated so as to ensure that the weighting of the cognitive levels is what it is supposed to be. Scientific investigations must be done and learners must be made to be able to hypothesise identify variables, make observations and /or collect data, record data, analyse data and come up with conclusions. They must know what is meant by the terms accuracy, reliability and validity and why do they have to check these. They must be made to translate information from graphs to tables; tables to graphs and also make general conclusions based on the information provided, irrespective of how the information is provided. Ensure that these skills are developed as early as Grade 10. Learners can also be provided with past years examination papers so as to develop the different skills.</p>
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Generally the performance in this question was poor. The average mark obtained by the 100 learners is 14.7 with an average % of 36.8.</p>
Question 4.1
<p>The average mark for this question is 3.3 which translates to 30%. This sub-question was very badly answered and misinterpreted by many learners. A broader knowledge of culling and how it was done in the past is not a familiar knowledge field for the majority of the Grade 12 learners. They also have very limited information about the rights of animals and the work done by the activists of animal rights to answer question 4.1.3.</p>

Question 4.2

This sub-question was also poorly performed. The average mark of the 100 learners is 3.3 and the average percentage is 36. This was a good question which was answered poorly by the learners.

Question 4.3

There was poor performance in the essay as well. The average mark for the 100 learners is 8.2 and the average percentage is 40. Even though this is the case, the question was attempted by the majority of learners unlike in the past and those who had an understanding and insight gave a logical meaningful answer with appropriate examples as per the instruction of the question.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Learners were unable to define the terms 'culling and carrying capacity' in question 4.1.1 and an enormous language barrier ensured that they had difficulty in understanding the passage. They found it difficult to pick up the evidence from the passage for question 4.1.2. They also did not write the objections to the culling of elephants instead they just extracted reasons from the passage that were anti-culling.

In question 4.2 the learners were unable to interpret and draw information from the graphs and write down the fine detail from it. In 4.2.2 learners did not look at the key words in the question. The question required them to use graphs A, B and C to explain the growth patterns of species A and species B, when separated, compared to the growth patterns of species A and B together in the same habitat. The learners often compared the graphs instead of describing when species A and species B were **alone** and when they were **both** in the same habitat. The learners considered the interaction between species A and species B to be a predator – prey relationship. They also used words like grow rapidly / flourished / thrived meaning that the species increased. In 4.2.3 the learners still talked about the increase in the two species and did not consider that the increase would be for a longer time and hence they lost marks.

In 4.3 the majority of learners misunderstood the question and they included everything about the nervous and endocrine system (mentioning all the parts of the brain and endocrine glands) or only listing the components of the reflex arc and not stating the functions thereof. The learners also muddled up their ideas about the effect of the reflex action and the action of adrenalin in protecting the human body. The question required them to provide examples, and the majority was unable to do so. Some learners confused the action of adrenalin with thermoregulation. Most learners cannot work out what they are required to write about specifically. Many of the learners had no content knowledge on the concepts needed to answer the question adequately.

(c) Provide suggestions for improvement in relation to Teaching and Learning

More terminology tests or exercises must be given to learners. They must always have a glossary list which is continuously monitored by the teachers. More exposure to the interpretation and analysis of information provided in the graphs. Learners must be exposed to more questions based on comprehension. This could be done by having some of the class work or homework activities based on different passages. They could also be made to write summaries of the newspaper articles. Life Sciences teachers could also work with languages teachers, where the languages teachers could assist in language issues in whatever activity these learners are involved in e.g. debates. Life Sciences must be taught in English or the Language of Learning and Teaching (LoLT). Essay writing should be practiced continuously not only towards the examination time. It must be practiced as early as in Grade 10. Teachers must ensure that they finish the syllabus and do thorough revision with the learners before they write their examinations.

(d) Describe any other specific observations relating to responses of learners

Although flow charts and diagrams are not acceptable, some learners still gave their answers using these. Language seems to be a major barrier which makes learners to achieve less than what they would have achieved if they understood the question. There is lack of scientific approach to teaching. Many teachers seem to be doing story telling but this is not followed up by a scientific explanation and approach to questions. Some learners wrote intraspecific competition instead of interspecific competition and this shows that they do not know the difference between the two terms.

e) Any other comments useful to teachers, subject advisors, teacher development

Learners need to be given more articles to read, make summaries and answer questions so that their language proficiency can be improved, Teachers need to be trained to teach learners how to write an essay. A workbook with guidelines and some sample essay questions needs to be given to schools especially the ones where learners are struggling to write essays so that the learners can get practice. Teachers must use the Grade 12 Examination Guidelines 2011 so as to know what needs to be covered per topic and this would help in covering the relevant information rather than covering some irrelevant information which is not part of the Grade 12 syllabus. If possible each and every grade 12 learner must have a copy of the examination guidelines or alternatively there must be a copy which is pasted in each and every Life Sciences classroom. Teachers must use many references and they should encourage their learners to use other resources apart from their textbooks and teacher's notes. Both teachers and learners must read environmental magazines, watch Television Programmes which are environmentally related and also read environment related articles in newspapers. Reading or watching environmental related programmes will widen the knowledge of both teachers and learners about the topical environmental issues. Learners should be encouraged to take note of the importance of spelling and correct language use so as to give meaning to what they write.

Subject Advisors must convene meetings in their districts to discuss the reports and develop a program of action to respond to the identified problems. Subject committee meetings to be held so as to address the problems identified and also share best practices. The Subject Advisors must also be instrumental in facilitating the discussion of the examination papers after they had been written. Subject Advisors must ensure that the common cluster or district SBA tasks are analysed according to the cognitive levels, learning outcomes and their associated assessment standards. If these tasks are properly done then there will be no reason why our learners could perform below the average mark of the paper.

CHIEF MARKER'S REPORT ON MARKING NSC 2012

SUBJECT	Life Sciences	
PAPER	NSC Paper 1 (version 2)	
DURATION OF PAPER :	2½ hours	

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

As moderator of the paper, I was informed at the National Memo discussion meeting that a Rasch analysis was not required for this version of the Life Sciences paper. This general overview and question by question analysis is based on the observations of the markers involved in the marking process.

Learners generally performed poorly in the paper. Most of the candidates assessed achieved marks below 50 out of 150. A small number of candidates scored between 50 and 100 and very few candidates scored above 100. The highest mark observed on any mark sheet was 107.

Learner performance was best in Section A. Most scored as many marks in Question 1 as in the rest of the paper. Questions 2 and 3 were generally poorly answered. Question 4 which included a graph, genetic cross and an essay was generally answered better than questions 2 and 3. Most of the marks obtained in question 4 came from drawing the graph (4.3.1) and the question relating to the graph (4.3.2).

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>The Question 1 was poorly answered in general. However learners performed best in this question and marks obtained here made up the bulk of candidates marks.</p> <p>1.1 Choosing the correct option</p> <p>1.1.1 (Poorly answered) candidates do not seem familiar with terms relating to reproductive structures in plants.</p> <p>1.1.2 (Poorly answered) learners seem unfamiliar with genetics terms (dominant, homozygous, heterozygous, genotype and phenotype).</p> <p>1.1.3 (Learners performed better) many learners seemed familiar with the chromosomes associated with sex determination.</p> <p>1.1.4 Generally well answered.</p> <p>1.1.5 (Learners performed better) – they showed understanding of the sequence of events in human reproduction.</p> <p>1.1.6 (Poorly answered) learners do not seem familiar with this aspect of genetic engineering.</p> <p>1.1.7 Generally well answered.</p> <p>1.1.8 (Poorly answered) learners continue to fair poorly in questions related to pedigree diagrams.</p> <p>1.1.9 (Learners performed better) – a larger number of candidates demonstrated understanding of the structure of DNA.</p> <p>1.2 Biological terms</p> <p>Most candidates obtained about 50% (3 out of 6) in this section.</p>

Candidates were familiar with the terms in 1.2.2, 1.2.3 and 1.2.5. Candidates seemed unfamiliar with the terms:

- 1.2.1 - Interphase (many candidates also added the roman numeral I to their answers, which indicates a lack of understanding of the stages of cell division).
- 1.2.4 - Anther (very few candidates knew the name of the structure that produces pollen)
Most answered stigma – so appear to be aware of the female structure that produces the female gamete but not the male).
- 1.2.6 - Cloning (biotechnology and the terms related to it seems poorly understood – a large number of candidates simply answered “selective breeding”. This term forms part of the the options in columns of question 1.3.1 and candidates simply copied it).
- 1.3 Columns
 - 1.3.1 (Poorly answered) – biotechnology and selective breeding not understood.
 - 1.3.2 , 1.3.3 and 1.3.4 were generally well answered.
 - 1.3.5 (Poorly answered) – candidates cannot distinguish between the terms incomplete, complete and co- dominance.
- 1.4 Human karyotype
 - Although learners are familiar with the theory surrounding karyotypes and specifically the human karyotype, they are unable apply this to a practical situation. As a result this question was poorly answered.
 - 1.4.1 most learners answered that the karyotype contained 23 chromosomes when in fact it contained 23 pairs of chromosomes or 46.
 - 1.4.2 Similarly most learners answered that this was the karyotype of a woman.
 - 1.4.3 In the reason for the answer, many learners knew the theoretical aspects of identifying male from female in a karyotype (ie female was XX and male XY) but when presented with a karyotype (as in the question) they could not apply this information. They could not recognise the differences in size and shape of the chromosomes on pair 23 of the karyotype.
 - 1.4.4 This question was answered in a more satisfactory manner as it did not require identification of the feature (Down’s Syndrome) in the karyotype. Simply knowing the difference was all that was required.
- 1.5 Pedigree diagram
 - This question was poorly answered.
 - 1.5.1 Learners were unable to work out the type of dominance (many simply guessed it).
 - 1.5.2 They also could not relate phenotypes to possible genotypes so the reason provided was incorrect.
 - 1.5.3 A large majority of learners could therefore not work out the genotypes of individuals 1 and 14.
 - 1.5.4 Poorly answered most candidates guessed or gave vague answers.

(cc) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.1 to 1.3 requires a descent grasp of biological terminology. Candidates' biological vocabulary is woefully inadequate in order to attempt a question paper of this level. The paper often tested the application of knowledge. Many candidates remain at a disadvantage because they do not know the meanings of biological terms.

Question 1.4 Although they knew the theory (woman have the gonosomes XX and males XY) they were unable to recognise it in the karyotype.

Question 1.5 Candidates could not read the pedigree diagram (family tree). They have a problem relating phenotypes to genotypes. There is a misconception that all conditions are caused by recessive alleles. As a result many candidates got the correct answer for 1.5.1 but very few candidates could provide an adequate explanation as to how they came to this conclusion based on the information in the pedigree diagram.

1.5.3 was generally poorly answered for the reasons above.

1.5.4 Candidates lost a (single) mark in 1.5.4 because they excluded the units (%). Many did not realise that the question required a calculation so answers such as "very good chance" or "very little chance" were common. The fact that this as a question that deals with probability (and the calculations relating to it) needs to be stressed to learners.

(dd) Provide suggestions for improvement in relation to Teaching and Learning

- The necessity to master the vocabulary associated with Life Sciences cannot be over stressed. The mastery of terminology associated with the subject needs to be developed by keeping a detailed glossary of terms at the end of each section. Regular revision of these terms needs to be encouraged. The use of correct vocabulary in the classroom is to be encouraged.
- Karyotype analysis can only be effectively taught if teachers have (access to) and show learners all of the possible karyotype variations relating to (normal individuals, males versus females and Down's syndrome). As an exercise differences can be tabulated (preferably with drawings).
- Pedigree diagrams (questions 1.1.8 and 1.5) will not be mastered unless learners have an understanding on how to perform a Test cross (back cross). This needs to be emphasized as it goes a long way in explaining phenotypic differences in individuals from generation to generation in pedigree diagrams.

(d) Describe any other specific observations relating to responses of learners

- learners place themselves at a disadvantage when they do not heed instructions to answer questions in a specific manner.
- Questions 1.3 (where they are asked to give specific responses based on choice of answer) and question 1.5.3 (where they are asked to use specific letters in a genetics cross) are examples. Learners should be encouraged to read questions and instructions more carefully.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

- The poor results in this paper in general are largely due to candidates not being in school full time. Learners need access to textbooks and other resource materials.
- Support structures (additional tuition, learner resources material) may need to be put into place to assist these learners.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The question as a whole was poorly answered.

<p>Pupils faired better in questions 1.2.1 to 1.2.3 with 2.1.4 to 2.1.6 being poorly answered. 2.2.1 (a) and (b) produced better responses than 2.2.2 which was poorly answered. 2.2.3 relating to protein synthesis was poorly answered.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>The purpose of crossing over and random assortment of chromosomes during metaphase I and II is poorly understood by the majority of candidates. Very few learners could describe the benefit of crossing over and few had any understanding of random assortment. These concepts need to be emphasized.</p> <p>Few candidates could tabulate difference between meiosis I and II (2.1.6). They often provided difference between meiosis and mitosis as alternative answers.</p> <p>In 2.2.1 and 2.2.2 candidates (although knowledgeable) often confused the terms transcription, translation and replication in these answers. Many candidates attempted to describe replication as an answer to 2.2.2. Others spent a great deal of effort explaining the events that occur before transcription. Most candidates confused transcription with replication. They also described the difference between DNA and mRNA in their answers (ie Uracil replaces thymine) but omitted how the mRNA strand was formed during transcription.</p> <p>In 2.2.3 many candidates tried to read the table from top to bottom (though the question clearly distinguished between the base sequence required for the formation of two amino acids which were to be read from across the table).</p>
<p>(c) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> - Learners do not draw the table when asked to do so for the comparison between meiosis I and II (2.1.6). - Many learners provided drawings to describe transcription when the question asked them to describe the process.
<p>(d) Provide suggestions for improvement in relation to Teaching and Learning</p>
<ul style="list-style-type: none"> - The theoretical aspects of cell division and protein synthesis need to be adequately covered. Learners appeared to be aware of the structural differences between DNA and RNA but cannot apply it when faced with this type of question (2.2.3).The questions relating to protein synthesis has been asked in similar format in numerous past papers and learner performance can only be improved through exercises related to practicing transcription and translation (specifically determining the complementary base sequences on DNA and the RNA's that codes for specific amino acids).
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> - this question was generally poorly answered.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> - 3.1 The diagram showing the wall of the uterus confused most of the candidates when it came to providing the required labels. Many identified the umbilical cord as the "umbilical vein". The blood vessels in the diagram are clearly labelled but the arrows indicating blood flow seemed to confuse learners. - 3.1.4 The names of the female hormones are known to learners but they did not understand how they function. - 3.2 Learners do not know how to formulate a hypothesis. The nature of this question and the manner in which it was marked (3 marks or none if incorrect) puts many of the candidates at a disadvantage. Language used in formulating a hypothesis needs to be precise. As a result most learners got this wrong. - 3.3 Very few learners could calculate % decrease. In this case information (values)

needed to be obtained from the graph and used in a calculation. This needs to be practiced.

- 3.3.2 Very few learners could describe the trend accurately (most gave vague answers or the incorrect answers).
- 3.3.4 Learners confused strategies that should be implemented by the health authorities with personal strategies to reduce the number of sexually transmitted diseases. No marks were awarded for personal strategies. This could be due to a language problem in reading the question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- The correct use of language (concentrating on sentence structure) is important in writing hypotheses.
- The usual aspects of writing a hypothesis needs to be practiced (ie is a statement, has to contain both variables, must be written in a way that it makes sense in English, is usually short and concise) but with emphasis on the correct use of language.

(d) Describe any other specific observations relating to responses of learners

- It appeared as if learners had an idea of what the trend in the graph was but could not describe it in a coherent manner that included both variables.
- Most of the learners struggle with language and writing coherent answers. Often answers include a kernel of an idea but language use makes the answer incorrect.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

- Words such as List, describe, explain, tabulate, calculate needs to be adequately explained to learners. These words create expectations on how the question is to be answered and learners are often on the wrong track with answers because they do not fully understand the meanings of these words.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- The question was generally poorly answered though there seems to be an improvement in the way candidates answered the questions relating to the graph. The majority of the marks scored in this section were from 4.3.
- The essay question was generally poorly answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- 4.1. Learners responses to this question was inadequate because although they could identify genetically modified crops, they could not provide advantages of using GMO's.
- 4.2 The structure and format of how to perform a genetic cross is well understood by a large number of candidates Most candidates did not read this question to the end. It stipulated the cross to be explained (between pink flowered plants) however candidates only attempted to explain the first cross (red x white). As a result most simply received marks for providing the generations and the terms "meiosis" and "fertilisation".
- 4.3 The graph was answered in a better manner but a large number of candidates drew a histogram even though the instructions were explicit that the graph was to be a bar graph.
- This may be due to two reasons
 - (1) the information presented lends itself to the drawing of a bar graph (time period was intervals)
 - (2) candidates did not read the instruction adequately.

- 4.4 The essay which was fairly straight forward was poorly answered. The marking of this essay was very strict. Markers felt that the memo was too harsh. Candidates were penalised if they did not write the word “contraceptive” before pill or injection. Also brand names of the contraceptive injection like Depo Provera and Nuristerate were not accepted as substitutes for contraceptive injection.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Genetic engineering does not seem to be adequately covered and learners seem poorly prepared in this section. Any intervention program that would be put in place to assist these learners would have to address this.
- Questions involving genetic crosses need to be carefully read and teachers need to emphasize this. A mistake made early on usually results in the candidate losing most of the marks.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	Life Sciences Version 2 Paper 2		
DATE OF EXAMINATION:	November 2012	DURATION:	2h30

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

According to the 7-point scale analysis, 81.1% of the learners failed this paper, 15.8% of the learners obtained a level 2 pass, 2.4% of the learners passed with a level 3. The highest level obtained by the learners was a level 4 with a mere 0.7% pass rate. For Life Sciences Paper 2 Version 2 the Rasch-scale was not applicable and therefore a detailed question by question analysis is not available. According to the record supplied by the Department of Education in the Eastern Cape 2 695 part time candidates registered for Life Science Paper 2 Version 2 exam. According to information provided by the 7-point scale only 1680 candidates actually sat down to write the exam. From the data above it is clear that the learners performed very poor in this paper. A more detailed layout of the problematic areas is provided in the moderator's and the chief marker's report.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
1.1 Multiple choice
Question 1.1.1 to 1.1.7 was answered very well. Most learners managed to score high marks. However 1.1.4 was not answered satisfactorily. A possible reason for this could have been the way in which the question was posed and as a result of that confused some of the learners.
1.2 Correct biological term
The type of question asked in the terminology section was of an appropriate level. Most learners answered this section very poorly. The terminology question seems to be a thorn in the flesh for most of our learners. It is common knowledge that in every question paper, terminology will form part of the question paper as a whole. It is therefore of paramount importance that educators should spend time on teaching learners the necessary terms associated with the knowledge area, which they are teaching.
1.3 Column
The column- type of questions were fair. Learners managed to do well in this question. Some learners however experienced difficulty in answering question 1.1.3. Learners were under the impression that both options were examples of waterborne diseases. In 1.3.7 learners could not see the link between poverty and medicinal purposes as causes for over-exploitation of resources.
1.4.1
Many learners wrote the paragraph directly from the question paper and therefore obtained full marks. For future references this type of questions should be avoided at all cost.
1.4.2
Learners answered this question very well. A few learners still lack the necessary skills to interpret this type of data response questions successfully.

<p>1.4.3 Learners could interpret the table successfully and thus enabled a fast majority of learners to do well in this question. A positive move in the right direction.</p> <p>1.4.4 / 1.4.5 The questions were answered very poorly. Not a single learner were able to score any marks in question 1.4.4. A few were able to obtain marks in question 1.1.5. A contributing factor might be the inadequate experience/exposure to the concept of Experimental Design/Scientific Method at school level. More emphasise should be placed on the concept of Experimental Design/Scientific Method by our teachers in their classrooms.</p>
<p>1.5 The question was answered fairly well. However some learners got it totally wrong. A very disturbing observation! It seems that some of our learners still do not fully comprehend the basic workings (concept) of a simple food chain in nature. Content knowledge that should have been mastered in Grade 8 to 11.</p>
<p><u>SECTION B</u></p>
<p><u>QUESTION 2</u></p>
<p>2.1 Most learners were able to answer 2.1.1 / 2.1.2 correctly because of the fact that it was the only possibilities given in the table provided on the question paper.</p> <p>2.1.3 The question was of a higher order. None of the learners managed to obtain any marks for this question. Most learners could not explain the answer. This might be that they have no understanding of the question and also showed no insight in the interpretation of the question. The question assessed the ability of students to analyse, synthesize and evaluate data (LO; AS3).</p> <p>2.1.4 In terms of evolution this was a fair and straight forward question but unfortunately only a few candidates manage to score marks. The fact that they could not answer the previous question, (2.1.3) negatively impacted on their ability to be able to give a positive response in this question.</p> <p>2.1.5 The question was fair. Learners scored very low marks. A few learners succeeded in explaining the hypothesis of a meteorite hitting earth. Everything is content base and all learners could have done was to revise this part of the work!</p>
<p>2.2</p>
<p>2.2.1 Once again learners were unable to cope with concepts regarding the scientific method. A small percentage of learners were able to supply the dependent variable of the investigation regarding the fruit flies.</p> <p>2.2.2 Very poorly answered. Special attention should be given by both teachers and subject advisors to improve this aspect of Life Sciences.</p> <p>2.2.3 Most of the learners described the principal of natural selection in general instead of being more specific in terms of the description of the fruit flies according to their average starvation time. Marks were forfeited because of this. Learners need to be more specific and teachers need to address this at their different schools.</p>
<p>2.3</p>
<p>2.3.1</p>

Most students answered it correctly.

2.3.2

Most learners interpreted the question wrong and, because of that they scored low marks. The height of the horse has no connection with the way in which it feeds. Height will benefit the horse in terms of spotting the predator from a far distance in order for it to have a better chance of escaping. Few learners managed to see it this way and as a result of that few marks were scored by the learners.

2.3.3

Many learners interpreted this question incorrectly, because they did not read the question correctly. Low marks were scored.

2.3.4

Many learners have lost unnecessary marks in this question due to the fact that they once again concentrated more on describing the principle of Lamarck instead of expressing themselves in terms of the given example in the question paper.

2.3.5

Most learners were able to grasp the concept of Lamarck's theory of acquired characteristics cannot be inherited by the offspring. Learners did well in this question.

Question 3

3.1

Only a very few learners were able to mention the compulsory two marks as stated in the memo, namely Allopatric speciation and Geographical barrier. However by writing down the paragraph directly above the drawing in the question paper a number of learners could score three marks. In general the learners could not interpret this question very well and because of that the learners obtained low marks.

3.2

3.2.1

The question was answered very well by the majority of our learners. It is also very pleasing to see that the learners were able to successfully interpret the different drawings and to complete the table correctly. The majority of learners were able to score full marks in this question. It is also worth mentioning that some candidates made use of the description of the part rather than the number.

3.2.2

Most learners were able to answer this question.

3.2.3

Terminology is again a point of big concern. Few learners managed to answer this question correctly.

3.2.4

Explaining the shifting of the foramen magnum was a major challenge for our learners. Learners could not come to the necessary conclusion of certain evolutionary trends and because of that the question was answered poorly.

3.3

In general the whole question was answered poorly. Once again the basic terminology seems to be the problem. When comparisons are made both structures must be mentioned in the answer. The majority of the learners either made the wrong comparison or mentioned only one structure for which no marks were allocated on the marking memo.

Section C

4.1

4.1.1

This question relates to question 1.5 (Section A) where there is virtually no understanding of the mechanism of a food chain.

4.1.2

Eutrophication is a topic that needs to be explained in more detail in the classroom. The learners have a complete different approach when answering this question. The emphasis was more on the effects of the water on human consumption rather than the increase in algae (algae bloom) and its accompanied effects.

4.2

Learners could relate to this question. A substantial number of learners obtained full marks in this question. A clear indication that the learners understood the work.

4.3.1

There were more than ten different varieties drawn of this particular graph. A very few learners drew a bar graph instead of a line graph. Where the line graph was drawn not many axes were transposed. In many cases the type of graph was correct, but the scale of the y-axes was incorrect. The majority of the learners left out the heading of the graph and if a heading was present, they either left out two of the variables. Some of the graphs were drawn correctly, but unfortunately learners have lost marks due to inaccurate plotting. There were also a good percentage of graphs plotted perfectly where full marks were scored.

4.3.2/4.3.3

Calculations are still a worrying concern to some of the learners. Learners still struggle to make calculations from information given to them either in table form. This needs attention from teachers.

4.3.4

Learners could obtain easy marks. There was a poor understanding and interpretation of this question by most learners. Answers were too vague and learners did not clearly indicate the reason against and reasons for the use of the different methods used to prevent rhino poaching. Most of the learners wrote nonsensical stuff surrounding this question. No marks were scored.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	Mathematical Literacy PAPER 1		
DATE OF EXAMINATION:	2 November 2012	DURATION:	3hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The question paper was within the requirements of the National Curriculum Statement. The syllabus was well covered and all LO's and AS's for MLIT paper 1 were covered as outlined in the NCS policy documents.

Learners were expected to be able to get about 50% of the marks as the question paper only covers level 1 and 2 questions.

Because of reasons to be detailed in section B, not all learners performed according to what was expected of them.

Some learners performed poorly and received marks as low as 17/150 which was really unexpected.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1. This question was out of 34. Some learners performed well but there were also those who struggled with the question.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.11) Learners were not able to simplify the square first within the square root sign. They were also not able to subtract and then get the square root. 1.12) Learners were not able to change the decimal to a common fraction. They had no idea of how to simplify a fraction. In instances where they were able to simplify it, they ended up writing a decimal number again. 1.13) Learners had a problem with conversions 1.14) Most learners had an idea about the multiplication part but lost marks for not rounding off to the nearest cent. 1.15) Learners had a problem in the time related question and even though some had an idea that they had to subtract 1h18min from 13h15min they still could not provide the correct answer 1.16) Learners had no idea whether to multiply or divide when changing rands to euros and some ended up multiplying.

<p>1.17) Surprisingly enough some learners answered this incorrectly by stating that it was unlikely the 25th of December to be Christmas day.</p> <p>1.18) Most of the learners answered this question correctly.</p> <p>1.2) Learners were unable to get the correct readings from the graph- possibly because they were not used to a horizontal bar graph.</p> <p>1.31) Most learners answered this correctly.</p> <p>1.32) This question was also correctly answered by most learners.</p> <p>1.33) In this question, again the learners were not able to round off their answers to the nearest cent.</p> <p>1.34) This was a problematic question for most of the learners as they were not able to calculate the amount excluding VAT.</p> <p>1.41) This year's learners still have a problem with the concept of a million and therefore most of them left out the million or some rounded off leaving out the third number after the comma.</p>
--

(C) Provide suggestions for improvement in relation to Teaching and Learning
<p>Question 1 has all the basics for Mathematical Literacy and as such these need to be introduced to learners in grade 8 and emphasized in grade 10 which is the entry grade for FET.</p> <p>Teachers must make use of previous years' question papers in preparing the learners.</p> <p>Class tests must be done frequently and teachers must not only do assessments prescribed for CASS requirements.</p>

(d) Describe any other specific observations relating to responses of learners
<p>Learners lack the basic skills for dealing with Mathematical Literacy calculations.</p> <p>They were not able to simplify.</p> <p>Learners had problems in conversion and with rounding off their answers.</p> <p>They have no concept of time and as such they were not able to deal with calculations involving time. The horizontal bar graph seemed unfamiliar to some learners and as a result they were not able to obtain the correct readings from the graph. Learners still have a problem with the concept of a million.</p>

e) Any other comments useful to teachers, subject advisors, teacher development etc.
<p>The teacher in grade 10 to be the same as the one in grade 12 or the grade 12 teacher to communicate with the grade 10 teacher so that all the basic Mathematical Literacy concept can be properly introduced. Assessment must form an integral part of learning since it exposes learners to more practise. Feedback must be given, not very long after the assessment, to learners so that it can have a more meaningful effect.</p> <p>Teachers to support each other.</p>

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
--

<p>The question had total marks of 29.</p> <p>Some learners performed well, but there were centres where the performance was very poor.</p>

(b) Why was the question poorly answered? Also provide specific examples, indicate errors committed by learners in this question, and any misconceptions.
--

<p>2.1.1) This question was answered correctly by most of the learners.</p> <p>2.1.2) Some learners wrote grey and black.</p> <p>2.1.3) (a) Learners were not able to substitute the correct value for "r" and some were not able to get the correct answer for the calculation.</p> <p style="padding-left: 40px;">(b) Learners used the incorrect value for "n".</p>
--

<p>2.2.1) Learners had no understanding of the concept of difference and also they were not able to get the original time.</p> <p>2.2.2) Most learners were able to do this question correctly.</p> <p>2.3.1 to 2.3.5) Learners had a problem with interpreting the graph.</p> <p>2.4.1) Learners were not able to substitute R344,50 which is the transaction amount, while some learners had no idea of how to use the given formula.</p> <p>2.4.2) Some learners were not able to substitute 11,85 and also they could not simplify. Learners were faced with the difficulty of not being able to divide by 1.20%.</p>
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>The concept of probability should be taught to learners. Some learners seemed as if they had no idea of probability as it was clearly reflected in Question 1.17 as well as Question 2.12 the relationship between radius and diameter to be emphasized to learners as they always seem not to know whether to multiply or to divide by 2. More exercises are to be given in substituting in formulas so as to assist them in dealing with any formula that they will come across.</p> <p>Graphs to be thoroughly taught to learners as they always seem to encounter problems when reading and interpreting graphs.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Learners are not able to substitute on given formula. Some of those who were able to substitute not able to simplify- possibly they are not able to use their calculators. Learners leave out units and in Question 2.13(b) were penalized for leaving out units. Most of the sub-questions in this question needed learners to substitute in the given formula. Some learners did not understand and were not able to interpret the first part of the graph where no distance had been covered.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>At the beginning of the year subject meetings are to be called by the district officials where problems about previous end of year papers can be discussed.</p> <p>Subject advisors to visit schools at the beginning of the year so as to establish whether there are teachers available and whether the teachers are encountering any problems in as far as the subject matter is concerned. There are schools which continue right through the year without teachers and this must be attended to by the district officials.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>The total marks for this question were 16.</p> <p>It was the shortest question and it was fairly answered.</p> <p>There were however, centres whose performance was poor.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>3.1.1) Most learners had no problem with this question, but some did not understand the term 'hire purchase' and as such were not able to see that they needed to simplify what they were already given.</p>

<p>3.1.2) Some learners had no idea the concept of depreciation and as a result thought that the – was an error and ended up correcting it to a +. Some had a challenge of not knowing what to substitute into the formula.</p> <p>Learners showed a challenge of not being able to use their calculators because some of them substituted correctly but did not manage to get the correct answer.</p> <p>Problem of rounding off was a general challenge in this paper. Learners were asked to round off to the nearest 100 but most of them were not able to that.</p> <p>3.2.1) Well answered question</p> <p>3.2.2) Some learners had a problem with understanding what was required in the question. Possibly the (in litres per 100km) somehow confused the learners.</p> <p>3.3.1) Well answered question.</p> <p>3.3.2) Well answered question.</p> <p>3.3.3) For this question learners did not understand what was being asked and some wrote paragraphs explaining the direction.</p> <p>3.3.4) Well answered question.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p> <p>In this question once more the problem of substituting in a formula and simplifying was a problem. Teachers need to give learners more practice exercise in substituting. Learners need to know that a formula in Mathematical Literacy need not be a familiar one but they just need to be able to substitute correctly in any given formula. Use of calculators to be part of teaching in Mathematical Literacy due to the fact that some learners have a problem with the use of calculators.</p> <p>Schools to buy calculators so as to be able to borrow those learners who cannot afford to buy calculators themselves.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p> <p>Learners had a problem with the minus in the formula and thought it was a mistake since they are not familiar with depreciation and only familiar with compound interest.</p> <p>Learners have a problem of understanding that the rate is a percentage and as such needed to be divided by 100.</p> <p>Some learners also were not able to substitute the correct value of 'n'.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p> <p>More in service training for teachers in the subject.</p> <p>Form clusters where teachers can exchange their expertise.</p> <p>Common assignments, controlled tests and all the assessments which form part of CASS for grade 10-12.</p> <p>Do additional tests on top of the CASS requirements to allow learners the opportunity to practice more.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p> <p>Total marks for the question were 24.</p> <p>This question was fairly answered and most learners were able to get good marks in this question. However, there are a few centres where the performance was poor.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p> <p>4.1.1) Learners not knowing the difference between ascending and descending order.</p> <p>4.1.2) Learners not understanding the question.</p> <p>4.1.3) Not able to identify the mode.</p>

<p>4.1.4) Not having the understanding of the mode.</p> <p>4.1.5) Not able to calculate the mean</p> <p>4.1.6) Learners were not able to write the ratio and some learners wrote the ratio as a fraction</p> <p>4.1.7) Some learners had no understanding of the compound bar graph although the first three bars were drawn for them as a means of assistance.</p> <p>4.2.1) Some learners were not able to understand that they needed to multiply by 1,25</p> <p>4.2.2) Well answered question.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>This question was a simple and straight forward question but seemingly learners had a problem with the statistics terms. These need to be taught to learners in grade 10 and again revised in other grades i.e. 11 and 12 so that by the time they are in grade 12 they are clear to the learners and are no longer confused with terms such as mean, mode and median. Also, the ascending and descending order terms need to be taught. Teachers must also teach learners ratios and make examples which are meaningful to learners (practical). With regard to ratios, there is a misconception even amongst teachers that it can be written as a fraction whereas a ratio and a fraction are two totally different concepts.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners wrote in descending orders instead of ascending order. Some used the wrong set of data for calculating the mean. Learners had no idea that 0 was supposed to be part of the data in the question for deriving the mean and therefore ended up dividing by 10 instead of 11. In 4.1.7 learners drew bars next to each other even though the first 3 bars were drawn for them as a means of an example.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Revision using past examination papers to take place right through the year in grade 12.</p>
<p>QUESTION 5</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>The total marks for this question were 19. Learners did not perform well in the question and they have a problem of floor plans- scale and also once more substituting in a given formula. However, there are centres who had learners who performed extremely well in the question.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>5.1.1) Some learners were not able to see the sign as representing the window and as such were not able to calculate the number of windows correctly.</p> <p>5.1.2) Most learners do not understand the concept of scale when a floor plan is given.</p> <p>5.1.3) Learners were not able to read the question with understanding.</p> <p>5.1.4) The concept of percentage whether its decreased or increased is still a problem</p> <p>5.2.1) Learners were struggling to answer questions involving ratio's</p> <p>5.2.2) There were errors in substituting in the formula and most learners were not able to understand that m^2 was for units and ended up squaring 2,52.</p> <p>5.2.3) and 5.2.4) Once more the was a major problem of substitution on both these questions. Most of the learners could not understand that 2S means 2 multiplied by the value of S. There was a problem of applying BODMAS even after having substituted corrected.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>The question was testing the learners on many areas but which were basic in Mathematical Literacy and should have already been introduced in grade 10. Most learners had just no idea</p>

<p>of scale and this was supposed to be taught to learners in grade 10. The learners are suppose to be able to practically draw their own plans able to practically draw their own plans using scales. Teachers need to thoroughly teach the Mathematical Literacy basics like percentages; ratios; substitution into a formula and simplification (BODMAS). By looking at the performance of some learners it somehow reflected that some learners are poorly taught as they were really not able to perform any of the basics mentioned above.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Learners have a big problem in as far as rounding off of numbers. Question 5.2.1 was poorly answered because learners showed a problem of applying the concept of ratios. Substituting into a given formula and simplifying questions is still a major problem with learners.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Workshops to be conducted for teachers so that the content can be discussed to assist those who have done ACE- Mathematical Literacy but with no Mathematical background.</p>
<p>QUESTION 6</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Total marks for question 6 were 28. On average this question was well answered with the exception of some centres where the performance was generally poor in all the other questions. This question had some basics namely: proportion; reading from a table; plotting points which have already been given (no calculation of points was required), pie chart interpretation and doing frequencies and as such learners were expected to perform well but that was not the case for some centres.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>6.1) Some learners had no idea of proportion at all. 6.2) Learners had a problem with understanding the maximum mentioned. 6.3.1) Mostly well answered. 6.3.2) Learners were not able to read from the table and battled to substitute correctly (once more the problem of substitution into given formulas). In 6.1, 6.2, and 6.3 there was quite an amount of reading required and as such the language barrier had an effect, possibly leading to second language learners being intimidated by all the reading that they had to do. 6.3.3) Most learners were able to plot the points but some learner were not accurate and as a result they had to be penalized for not correctly plotting the points. Some learners had no idea that a line graph does not necessarily have to end up as a straight line and as such used a ruler to join their points resulting in some points not being joined. 6.4.1) Learners confused frequency with tallies. 6.4.2) Some learners do not have the concept of percentages in a pie chart need to add up to 100%. On average this question with all its sub-sections was well answered.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Teach basics like proportion in grade 10 so that learners may practice substitution. Plotting of graphs to be thoroughly done with the learners. All types of graphs to be done . Learners must read questions carefully before answering the questions.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>

Since there was quite a bit of reading in the question, a number of the learners had problems. They did not understand the difference between distance with the corresponding differences in in times.

On average the question was well answered.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Subject advisors (within districts) should conduct a meeting with teachers who marked in order to get feedback on marking and then convey all concerns to the rest of Mathematical Literacy teachers.

Subject advisors to supply all schools with marking memorandum of the final question papers.

Teachers must improve the language mastery and reading skills. Subject advisors to make sure that there are qualified teachers to teach Mathematical Literacy and support to be given where problems of content gaps have been identified.

Revision of work to be thoroughly done in grade 12.

SUBJECT	Mathematical Literacy PAPER 2		
DATE OF EXAMINATION:	November 2012	DURATION:	3 hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Difficulty Learners interviewed commented to say paper was very difficult since too much reading and comprehension was required. Little bit more difficult when compared to 2011 paper which was presented during academic period.

Text and diagrams: All diagrams/graphs/sketches and table contents were clear and text were clear.

Standard: The examination paper seemed to be generally fair and was regarded a good paper. Questions were well graded from taxonomy level 2 to 4 as per examination guideline. However, paper required lot of reading and interpretation. Hence, this was exhausting learners. Perception by teacher: last question candidates may score more marks and could have been number one or two. The marking of sample scripts however indicated that responses were similar like in the other four questions to majority of the sample.

Fairness: No unfair questions. All contexts easy for learners to associate with what they already know including aircraft and braai stand.

Language: Used and terms were not difficult. Teachers noted that the word **prove** in questions was changed to **verify** when comparing to previously administered national papers and 2012 paper.

Length: majority of candidates attempted all questions. Sampled scripts showed that very few sub-questions were not attempted. Hence, length of paper is acceptable; Number (i.e. five) of questions is enough.

Learning Outcomes: Ball for learning outcomes (i.e. prescribes LO's) were fairly addressed. However, it was interesting to note that the effects of inflation and tax were not asked yet. Teachers still devote much time on these topics and feel an instruction with regard to this must be issued.

SECTION 2

Comment on candidates' performance in individual questions

QUESTION 1
A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally this question was answered poorly across the board. This can be deduced from markers who physically handled scripts. Learner attainment in this question was overall poor.. Questions in some cases are not clear, especially looking at language barriers e.g. Xhosa, Afrikaans learners who are in English classes, the influx of many immigrants at a rapid rate in South Africa (poor language competency). Questions in some cases were ambiguous which could mislead and derail learners from what is actually required. However, it may be said that the level/competency of a small percentage of learners was adequate regarding language leading them to answer quite well.

B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 1.1.1

This question was poorly answered by the majority of learners. This particular question was ambiguous this could mislead and derail learners from what is actually required. Learners' response was as follows: South or West only; North to South; North West. The word used 'from' in Question 1.1.1 create confusion for First Additional Language learners as well as Afrikaans learners with using the word 'vanaf'. It seems that the learners could not get the South properly. They interpreted that the general direction is Klerksdorp from George. The level of question is average, but learners have performed poorly. Generally learners struggled with this question, especially those who do not have any geographical background.

Many learners did not understand this question. They did not know what was meant by 'general direction'. They were not aware that compass direction was required. The critical problem areas in this question could be the interpretation of key words. The word 'from' as a key word confused the learners. Some learners could identify direction, but it was obvious from scripts that direction was not covered well enough in class. The words 'general direction' could be vague, as many options were accepted.

Question 1.1.2:

In this question some learners managed to answer N5 or N17 which counted in their favour, because the memorandum guideline made provision for above-mentioned answers. The question was poorly answered, because learners did not know what a national road was or how to determine provinces. Added to this it is noted that boundary demarcations in South Africa map is not clear in the exam paper. A broken line would have been wise to distinguish one province from one another causing learners not to identify this answer well enough.

Question 1.1.3:

Learners did not read the question clearly as some read off Gauteng. The learners could find at least 5 possible answers. The marking memorandum allowed sufficient solutions for alternative responses. This balanced out the difficulty level to answer such type of questions. Instructions should be short and precisely to the point as most of the learners are offering the subject in their second language.

Many learners did not or could not read routes from a map.

A more suitable suggestion for the future would be to perhaps phrase it as follows: "identify two of the shortest routes to George." Herewith it is clear that a contentious issue once again is language or rather the wording thereof. Furthermore, wording and formulating questions is a key element when setting-up papers as learners do not want to become despondent in the very first questi

1.2 Sub

Question 1.2.1:

This question was generally not poorly answered. The table that was provided required not only much reading but insightful reading, which is lacking by many learners. It was not clear how many days the accommodation was for and as a result of this learners got confused. However, the learners' performance was adequate. The memorandum guideline made provision for accepting rate of 6 days as well as 5 days. Learners performed better as a result of accepting rates mentioned previously.

Question 1.2.2:

(a) In this question learners did not know how to write an equation. They generally lost marks for not including a variable, e.g., learners wrote: “total costs (in Rand) = (breakfast x 4) + (lunch x 4) + (supper x 4) or total (in Rand) = 270 x day, 0 marks. In both examples we can note that learners do not know what a variable is. Formulating an equation is a Mathematical skill. These learners however, have or experience difficulty with this skill if appropriate language is not used. Information in the table, especially (1.2) concerning meals and the information in the questions led to great misconceptions when marrying the two sections.

Suggestions:

Teachers should focus on problem-solving strategies especially equations. Furthermore, focus on the manipulation of the subject of the formula.

Question 1.2.3:

This question was well answered. The word ‘verify’ means show by means of calculation was not interpreted correctly by learners. Learners were very confused; they needed to consider too many variables. This is a common level 4 question because learners were not provided with a structure on how to answer the question. The question could have stated in brackets (remember to consider meals eaten at other entertainment venues). A grid could have been given to the learners to work out meals.

Suggestions:

Teachers need to focus on possibilities within the learning area to improve insightful reading and conceptual understanding.

- It is vital for teachers of grade 12 to read and apply the information supplied by examiners notes and hints as well as key concepts.
- Focus on problem-solving strategies, especially equations.
- Teachers should constantly try/strive to broaden their subject knowledge.
- Teachers and learners should make use of past question papers.
- Focus on possibilities within the learning area to improve insightful reading and conceptual understanding.
- Lastly, NGO’s could be approached for financial aid whereby compulsory classes are given to learners on Saturdays. This could lead to an improvement in results in the Eastern Cape since this was proven to work within a certain area of Gauteng.

D) Describe any other specific observations relating to responses of learners

Some learners are not exposed to some of the things mentioned in this question. Things like renting accommodation and the accompanying rates per day could be foreign to them, especially the fact that the actual charges are calculated per night. The other observation relates to the fact that in some of their households it may be true that they have never been exposed to actual budget discussions.

E) Any other comments useful to teachers, subject advisors, teacher developme

Teachers should be reminded that budgeting is part of the grade 10 mathematical literacy syllabus and there is ongoing emphasis on it in the latter grades.

QUESTION 2

A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was answered poorly, seeing that this was the easiest question compared to the rest of the paper. Question 2.1.1(b) was answered poorly because it required a higher level of thinking. Learners are used to straight forward answers; the mean, the median, mode and range, and that were not the case in this question paper. Question 2.3.2(b) was a multi-step question where learners were expected to substitute the values in the formula and had to make height the subject. Learners find it difficult to work with half a cylinder. The question was too long and learners find it difficult to interpret the question. At school learners should be more exposed to level 3 and 4 question.

B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

2.1.1)(a) Typical learner errors – (i) $\frac{36+40}{2} = \frac{76}{2} = 38$. From the question paper the data was given with the unknown value A given between the values 36 and 40 (.36, A , 40...). Some learners may have taken A to be the mean value between 36 and 40 because of it's placement. This may be as a result of not fully understanding the concept of range.
 ii) $45 - 37 = 8$. 45 was the highest given value and 37 the given range. The learner picked out the highest given value in the arrangement and subtracted the range. In this instance there is a clear lack of reading with comprehension and a lack of evaluation of their own answers. The learner should have realized that the answer should have been the highest value in the arrangement. (iii) $45 - 15 = 30$. This is the correct application of the range concept using the highest and lowest given values in the arrangement. Such learners clearly did not understand or interpret the question correctly.

2.1.1)(b) – (i) $\frac{37+34}{2}$ – In this instance the learners grabbed the given values in the question without due consideration of the conceptual meanings of the two given values.

(ii) Some learners added up all the known values and ended up not knowing what to do with their total (the total should have represented the total of the known values – 2B). This indicates a lack of understanding of the basic algebraic algorithm to do with calculating the mean value. Too many learners are fixated in thinking from A to B. thinking from B to A is a problem. There is probably a lack of teaching emphasis in this regard.

(iii) Too many learners had a single value for B or differing values for B. This comes from a lack of understanding of the basic concept of variable.

2.1.1) © The median concept is evidently reasonably well understood. Most errors in this question had to do with wrong calculation.

2.1.2) This question had more or less an even split between right and wrong answers. Wrong answers can only indicate a lack of conceptual understanding of quartiles. Furthermore a lack of meaningful interpretation of the question could also have contributed to wrong answers.

2.1.3) Many learners did not interpret the statistical information given in any meaningful way. This prevented in many cases a common sense comparison between the waiting times of 7 February versus 14 February.

2.2.1) Learners were unable to distinguish the significant difference between 15% and 15 customers.

2.2.2) Most responses that were wrong indicated a lack of understanding of the probability concept. Amongst others there was a tendency not to give the answers in the simplified form. Some learners having given the answer as $\frac{4}{5}$ interpreted the question with the emphasis on the type of meal instead of the client.

2.3.1) This question was answered reasonably well.

2.3.2) General considerations: (i) Volume was given for a full drum - $\frac{1}{2}$ a drum is in question. This clearly indicated a lack of reading with understanding or learners not responding to given information. (ii) Diameter is given – radius is required for calculation. Too many learners took note of this.(iii) Conversion of units – this seems to be an ongoing problem area.(iv) Change of

<p>the subject of the formula – to get (H) the length of the grid. This again points to a lack of basic mathematical skills. (v) Percentage increase – Again marks were lost because of a lack of basic mathematical skills.</p>
<p>C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Teachers should concentrate more on level 3 and 4 types of questions. Training and teaching the learner on how to interpret questions is also crucial and of the utmost importance. It is imperial for teachers to realize that their style of teaching needs to change if they want their learners to excel. Different approaches should be considered to assist learners to think away from the norm. Teachers should concentrate on the problem areas of their learners.</p>
<p>D) Describe any other specific observations relating to responses of learners</p>
<p>It is evident that some of the questions in question 2 were ambiguous, resulting in incorrect, of the topic answers. At the justification questions the learner's answers were very vague, some even guessed answers. Learners still struggled to differentiate between mean and median. Substitution into a formula is still an immense challenge. Although language is a barrier to most of them, many of them attempted the question where they had to give their opinions and justifications and in doing so, scored marks.</p>
<p>E) Any other comments useful to teachers, subject advisors, teacher developme</p>
<p>All concepts must be drilled in by educators. Teachers must try and link Mathematical Literacy to other subjects. Resources have, and always will play a crucial role in enhancing the performance of the learners. Districts should endeavour to standardise their work by writing common tasks and exams. Questions in the exam papers need to also be scaled down, for some learners it is just too much in one question. Educators need to encourage their learners to read as much as possible. It is also important that the question papers for June and September need to relate to the November paper to truly prepare learners for their final exam. These learners look to us for guidance, so we need to make sure that we are all equipped, masters of our subject and always ready to take-up the challenge to ensure that we provide our country with learners that are able to be productive citizens.</p>
<p>GENERAL:</p> <ul style="list-style-type: none"> ● No simple and compound interest question were asked. ● Simple language must be used, majority of our learners are being taught in their second language – seemingly they do not quite understand what the questions ask. ● Subject advisors need to equip teachers with learning material that will help with the learners' performance. ● Learners find it very difficult to express themselves properly. ● Teachers should emphasise on the basics of the topic, because if learners were well taught on basics they would have performed better.
<p>QUESTION 3</p>
<p>A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>This question was generally poorly answered by the majority of the learners. Many of the learners did not make an attempt to answer the question.</p>
<p>B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> ● Q 3.1.1) Most of the learners who struggled with this question were unable to derive a formula and/or draw a table. A common error with regards to the formula was that most learners who got it wrong divided by the number of tickets per seller instead of the number of ticket sellers. ● Q 3.1.2) some learners did not understand the importance of the proportional constant and how to use it. In other instances learners calculated P and Q in this fashion

- $P = \frac{20+25+35+50+100+125+140}{8}$
- $Q = \frac{250+175+140+100+70+35+25}{8}$
- Q 3.2.1 and Q 3.2.2) Overall learners responded fairly well from a common sense perspective but the First Additional Language learners were unable to use appropriate language to express themselves to the required standard.
- Q3.2.3) The majority of the learners calculated the points on the graph in question 3.2.3 incorrectly, which led to question 3.2.4 being poorly answered.
- Q 3.2.4) most learners had a problem in reading values from a graph and were unable to see that the vertical difference between points represented the difference in the number of tickets.
- GENERAL OBSERVATIONS WITH REGARDS TO QUESTION 3 :
- Learners cannot read and make deductions from certain given information.
- Some of them lack mathematical terminology such as; inverse/direct proportion.
- Learners are in a hurry/not focused and as a result cannot reason effectively; therefore they lack reasoning skills, which is of the utmost importance for a Mathematical Literacy candidate.
- It was also evident that practical skills in finance are lacking and as a result are unable to put content into context which is very important for Mathematical Literacy learners.
- Some learners also had difficulty in reading values from a graph, which is a skill that should be mastered at Grade 10 level in Mathematical Literacy.
- Learners need be trained in reasoning skills as well as to make deductions from certain information or answers.
- Learners definitely need more guidance in plotting points, reading coordinates and general curve (graph) sketching.

C) Provide suggestions for improvement in relation to Teaching and Learning

- Learners should be trained on a regular basis to plot graphs (on graph paper).
- More emphasis should be put on deriving a formulae and the drawing of tables.
- Perhaps learners should be allowed to answer reasoning and justification in their mother-tongue as the majority of learners are being taught in their second language.
- In this way they would be in a position to express themselves better/clearly/effectively.
- Always try to make language use reasonable for them to know exactly what is expected of them to answer the question.
- Learners should be exposed to as many different scenarios (real-life situations) as possible.
- Encourage learners to express themselves as simple as possible.
- Expose them to a lot of 'why?' questions in order to enhance their reasoning skills.
- The language of teaching and learning (LOLT) is very important in order to help learners to understand and cope with the Mathematical terminology.
- It would be money well invested to train educators in reasoning techniques.

If learners were given instructions/guidance regarding the table in 3.2.3, they would maybe have done better in that question.

If examiners could meet with educators to emphasize the importance of certain learning outcome which are answered poorly in examinations, to prepare learners for examinations.

E)Any other comments useful to teachers, subject advisors, teacher development

Cluster leaders in various districts/regions should establish forums that can devise challenges and suggestions to help subject advisors to have an understanding of what is

<p>happening at grass root level. More common projects need to be assigned to learners; it will be appreciated if the work schedule can be divided into three terms because of the early start of the final examinations at the end of the school year. A thorough study of the work done in Grade's 10 and 11 is necessary in order to prepare Grade 12 learners for the national examinations. Clusters should be responsible for the setting of the common examinations and tasks in order to expose learners to a large range of knowledge and ideas.</p>
QUESTION 4
A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. Learners struggled with interpreting the questions. The questions were not in the context of the majority of the learners.
B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
4.1.1- The first thing that the learners had a problem with, was the table and the interpreting thereof. The English used was a language barrier to many learners. Measurement units are not familiar to all the learners.
4.1.2- Most learners could not convert between units. It would have been better if more necessary information was given e.g., 100cm = 1m or changing from grams to kilograms. Learners could not use the scale properly or convert to a scale. Many did not round-off properly.
4.1.3- There are units used that learners are not familiar with. In the description of the nautical mile, the word nautical mile should have been repeated to show how much feet it was equal to and how many kilometres it was equal to.
4.1.4- Learners did not know how to change the subject of the formula. They could also not convert the 39 minutes to hours.
4.1.5- Problems experienced here again with substitution (going back to the table) and conversion of kg -g or g -kg . Question was confusing because they are taught that they cannot go from mass (g) to litres (ℓ).
4.2- Not very contextual – many learners have not seen a plane in real-life, let alone the flight schedule
4.2.1- Too much information, especially for English First Additional language learners, was given. Learners could not understand the question. Most of the time would be spent finding the correct aircraft for the three marks. It is unfair to learners as it consumes a lot of concentration.
4.2.2- A and B was a fair question, but many learners cannot draw graphs. Learners that was able to read from the graph and give reasons for their answers.
C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Please take into consideration the contexts of the majority of all the learners.
<ul style="list-style-type: none"> • Cluster meetings and workshops can be organized.
<ul style="list-style-type: none"> • Common textbooks should be utilized.
<ul style="list-style-type: none"> • Teachers must stress in their teachings the importance of conversions, scale drawings and map work.
<ul style="list-style-type: none"> • Pacesetters with common examples of the type of examined problems can be made available.
D) Describe any other specific observations relating to responses of learners
Table 3 confused the learners terribly and they struggled to interpret it and then answer the questions.
Language barriers, numeracy backlog and no use of logic.
Learners cannot make their own inferences; they cannot verify and justify.

Cannot change the subject of the formula.
E)Any other comments useful to teachers, subject advisors, teacher development
The degree of difficulty of the November paper must not vary so much from that of the Trial paper.
The examiner should balance the paper a bit more so that it is not consistently difficult.
Make a definite differentiation between Paper 1 and Paper 2 as in Maths which has Paper 1- Algebra and Paper 2 – Geometry and Data Handling.
Encourage learners to improve their language skills by reading magazines etc.
Basic concepts need to be mastered first in Grade 10.
Examiners should conduct workshops with educators.
Prescribed textbooks must be used as well as common tasks (from March to November)
QUESTION 5
A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question was poorly answered based on the following reasons/factors that follow in B).
Time factor: the question paper as a whole required a lot of reading, calculating and interpretation, so when learners got to question 5, they were pressed for time. They then had to interpret two graphs in 5.1, read the long explanation in 5.2, analyze this information, read the table and interpret it and then start with their calculations. The same scenario followed with 5.2.3 and 5.3, leaving them short of time.
Language factor: the sentence structure and the length of such sentence's as in 5.2.3, left most learners in the dark. English is a second and also a third language to some of those learners. Also, too much information was given at once and confused learners further when asked to use table 6 and go back and use table 5 on the previous page. Reading is also a big problem for learners.
Relevance of question to real-life situation: most learners are from rural areas and could not express themselves properly when it came to justifications. Although it is accepted that paper 2 caters for level 4 questions, a compromise must be reached to cater for all learners at an equal level.
B)Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>5.1.1) Most learners (i) had difficulty in reading the correct values off graphs,(ii) Did not know how to interpret “a loss of R1400” in relation to the graphs.(iii) Most learners read off values from the graph not having an idea or showing what it had to do with the difference of R1400. This indicated the inability to read off coordinates in a meaningful way. They could not understand that any direct vertical comparison of points effectively means the difference between income and cost. Furthermore they could not express this difference in rand values.</p> <p>5.1.2) Clearly the essences of the word verify was not understood by many. Because the values 40 items and the selling price of R137, 50 were immediately present in the question learners correctly calculated the selling price ($40 \times R137,50 = R5500$) and immediately rendered a verdict. The essence of the question required learners to show that for 40 items costs = income.</p> <p>5.2.1) There is a grey area with regard to the interpretation of the table in question 5.2 that teachers first of all have to urgently get clarity on so as to unambiguously guide learners. Scenario 1 – The table indicates (in thousands of Rands as a heading). 850 is the required correct value to be directly substituted for L. (L is the variable in the table and nothing more) – this was the expected response.</p> <p>Scenario 2 – L in the table = 850 whereas L as a value written isolated from the table reads R850 000. The key question when a learner is asked to read off the correct value for L would then be R850 000.</p>

<p>Success in calculating the correct values for N, K and L depended on the correct understanding and application of the percentage concept as well as the concept of proportionality. As mentioned before learners should be challenged in their problem-solving strategies to think from A to B and conversely from B to A. If 17% of a total equals a particular value L then L divided by the total should equal 17%.</p> <p>5.2.2) Many learners after having calculated the percentage value for M used their calculated value and calculated that percentage of R50 000 instead of R300 000. The reason for this once again was that the value of R50 000 was immediately present in the question.</p> <p>5.2.3.) (a) Learners who got this question wrong did either not understand the question or could not interpret the table correctly.</p> <p>5.2.3) (b) Few learners coped adequately with this question which seemed to be beyond the average mathematical learner. This question broken down in parts required (i) to calculate a percentage of total bonus (few learners calculated 6, 5% of R5 500 000.)(ii) To find the total basic bonus (this was the most complex part of this question.)(iii) The learner to divide the remaining total by 8 (this part was overlooked by many candidates) (iv) the learners to include a bonus of R100 000 (this R100 000 was randomly added) (v) verification (this was there in parts based on learner calculations).</p> <p>5.3.1) This was not a clearly calibrated graph and learners responded to questions by just referring to the graph regardless of the preceding information.</p> <p>5.3.2) Too many learners focus solely on Henry and Mabel and did not see that Vivesh as the salesperson with the highest sales percentage for 2012 was the most important component in this picture.</p>
<p>C)Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Expose learners to reading at an early level, not only language books, but also newspapers, math's books, etc. train teachers at primary level and at secondary [intermediate phase] to teach learners how to identify key words and interpret what they read.</p>
<p>Draw-up and circulate a pool of questions/problems in a training manual or annexure for paper 2- specifically aimed at teaching, interpreting analyzing and solving these types of questions at school and district level.</p>
<p>Have regular workshops starting from Grade 10-12 to assist teachers to understand and teach these types of questions to learners.</p>
<p>Ask teachers to include these types of questions in their tests as well as assignments.</p>
<p>D)Describe any other specific observations relating to responses of learners</p>
<p>Learners cannot use their calculator's right. Some do not even possess a calculator. The Department of Education must rectify this.</p>
<p>Provide relevant exam based material for teachers to use when teaching in class and to use as a resource base for setting tests and June exam papers.</p>
<p>E)Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Examiners should highlight key aspects in a question needed to solve or find the answers asked.</p>
<p>Try and break-up a certain question into 2 parts e.g., 5.2.3 b) i) Calculate Mabel's bonus for 2010 = 1 mark ii) Determine the amount allocated to bonuses for 2011 = 3 marks iii) Using table 5 and 6 calculate Mabel's bonus for 2011 = 4 marks</p>
<p>Educators neglect to teach Paper 2 with the same seriousness as they would Paper 1. They just accept that learners will get more in Paper 1 than in Paper 2. They could use Saturdays or after school just teaching Paper 2.</p>
<p>Learners cannot identify different types of graphs, which again should be done from Grade 10. Some learners responded to question 5.3.2, by saying that there were no errors made. Interpretation of different graphs is also neglected. Reading, analysing and interpreting graphs must be part of extra classes.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	MATHEMATICS PAPER 1		
DATE OF EXAMINATION:	2 / 11 / 2012	DURATION:	3 hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Candidate results covered the full spectrum from no marks to full marks. While overall learner performance is still very poor, there are some signs of improvement. This year's paper was very well structured with early questions proving to be accessible to most candidates. It was good to see marks being scored in these questions. Other positive signs were the superb results achieved by some individuals and centres and the fact that in most districts there were at least a few candidates who did well.

While there seems to be improvement in performing routine operations, it is disappointing to note weaknesses persist in applying knowledge in more complex contexts and in answering questions which test understanding. Candidates are generally not capable of formulating a mathematical argument or applying their knowledge in novel contexts. Many candidates fail to show working or are sloppy with mathematical notation. This causes them to lose marks. It is important that teachers ensure that lessons include "What if . . .?" and "Why . . .?" type questions so that learners can become used to thinking more broadly about the underlying mathematical concepts in their work.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1

All candidates attempted Question 1 and most achieved good marks for 1.1 and 1.2. Factorizing skills taught in grade 9 and 10 play an important role in this question. Too many candidates still lack these basic skills.

1.1 The solving of quadratic equations and inequalities is tested. All subsections are straight forward and familiar question types which are asked each year. This enabled candidates to make a confident start.

Question 1.1.1 merely required solutions to be deduced from the factorised form. The fact that a significant number of candidates multiplied out the brackets and then set about solving the resulting equation by again factorising or using the quadratic formula suggests a lack of understanding of the underlying principle that if a product equals zero, then at least one of the factors must be zero. Candidates should be taught to think, rather than to follow rote methods.

Question 1.1.2 required the use of the quadratic formula and was very well answered. Care needs to be taken when rounding off. The use of brackets when substituting negative values must also be stressed. Educators should not accept that learners know how to use their calculators. They should teach them.

Question 1.1.3 required the solution of a straight forward quadratic inequality. Candidates were able to identify the critical values, but many struggled with the notation required to write down the solution. Learners need to be taught the exact meaning of mathematical symbols and be given practice exercises which promote the understanding of their meaning.

1.2 Again the questions are straight forward and clearly stated.

Question 1.2.1 requires solving a simple set of simultaneous equations. It was generally well answered as regards the method required, but some candidates did make errors in their working. Examples are: changing $xy = 8$ to $x = 8 - x$, changing $4y - x = 4$ to $x = 4 + 4y$ and replacing y with x when using the quadratic formula to find y .

Question 1.2.2 only requires the knowledge that x and y should be swapped to determine the equation of the reflection in the line $y = x$. Candidates who knew this, received full marks.

1.3 This is a level 4 (problem-solving) question as it was unfamiliar to candidates. It is, however, stated clearly in simple language and was accessible to candidates who were able to think. This question illustrates the need for teachers to go beyond the rote use of the quadratic formula in teaching this section. "What if . . .?" discussions would encourage learners to reflect on their work and prepare them for dealing with such questions.

The solution to Question 1.3.1 is based on the fact that $\sqrt{2p + 5} = 0$ results in equal solutions. Question 1.3.2 requires candidates to notice that $2p + 5 < 0$, results in solutions not being real. Knowledge of the number system is therefore also tested in this question.

QUESTION 2

This question tested knowledge of the arithmetic sequence and was answered by most candidates.

2.1 This is an easy and very common question for testing the definition of an arithmetic sequence. It was well answered, but many candidates failed to use brackets in setting up the equation $2x - (3x + 1) = (3x - 7) - 2x$ and consequently made calculating errors. It is important that the correct use of brackets be stressed right from grade 8.

2.2 This is a routine question on arithmetic sequences.

Question 2.2.1 required the use of the term formula and was well answered, but again failure

to put the value of d (-4) in brackets when substituting led to calculation errors.

Question 2.2.2 tested the use of the sum formula. Many candidates could not interpret $S_n = -560$ and incorrectly substituted $n = -560$. Candidates who were able to substitute correctly often made algebraic errors in writing the resulting quadratic equation in standard form. This illustrates how important it is to ensure that a sound foundation is laid when the basics of algebraic operations are taught in earlier grades.

When teaching sequences and series educators should remind candidates that $n \in \mathbb{N}$.

Candidates who wrote an answer only received 1 out of a possible 6 marks. Instruction 4 states that

"Answers only will not necessarily be awarded full marks." Learners should be made aware of this

instruction. No marks were awarded if candidates used the wrong formula.

QUESTION 3

3.1 This is a routine question which tests knowledge of infinite geometric series directly and in a familiar way.

Question 3.1.1 simply required substitution of the values for a and r in the term formula, while Question 3.1.3 required this in the sum to infinity formula. Candidates were generally able to do this. Many were not able to explain that the sum to infinity exists because $-1 < r < 1$ (Question 3.1.2), although this fact is given on the information sheet. When teaching this section it is important that teachers not only teach formulas, but also ask "why?" questions and consider the derivation of formulas to promote the understanding of the underlying concepts.

3.2 This is an original and well-designed level 4 (problem-solving) question. It is phrased clearly

and is accessible to candidates who are prepared to think. Problem-solving is required, but the difficulty level is not too great. Candidates who identified the sequence as geometric, calculated the sum of the volumes of the 19 tanks which held water and compared the sum

to the volume of the first tank were able to answer this question. Candidates who attempted

to answer the question by using only a verbal argument were generally unsuccessful as their language skills were not adequate. "Motivate your answer" requires a clear and mathematically correct response.

Educators should include more higher level thinking questions in their own assessment.

3.3 This question is innovative in that the work on quadratic sequences and quadratic functions

is integrated. Questions 3.3.1, 3.3.2 and 3.3.3 all test basic knowledge and routines, while Question 3.3.4 requires more complex work, but remains a familiar type of question.

Candidates generally knew how to do Question 3.1.1, but many made calculation errors.

The answer to Question 3.3.2 could be read off the given form of the n^{th} term as when $n = 5$, $-2(n - 5)^2$ is zero and T_n is a maximum. This subsection was very poorly answered, perhaps because candidates did not see the connection to the work on parabolas where reading the turning point from the form $y = a(x - p)^2 + q$ is practised.

Candidates were adept at finding the second difference in Question 3.3.3, but many made calculation errors when subtracting negative integers.

It is clear that candidates are drilled in calculating the general term of a quadratic sequence as many set about doing this in Question 3.3.4, despite the fact that the n^{th} term was given.

It is important that learners should also practise reading questions carefully and answering only what is required. In working with the quadratic inequality which had to be solved in this question, many candidates did not change the direction of the inequality sign when dividing both sides by a negative number.

QUESTION 4

Question 4 tested knowledge of exponential and quadratic functions. Candidates showed a lack of understanding of functions in general, resulting in the questions being poorly answered.

4.1 This is a straight forward, routine type of question on the exponential function. The fact that the sketch graph had to be drawn in the answer book rather than on a diagram sheet made matters more convenient for candidates and markers. Candidates knew the method required to calculate intercepts in Questions 4.1.1 and 4.1.2. It is, however, clear that the application of exponential laws needs attention as many candidates incorrectly concluded that $2 \cdot 3^x$ is the same as 6^x . This again illustrates how mastery of work covered in earlier grades is important. Note that both coordinates of the intercepts were required.

In Question 4.1.3 it is important that the shape of the graph is such that the fact that it is asymptotic to the asymptote is clearly shown.

Amazingly few candidates were able to write down the range of the function in Question 4.1.4. This is learning work and should be routinely emphasised when studying functions.

4.2 Questions 4.2.1, 4.2.2 and 4.2.3 are all be familiar types of questions on the straight line and parabola and require routine procedures which are often asked. Questions 4.2.4 and 4.2.3 are higher order questions and were very poorly answered. They are similar in type to questions which have been asked in previous years and should not have been unfamiliar to well-prepared candidates.

Question 4.2.1 was well answered with candidates able to substitute (6 ; 0) into the equation.

Many candidates knew the methods required to determine the equation of f in Question 4.2.2 and the coordinates of the turning point in Question 4.2.3. They often, however, assumed the value of a in Question 4.2.2 or made calculation errors in

Question

4.2.3. Having found the turning point (2 ; 16), the answer to Question 4.2.4 [$k < 16$] can be deduced. The answer to Question 4.2.5 also follows as when $f(x)$ is a maximum so is $h(x)$. Hence, the answer is $3^{16-12} = 3^4 = 81$.

To assist candidates in preparing candidates for higher order questions, teachers should when discussing exercises in class, regularly extend learners by asking “what if . . .?” and “why . . .?” type questions.

QUESTION 5

In past exams it has been more common to give f with a curve in the first or second quadrant. The example asked with f in the 3rd quadrant balances some more predictable questions and provides a good test of the methods involved in working with the inverse of a function. All subsections require standard methods. Questions are precisely phrased.

5.1 The answer, $0 \leq x \leq 3$, can be read off the given graph. Most candidates were unable to do so. This suggests that more lesson time should be spent on interpreting graphs. It is important that learners also understand the difference between an increasing and decreasing function.

5.2 Many candidates realised that x and y had to swap to find the equation of the inverse. Few were able to state the restriction, $x \leq 0$, correctly. Restrictions which ensure that only functions are considered are a key part of the curriculum when dealing with the inverse of $y = ax^2$. Teachers should ensure that this work is taught.

5.3 Candidates who were able to sketch the inverse by reflecting the given curve in the line $y = x$ answered this question successfully, while others generally struggled. This technique should be emphasised when teaching inverse functions.

5.4 This question integrated transformational geometry with algebra. The transformation required was a reflection in the x -axis. Candidates could see this from the given equations. Transformations are regularly asked with graphs and learners should be given practice at identifying these.

QUESTION 6

This question requires finding the equation of a hyperbola. It has been phrased in an innovative manner which not only makes the question interesting, but also ensures that critical information is given in a concise manner. Some candidates misinterpreted the question and drew the curve instead of finding its equation. Another common error was to mix up the values of p and q in $y = \frac{a}{x-p} + q$.

Many candidates find working with functions challenging. Regular revision (also in grade 12) and attention to detail is important.

QUESTION 7

This question tested knowledge and interpretation of Financial Maths. For many candidates, language seemed to be a barrier in understanding the information given. Candidates simply attempted questions without really understanding what is required of them. Some learners showed a complete lack of understanding and basic skills.

7.1 Questions 7.1.1 and 7.1.2 test basic grade 10 and 11 work and are straight forward. Common errors included the use of wrong formulas and the use of the answer to Question 7.1.1 as P in Question 7.1.2. The use of the less familiar term “diminishing balance” instead of “reducing balance” could have played a role in the wrong formula for depreciation being used.

Question 7.1.3 is more complex and was poorly answered. It requires an application of the future value formula in the context of a sinking fund. This context should be familiar as textbooks tend to have many such examples. The description of the problem, however, does seem to leave some ambiguity as to whether the first “immediate” payment is part of the “5 year period” or not. In this case, the correct answer required that n be 61. Correct calculator usage must be taught.

7.2 The situation described in this question is more complex to understand and interpreting the English might have been challenging for non-home language candidates [the connection between maintaining a lifestyle and living off an investment might not be made]. The solution too requires complex procedures. Level 3 questions are, however, required by the SAG. The poor performance by candidates in this question is indicative of its linguistic complexity. It would be good if a glossary of the jargon used in financial mathematics could be compiled to assist learners and teachers in correctly interpreting financial questions. The easiest method of answering the question was to use the present value formula with $P_v = 900\,000$.

More practice in financial maths is necessary so that learners can distinguish between the different formulae. The use of the timeline must be recommended and educators should use the different terminologies in class. The learners must read the financial maths question very carefully and make sure that they understand what is asked.

QUESTION 8

8.1 Differentiating from first principles is asked in every exam and should be familiar. The question was one of the best answered on the paper. The most common errors resulted from poor use of brackets or poor notation. Precision in these 2 aspects must be emphasised. Note the need for brackets in the line

$$\lim_{h \rightarrow 0} (4x + 2h) = 4x$$

8.2 This question provided a simple test of differentiation. Many candidates did not realise that $\frac{x}{5}$ is the same as $\frac{1}{5}x$ and consequently wrongly differentiated this term.

Candidates were penalised for incorrect notation if they wrote that y was equal to the answer instead of $\frac{dy}{dx}$. Although candidates scored marks in this “easy” question, a lack of precision prevented them from scoring full marks.

8.3 This is an excellent question in that it tests understanding in a simple way. The differentiation part of the question (8.3.1) should be familiar and is an example which candidates should have practiced. The question was, however, poorly answered. Many candidates did not first simplify $g(x)$ to $x + 2$ by factorising the numerator and then

dividing. Many of those that did this were unable to then determine that $g'(x) = 1$.

Question 8.3.2 was a higher order question as candidates struggle to “explain” as required by the question. The explanation required needed to focus on the fact that $g(x)$ is undefined at $x = 1$ as division by zero is undefined. It is important that Calculus be taught in such a way that concepts are understood and techniques are not just applied mechanically. Regularly asking learners to explain the reasons for steps and taking time when basic concepts are taught can promote such understanding.

QUESTION 9

This question tested applications of calculus to graphs. A thorough knowledge and understanding of these applications was required to answer the higher order questions.

9.1 Question 9.1.1 is routine and was well answered by many candidates. The calculation required finding the derivative, equating it to 0 and solving the equation for x . Of concern is the fact that a significant number of candidates did not read the question and set about determining the

x - intercepts. It is possible that this results from these candidates being drilled in answering cubic graph questions without understanding what they are doing.

Many candidates did not specifically equate the derivative to zero. In most calculus question where equating to zero is necessary it must be stated clearly to be awarded a mark. A lack of basic factorization skills was evident. The question only required the x -coordinates of the turning points.

Many candidates wasted time by calculating the y -values as well.

Question 9.1.2 required careful reading as the value of x where $f'(x)$ is a maximum was required. Good candidates were able to do this question by equating the second derivative to 0 or by realizing that as $f'(x)$ is a quadratic function, $x = -\frac{b}{2a}$. Most candidates were unable to interpret this question and did fruitless calculations.

9.2 Question 9.2.1 is a standard question type which should be practised. In order to find the equation of the tangent line, the y -coordinate of the point of contact must be found by calculating $g(-1)$ and the gradient by calculating $g'(-1)$. These are then substituted into the formula for a straight line to yield $y = -5x + 7$. Many candidates used arbitrary points instead of the point of contact.

Question 9.2.2 is a problem-solving question and was very poorly answered. A sketch is a useful aid in thinking out problems of this type. The tangent found in Question 9.2.2 touches the parabola at one point and has equation $y = -5x + 7$. A line of the form $y = -5x + q$ with $q > 7$ will be parallel to and above the tangent and therefore no longer intersects the parabola.

Questions of this type are often asked in exam papers. Learners and teachers should therefore be able to find many examples to do as revision.

9.3 This is also a higher order cognitive level question. Many candidates found the derivative which gives the gradient of the tangent, but were unable to argue why this had to be positive.

The reason is that as $x^2 \geq 0$, $12x^2 + 5 > 0$. Many candidates equated the derivative to 0 and showed that this equation did not have a real solution. This, however, only shows that the derivative is never zero and not that it is always positive. An argument based on the fact that a perfect square is never negative is often used in the curriculum [eg to deduce the turning point of a parabola and in Question 3.3.1]. Such arguments should be

demonstrated to learners when teaching quadratic functions and completing the square.

Educators must feel confident in teaching calculus. Cluster groups can be formed to support each other in understanding and sharing teaching strategies for calculus. Most learners experience calculus as an abstract section and struggle to answer any higher level questions.

QUESTION 10

This was the worst answered question on the paper and was not even attempted by many candidates. The question tests the application of calculus to rates of change and appropriately indicates that velocity is the rate of change in distance.

10.1 Very few candidates able to interpret initial velocity as being $s'(0)$ and often found $s(0)$ or the values of t for which $s(t) = 0$ or $s'(t) = 0$ in error.

10.2 Here $s''(t)$ was needed as the rate of change in velocity was asked. Very few candidates were able to answer this question.

10.3 The value of t for which $s'(t) = 0$ is needed here to determine when $s(t)$ is a minimum.

The poor performance in this question could for some candidates be attributed to not fully understanding the somewhat technical language of the question. So few candidates were, however, able to answer the question that it is possible that not enough teaching time was devoted to applications of calculus. It is important that teaching encourage understanding rather than the mechanical use of techniques.

QUESTION 11

Most candidates attempted this question. The different format of the linear programming question and language barriers proved to be problematic to candidates.

11.1 A similar question was asked in March 2011. It is a good test of whether a candidate understands what the feasible region is. Many candidates did not motivate their answers and scored no marks for this question.

11.2 Deducing the constraints from the graphs is a less common way of asking this question, but has been done in some previous years. This probably places this question at the “complex procedures” cognitive level. Notice that the y -intercepts and gradients of two of the lines could be read off the graph. This question was answered fairly well with the most common mistakes being that candidates used incorrect inequality signs or even equal signs to write the constraints. It was necessary to give the implicit constraint, $y \geq 0$, in this case.

11.3 Question 11.3.1 is an innovative way of testing the key method in this section. Moving a search line show A as the optimal point. The question was well answered.

Questions 11.3.2 and 11.3.3 are higher order questions. Both were very poorly answered with very few candidates scoring any marks. The work question 11.3.3 tests should, however, not

have been totally unfamiliar as a similar question was, for example, asked in February 2012

Both questions test understanding of the role of the search (profit) line. In Question

11.3.2,

knowledge of the fact that profit is the same at all points on the search line was tested.

In Question 11.3.3 the gradient of the profit line ($-\frac{a}{b}$) had first to be determined. For B to be the optimum point, this gradient must be between the gradients of the lines which intersect at

B. Hence, $-1 \leq -\frac{a}{b} \leq -\frac{1}{2}$, multiplying through by -1 yields $\frac{1}{2} \leq \frac{a}{b} \leq 1$. The maximum value of $\frac{a}{b}$ is therefore 1.

Linear programming is only included in the curriculum for one more year. A useful revision method would be to work through the different types of questions which have been set in past papers in order to ensure that candidates are prepared for all types of question.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Educators should drill basic mathematical skills in grade 8 and 9.

Topics covered and completed in grade 10 and 11 should be revise during grade 12 by making use of worksheets.

Educators should not assume that learners know how to use their calculators. They should be taught.

Don't coach learners for exams; teach the syllabus.

Work out as many previous papers as possible to familiarize learners with the various ways of asking the same question.

Encourage learners to work independently.

Educators should try to introduce more unseen questions to brighter learners.

Teachers as well as learners must be committed in teaching and studying the subject.

Test learners on the use of the correct formula.

Integrate topics for higher level questions.

Candidates copy formulae incorrectly from the formula sheet.

(d) Describe any other specific observations relating to responses of learners

There are too many learners taking mathematics who lack very basic skills.

Candidates do not read the instructions/questions and do not motivate/explain an answer if asked for a motivation or explanation.

The language barrier remains a problem for many candidates.

(e) Any other comments useful to teachers, subject advisors, teacher developmen

Educators must treat grade 10, 11 and 12 as one unit.\ and not only focus on grade 12.

Focus should be laced on the training and development of grade 8 and 9 educators. The understanding of basic skills are promoted in these grades.

Educators need to constantly upgrade their own mathematical knowledge and skills.

Communicate with educators for surrounding schools and contact subject specialists.

If available, make use of technology in teaching certain topics.

Be an enthusiastic maths teacher; you are involved in teaching a great subject.

Teachers should teach understanding and not only knowledge.

Subject advisors to visit schools frequently.

Subject advisors could use a memo discussion session for non-markers to enrich them.

When setting tests teachers should also include unseen higher order questions.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	MATHEMATICS PAPER 2		
DATE OF EXAMINATION:	NOVEMBER 2012	DURATION:	3 hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Most learners started answering well in question 1 but some of them seemed to have been confused by the words 'average' in 1.1 and 1.3 and 'indefinitely' in 2.3. Most learners did well in 3.1 and 3.2 though some struggled to find lower quartile and the maximum value in 3.2. Learners struggled to answer 3.3 and 3.4 especially 3.4 where they were expected to decide whether Joe's claim was valid or not stating reason(s).

A lot of learners unexpectedly struggled to answer graph in question 4. They were expected to interpret the ogive (cumulative frequency graph).

A lot of learners answered 5.1, 5.2 well and to a certain extent 5.3 some of them struggled to recall the relationship between gradients of parallel lines. The understanding of the properties of quadrilaterals was expected in 5.4 and a lot of them did not do well in this question. Question 6 was one of the challenging questions. Reasoning was needed in 6.1 and 6.9. Once again, the understanding of properties of quadrilaterals was needed and most of them struggled.

Question 7 was one of the questions in which learners were expected to collect a lot of marks from but it was not always the case. Description in 7.1 and 7.5.3 proved to be a problem for them. They seem to confuse the general rule and description of transformation.

Many learners struggled in question 8. The application of compound and double angles in 8.1.3, 8.1.4, 8.8 challenged learners. Reduction formula and the use of identities challenged learners in question 9. Once again, interpretation of the graph proved to be a challenge in question 10, though many learners answered 10.1 well. Question 11 is one of three questions that demanded the understanding of the properties of quadrilaterals and as such some learners struggled to answer this question. The use of sine, cosine and area rule proved to be a challenge for a number of learners as they struggled to collect marks in question 12 though this not that difficult compared to previous years. Question 13 was the most challenging for most of the learners. They lost a lot of marks from this question. The average percentage of a sample of 100 scripts 24% for question 13, 37% for question 10 and 40% for question 4. These were the three most poorly answered questions.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1	
1.1	Most learners answered this question and most of them got it right.
1.2	The word "trend", and how to describe it, may have confused some learners. Most of them did not get it right though most of them answered it. A language challenge for most learners.
1.3	Some learners seem to have been confused by the average height and as such did not get the question right.
1.4	A lot of learners may have been confused by "indefinitely" and as such answered the question poorly. This is also a language issue.
Suggestions for improvement: It is not enough for teachers to teach learners how to draw scatter plots and line of best fit. Application and analysis (especially in real life situations) is very important. Teachers should also emphasise analysis, interpretation and applications in their teaching and set questions of this nature when assessing learners in their centres. Subject advisors should assist teachers who are having challenges in these questions.	
QUESTION 2	
2.1	Almost all learners answered this question but some of them did not get it right. They were probably expecting to be asked about the mean (they did not realize that, in this case, the average <u>is</u> the mean). This was noticeable because they answered question 1.2 very well.
2.2	Answered by almost all learners. Though many learners got it right, either by calculator or by manual methods, some struggled to round off their answers and as a result they lost 1 mark.
2.3	Most learners seem not to have understood the question. They do not understand the meaning of standard deviation. Language may have also played a role in the way the question was poorly answered.
2.4	A lot of learners struggled in this question. Some did not even attempt it. It looks like a straight forward question but once again, the language (average instead of mean) may have confused the learners.
Suggestions for improvement: Teachers should use different terms when teaching Statistics (the mean and the average). Learners are encouraged to use calculators when calculating the mean/ average and standard deviation. Once again, application/analysis questions must be practiced thoroughly. Teachers should set these types of questions when assessing at school level. Subject advisors should organise workshops for teachers to train them on applications/ analysis/ interpretation questions.	
QUESTION 3	
3.1	Most of the learners answered this question and got it right, though a significant minority answered 75 (for 100 – 25 as per the graduations on the grid).
3.2	Almost all learners answered this question. Most of them got it right but some of them struggled to find the lower quartile as well as the maximum value.
3.3	This question was poorly answered. They did not understand the percentage for the upper quartile and as a result they lost those marks.
3.4	Once again, most learners did not link quartiles and percentages. This is one of the questions which was poorly answered, as there appears to be a wide misunderstanding of the meaning of quartiles..
Suggestions for improvement: Teachers should emphasise the relationship between the quartiles, range and inter-quartile range. Applications, analysis and interpretation must be emphasised, not just drawing box and whisker diagrams. Subject advisors should assist teachers who have challenges in this regard.	

QUESTION 4	
4.1	Most learners attempted this question but got it wrong. They either did not understand the 'modal class' or were not able to read the answer from the cumulative frequency graph.
4.2	Though many learners attempted this question, few got it right. Most of them added 50 and 60 and divided the answer by 2 to get 55.
4.3	Once again, most learners answered this question but did not get it right. Some of them gave 23 as the answer, so they could not realize that it was $30 - 23$.
Suggestions for improvement: Interpretation must be emphasised when teaching frequency/ cumulative frequency and the ogives. Learners should not just learn how to draw cumulative frequency graphs. A lot of revision is needed here. Interpretation questions should form part of the teaching of statistics.	
QUESTION 5	
5.1	Almost all learners answered this question and got it right.
5.2	Almost all learners attempted this question and got it right. However, some of them were struggling to work with signs.
5.3	Most learners attempted this question but a number of them did not get it right. It seems that learners struggled to use the understanding of the gradients of parallel lines.
5.4	This is one of the most challenging questions in this question paper. Even though a lot of learners attempted it, very few of them managed to collect marks from it. Many either assumed that E is the midpoint of BC (though it was, it was not stated) or AB is perpendicular to BC to make ABCD to be a square (though it was, it was not given) and as a result, they lost a lot of marks. Learners were challenged to use properties of a rhombus which they are supposed to have learnt in the lower grades (Grades 8 and 9).
Suggestions for improvement: Properties of quadrilaterals which were learnt in grades 8 and 9 must be thoroughly revised when teaching Co-ordinate Geometry. Learners must be exposed to geometric shapes (quadrilaterals in particular; polygons generally). Subject advisors should assist teachers who are struggling in Euclidean Geometry.	
QUESTION 6	
6.1	Most learners attempted this question but did not get it right, saying that NL was perpendicular to OL because the product of their gradients was -1. They do not understand (or are not able to explain) the relationship between a tangent and a diameter/radius. This may have been caused by the fact that most learners are not doing Mathematics P3 since it is optional. However this theorem should be taught as it is applied in Co-ordinate Geometry.
6.2	This question was answered by a lot of learners. Most of them got it right but some of them struggled get the correct answer.
6.3	Most learners attempted this and got it right. However, some of them were not able to find 'r' as 2 but substituted correctly (by the co-ordinates of the centre).
6.4	Most learners attempted this question and collected the marks. A number of learners struggled to get the co-ordinates of K. Others assumed the co-ordinates of K to be $(-1 ; 0)$ without showing calculations. Learners must be encouraged to show all calculations used to obtain the answer (instruction number 4 in the question paper).
6.5	A lot of learners answered this question but did not get it right. Once again, they did not know the relationship between a tangent and a diameter which was indirectly stated in 6.1. Most learners used the co-ordinates of A which were to be proved in 6.6 (or calculated the co-ordinates of B using the co-ordinates of A and the midpoint N).
6.6	Almost 50% of the learners did not attempt this question. Many of those who attempted it struggled to get it right especially if the equation in 6.5 was not right.
6.7	Most of the learners did not attempt this question especially those who did not get

	the co-ordinates of K when they were finding the length of KL in 6.4.
6.8	Once again, learners were challenged by the properties of a kite. A lot of learners did not get the answer correct.
6.9	This question was poorly answered. Though many learners attempted it, they did not collect the marks. This may have been caused by the fact that the angle in question was not visible on the diagram, learners were expected to either visualize it or construct.
6.10	This question was attempted by most of the learners and a lot of them got it right.
Suggestions for improvement:	
Properties of quadrilaterals which were learnt in grades 8 and 9 must be thoroughly revised when teaching Co-ordinate Geometry. Learners must be exposed to Geometric shapes (Polygons). Subject advisors should assist teachers who are struggling in Euclidean Geometry. A theorem which states that 'a tangent is perpendicular to a radius/ diameter' must be taught since it is needed in Analytical Geometry. Once again, Subject advisors should assist teachers in this regard.	
QUESTION 7	
7.1	Many learners attempted this question. Some got it right but some seemed to confuse 'describing the transformation' and 'giving a general rule', as they gave a general (algebraic) rule instead of describing.
7.2	Most learners attempted the question but some of them did not get it right (especially those who did not get 7.1 right). They seem to struggle to differentiate between 'describing the transformation' and 'giving a general rule'.
7.3	This question was well answered. Only a few learners struggled in this question.
7.4	Most learners answered this question well but some of them thought the rule was a continuation of 7.2 and gave the rule as $(x ; y) \rightarrow (2x ; - 2y)$ and were wrong.
7.5.1	A lot of learners answered this question well. However, there are those who are still struggling when they are given two transformations.
7.5.2	About 50% of the learners answered this question very well. There are those learners who are still struggling to work with two or more transformations. The question led the learners by giving them the format of the general rule: $(x ; y) \rightarrow (\dots ; \dots) \rightarrow (\dots ; \dots)$ but most of the learners struggled to use that to their advantage.
7.5.3	Once again, the issue of description was a challenge to some learners and as a result they did not get this question write as they gave the rule instead of describing.
Suggestions for improvement:	
Emphasis should be made in description (in words) of rules. Teachers should emphasise the differences between giving a general rule for transformation and describing transformation. Combination of two or more transformations should also be thoroughly taught.	
QUESTION 8	
8.1.1	Most of the learners who attempted this question got it right since the diagram was drawn for them (in the first quadrant). Some learners are still struggling to use Pythagoras theorem which is taught in grades 8 and 9.
8.1.2	Almost all learners who got 8.1.1 correct got this question correct. Most learners seem to understand definition of trigonometric ratios (which is good).
8.1.3	This question was poorly answered. Learners struggled working to write β in terms of α and then reducing.
8.1.4	This question was poorly answered. Learners struggled to use compound/ double angles. Some of them struggled to simplify after substitution.
8.2.1	Most of the learners attempted this question and a reasonable number got it correct. Some learners, however, struggled to use double angle formulae correct. Some of them wrote the numerator as $1 - 1 - 2\sin^2 x - \sin x$ instead of $1 - (1 - 2\sin^2 x) - \sin x$.
8.2.2	Most learners attempted this question but some of them did not get it right. They

<p>did not realize that in order for the expression to be undefined, the denominator must be zero.</p>
<p>Suggestions for improvement: Teachers should emphasise the applications of Pythagoras theorem. Definitions of Trigonometric ratios taught in grade 10 and 11 should be thoroughly revised. Applications of Compound and Double Angles should also be taught thoroughly.</p>
<p>QUESTION 9</p>
<p>9.1 This question was poorly answered. Learners struggled with reduction especially $\cos(90^\circ + \theta)$. If they failed to reduce, it was a breakdown.</p>
<p>9.2 Once again, learners struggled with double angles. They were expected to use double angles forward and backward. They also struggled working with angles that are not 0°, 30°, 45° and 60°. A lot of them struggle with co-ratios.</p>
<p>Suggestions for improvement: Teachers should do thorough revision of reduction formulae taught in grade 11. Applications of Compound and Double Angles should also be emphasised by teachers when they are teaching. Teachers must realise that all angles may be used, not just 0°, 30°, 45° and 60°. Revision plays a major role.</p>
<p>QUESTION 10</p>
<p>10.1 More than 60% of learners answered this question correctly. However some struggled with computation.</p>
<p>10.2 This question was poorly answered. Most learners were able to equate the two equations for the two functions but were not able to progress. They were expected to use compound angles to expand $\sin(x + 30^\circ)$ or use co-ratios.</p>
<p>10.3 This question was also very poorly answered. Learners struggled to use the answers they obtained from 10.2 (of which most of them were not correct) or read from the graphs. Inequalities still seem to be a problem for the learners.</p>
<p>10.4 This was one of the higher order (level 4) question and as a result, it was poorly answered. Learners had to combine the knowledge of functions as well as transformation (integration within the subject) but they struggled to do that.</p>
<p>Suggestions for improvement: Once again, interpretation of functions must be thoroughly done. Questions that require interpretation must be set when assessing during the year so that learners are not surprised when writing examinations. Subject advisors should assist teachers who are struggling with Trigonometry as a whole.</p>
<p>QUESTION 11</p>
<p>11.1 This question was poorly answered. A lot of learners tried to use anything that will lead them to the given answer (as they had to show that Area of ABCD is $6\sin\theta$). Once again, the understanding of the properties of quadrilateral was needed in this question. Zero out of three was a common mark outcome.</p>
<p>11.2 Most learners were able to use the answer that was given in 11.1 to answer 11.2. However, some were not able to recognize that the area was given in 11.1.</p>
<p>11.3 This question was poorly answered. Most of the learners could not link the maximum for the area and the maximum in functions.</p>
<p>Suggestions for improvement: Once again, properties of quadrilaterals and polygons should be revised in preparation for the examinations. Interpretation should also be thoroughly emphasised in all sections when teaching.</p>
<p>QUESTION 12</p>
<p>12.1 Most of the learners who attempted the question got it right. Some of the learners did not even attempt the question. Some of them tried to forge the answer since it was given in the question paper (they had to show how to get it).</p>
<p>12.2 A lot of learners did not attempt this question. Most of those who attempted it tried to work backwards as the answer was given (they had to show how to get it) but</p>

that did not help them.
12.3 Many learners did not answer this question. Many of those who answered it struggled to use cosine rule and others using a calculator to get the correct answer.
<p>Suggestions for improvement: Teachers should thoroughly revise the use of Sine, Cosine and Area rules. Examples from both two and three dimensional figures should be used. Questions from these rules should be set when assessing during the year.</p>
<p>QUESTION 13</p>
13.1 This question was poorly answered. This was one of the most challenging questions (higher order/ level 4) in this question paper. Learners struggled to convert minutes to degrees to obtain the angle of rotation. Most of those who attempted it used 37° as their angle of rotation instead of 222° clockwise or 138° anticlockwise. Some learners did not even attempt it. The formula sheet which was given on the formula sheet was only that of the anti-clockwise direction while the transformation was rotation through 222° in a clockwise direction.
13.2 This question was poorly answered. Most of the learners did not even attempt it. Even most of those who got 3.1 correct either did not attempt it or attempted it but got it wrong.
<p>Suggestions for improvement: Teachers should emphasise conversions. Revision of pie charts taught in the GET band should be thoroughly revised. Questions that require conversions should be set when assessing during the year. Subject advisors should train teachers who are struggling on these types of questions. Teachers should also note that only the formula for rotation in anti-clockwise direction will be given in the formula sheet: $(x ; y) \rightarrow (x \cos \theta - y \sin \theta ; y \cos \theta + x \sin \theta)$.</p>

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	MECHANICAL TECHNOLOGY		
DATE OF EXAMINATION:	16/11/2012	DURATION:	03HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<p>The candidates had to have a good knowledge of the syllabus to answer this question paper successfully. The choices were wide and allowed learners who had studied the opportunity to display their knowledge. The pictures presented (in some cases) catered for those who could not relate/understand/interpreted choice to exercise. Yet some students did the wrong work.</p> <p>Students could relate well to topics. Some of the students responded well and thus some achieved good results. Some topics and formats were misunderstood and misread – this resulted in learners not achieving their potential.</p> <p>The paper in general was more appropriate in the sense that candidates could relate to the topics. No questions were of a complex nature and past experience of old examination papers which learners should have done for preparation should not have caused any linguistic problems. Special care must be taken on well constructed phrases so that misunderstanding/interpretation can be avoided.</p> <p>GENERAL</p> <p>The paper catered for higher and lower level candidates to realize their potential as the paper consisted of higher and lower levels of cognitive facets.</p> <p>NB. Perhaps the emphasis on the calculations is of a high priority from the teacher's side. Resulting that the students might think that the actual theory is not of high importance.</p>
--

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1 (Multiple choice questions)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Below average. The candidates had to have a good knowledge of the syllabus to answer this question successfully. The choices were wide and allowed learners who had studied the opportunity to display their knowledge
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The pictures presented (in some cases) catered for those who could not relate/understand/interpret certain questions which made students guess. Yet it seems that some learners do not read the questions in depth, resulting in choosing the wrong answer. Question 1.5 might have caused the student to think that there might be two possible correct answers. So to say that the rest of the multiple questions might be of the same nature hence the below average mark.
Another frustration was that the exam booklet did not provide the numbering for the multiple choice questions. Some of the learners did not provide their own numbering.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Past experience of old examination papers which learners should have done for preparation

should provide ample back ground for the students. Teachers and students need a broader background of the subject.
(d) Describe any other specific observations relating to responses of learners
Learners must not see this question as an area where they can just guess answers.
QUESTION 2 (Tools & Equipment)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally the topics were suitable and some candidates responded well. Resulting in a fairly well answered question. It also seems that the areas were the student did not perform need to go and learn theory as this was their downfall.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Special care must be taken on well constructed phrases. Special care must be paid to spelling Students should try and stick to generally used jargon on the labeling of the multimeter. Students need to spend more time on the content of the subject which means they need to learn the required concepts.
(c) Provide suggestions for improvement in relation to Teaching and Learning
When the welding equipment MAGS/MIGS is introduced in the joining methods chapter. Care should be given in the understanding of the purpose of the gas used and the different types of gas used. Students must be encouraged to go and summarize the different welding defects under the headings causes and how to rectify the cause. At least three under each heading. The teachers should try and use more visual aids to ensure that the learners have a better understanding of intricate concepts.
(d) Describe any other specific observations relating to responses of learners
Some of the learners did not understand what was expected from question 2.4 as the language used was misleading.
QUESTION 3 (Materials)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Generally the topics were suitable and candidates did not respond well. Some students answered fairly well. It also seems that there were areas were the students need to go and learn theory if they want to perform well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Special care must be taken on well constructed phrases. Special care must be paid to spelling. Students should try and stick to generally used jargon. Some students did not analyze 3.1 correctly. Some compared non-ferrous with ferrous metals instead of non-ferrous with composites. Some students did not read 3.2 with understanding , resulting in the wrong choice of the answer plus the explanation of the result.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Learners must summarize the materials under the headings USE @ PROPERTIES. At least four under each heading (for studying purpose). Teachers must convey the importance of this section to learners and not leave it up to the learners to do this section on their own.
QUESTION 4 (Safety, Terminology & Joining methods)
(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
<p>This question was answered Reasonably well. It also seems that the areas were the student needs to go and learn theory they do not perform that well. Special care must be taken on well constructed phrases. Special care must be paid to spelling. In general Calculations were answered fairly well resulting in better marks for this section.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Question 4.1 was poorly answered.</p> <p>On calculations on differential indexing the students did not follow the method to solve the problem. They also do not know that they have to work out the gears required. Student ended up answering normal indexing. (24 holes on a 48 hole circle) instead of getting to the driver gear and driven gear.</p> <p>Calculations on the milling cutter feed (the information sheet gives the formula.) The students do not know how to change the subject of the formula and they also do not know the unit although the question clearly stated what is needed.</p> <p>Eg. $V = \pi \times D \times N$ $N = \frac{V}{\pi D}$ The students used $N = \frac{\pi D}{1000}$ [what happened to cutter speed (V)?] have they been taught that (V= cutter speed?)</p> <p>Question 4.6 on the principle of operation (theory) on ultrasonic testing on welded joints was poorly answered. Clearly the students did not pay attention to this while studying.</p> <p>The milling machine in general was answered without any insight. The different milling cutters to be used for specific operations need more attention. The labeling of the dividing head also needs more in depth explaining.</p> <p>Eg. Majority of students answered that to cut a rack and pinion they would use a “<u>single angle round cutter</u>”. The involute gear cutter is the correct answer.</p>
(C) Provide suggestions for improvement in relation to Teaching and Learning
<p>Milling machine + calculations: More class tests after completion of each section Special attention must be paid to changing the subject of the formula. Show and explain the two different ways milling cutters can be mounted. As well as the different types of cutters and their possible uses. Eg. Arbour cutter (where the cutter will be mounted): angular, side and face, helical, staggered tooth, involute gear, slitting-saw, convex, etc Shank cutter (where the cutter will be mounted): end mill, dove tail, woodruff, flute, t-slot etc. Teachers should be careful not to give students incorrect information as this is evident in many exam scripts.</p>
<p>Ultrasonic test: Special care must be taken on well constructed phrases. Special care must be paid to spelling.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Question 4.9 Dividing head: The students used terms that are not appropriate to the subject. Slang language should under no circumstances be used. Eg. below A – Index plate (drive plate?) C – Sector arms (dividers) D – Worm (arm / pinion?) E – worm wheel/gear (helical-worm / helical-rack?)</p>

QUESTION 5 (Maintenance & Turbines)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was poorly answered. It also seems that the areas were the student needs to go and learn their theory they did not perform that well.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Question 5.1.1 and 5.4.1 The labeling of the clutch and supercharger was poor. Clutch eg. (F) Is the flywheel students use end base, brake, mount . Supercharger eg. Fig 5.2 is a centrifugal charger and the students identified it as a roots or vane- charger
(C) Provide suggestions for improvement in relation to Teaching and Learning
Look at the describing of the working of the supercharger in logical sequence. Special care must be taken on well constructed phrases. Special care must be paid to spelling. Teachers should try and use aids or models so the learners can get a better understanding of the operation.
(d) Describe any other specific observations relating to responses of learners
Question 5.3 was misunderstood by some students. They gave functions of the cutting fluid instead of the maintenance of the cutting fluid. Teacher must inform the students about functions and maintenance of the cutting fluid. Steam and gas turbines seemed to be neglected.
QUESTION 6 (Forces, Systems & Control)
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was fairly well answered. It can be seen from this section that the teachers spent a lot of time and effort which paid off for the students as some obtained excellent marks.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners did not read the instructions clearly which stated that only the final answer be rounded off to two decimal placed. Many learners rounded off at every stage which made their final answer incorrect. Certain teachers use a very complex way to do the calculations which led to learners making mistakes. Teachers need to stick to basic principles for calculations. Find examples below.
In the hydraulic question students should use the formula for Area = $\frac{\pi \times d^2}{4}$ instead students will use = $\frac{\pi \times d}{4}$ or student must use πr^2 they will use πr The students do not know how to change the formula $\frac{f}{a} = \frac{F}{A}$ to the following $F = \frac{f \times A}{a}$ the students used $F = \frac{f}{a \times A}$
In the stress question students do not know how to use the formula sheet. Students do not know how to change mm ² to m ² . Some students provided double answers Eg. 6.6.1 264523,45 Pa or 264,523Pa
In the belt-drive question. Some students do not know how to use the formula sheet. Students use speed ratio to calculate rotation frequency. Students used wrong formula for belt speed (= $\frac{\pi DN}{60}$) they used $P = \frac{2\pi NT}{60}$ After the student worked out the power they provide double answers. Eg. 6.3.2 1439,9 Watt or 1439,9 kW the student is guessing.

In the gear-drive question students do not know how to apply the formula to a compound drive system.

Eg. **Product** of the number of teeth the student will use the **sum total** of the number of teeth.
(4 X 2 X 3) THE STUDENT WILL USE (4+2+3)

In the **wheel-and-axle** question the students did well.

In the **clutch question** the change of formula proved to be problematic.

Eg. $T = \mu W n R$ to $R = \frac{T}{\mu W n}$ Did not materialize.

Once again some of the learners did not write the unit of the final answer resulting in losing a mark.

(C) Provide suggestions for improvement in relation to Teaching and Learning

Past experience of old examination papers which learners should have done for preparation should provide experience. Calculations must be tested during the year. Special attention must be paid to changing the subject of the formula. Write more class tests encouraging the students to use basic principles and to round their answer off when it is the final answer. **The student also needs to learn how to use his/her calculator.**

Teach the learner to underline sub answers and then to underline the final answer with an arrow. Also teach them to work systematically which follows a downward order.

(d) Describe any other specific observations relating to responses of learners

Some of the students rounded off the answers before they came to the final answer. Learners need to be more accurate when copying down formulae.

Learners need to have a more neat and systematic approach to their calculations.

Eg. 6.1.1

$$\text{Area} = 0,001134114 \text{ m}^2$$

student

$$\text{area} = 0,001 \text{ m}^2$$

$$\text{Pressure} = 264523,45 \text{ Pa}$$

$$\text{pressure} = 300000 \text{ Pa}$$

That means they are 35476, 55 Pa missing, THAT IS TOO MUCH.

CHIEF MARKER'S REPORT ON MARKING NSC 2012

SUBJECT	PHYSICAL SCIENCES	
PAPER	01	
DURATION OF PAPER :	3 HOURS	

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The general performance in this paper was much better compared to the previous years. The number of well prepared learners who obtained higher marks was much less than that of last year.

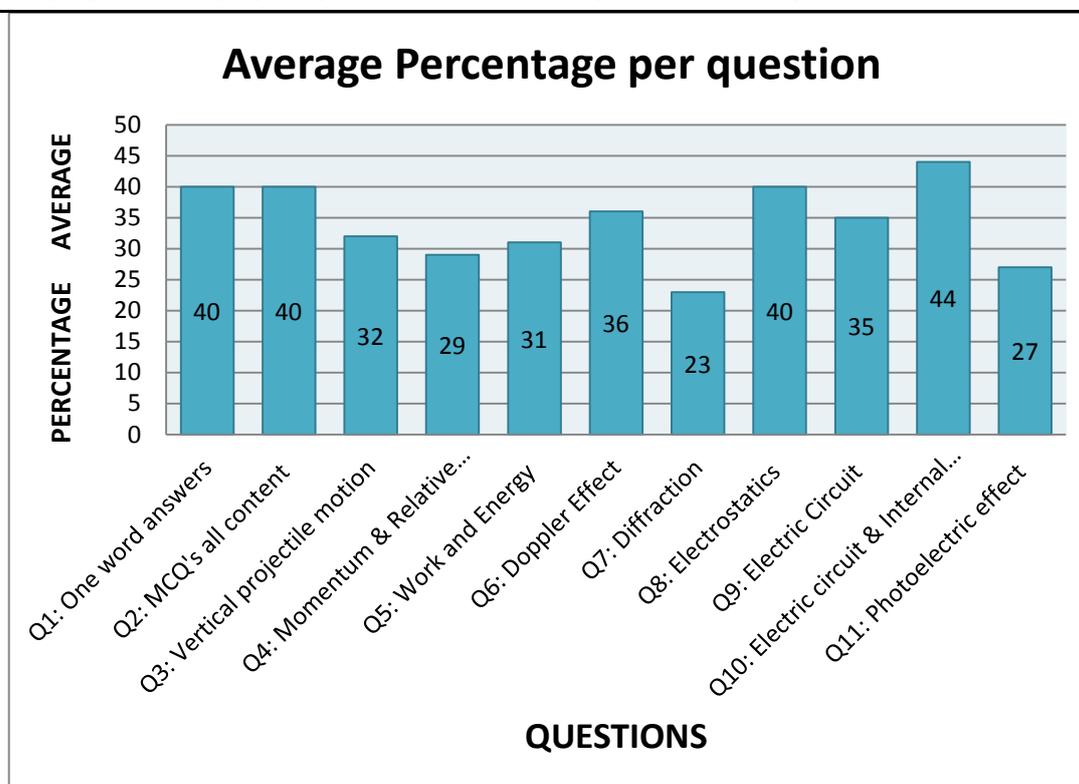
Many learners performed very badly in level one and level two questions which are purely recall type. Some learners are still not spending enough time on the theory part even though there was much support offered by the Department of Education and the community at large in providing them with extra teaching and learning materials. There are still too many learners getting zero marks in the reasoning and recall type questions which is an evidence for the lack of preparation from the part of the learners.

There is also a serious lack of mathematical skills among the learners especially in interpreting graphs, applying trigonometric ratios and solving problems using equations.

Far too many questions based on graphs disadvantaged those learners who are very weak in interpreting graphs and hence it affected their overall performance in this paper.

Learners presenting muddled answers even for a very simple straightforward question is a clear indication that inadequate teaching and learning is taking place in some of the schools. This is due to the non availability of suitably qualified physical science teachers in the school.

Average percentage per question from a sample of 100 scripts selected randomly.



SECTION 2:

Comment on candidates' performance in individual questions

SECTION-A
QUESTION 1 : ONE WORD ITEMS 40%
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Questions 1.1 ,1.2, 1.3, 1.4 and 1,5
Questions 1.1, 1.3 and 1.5 were poorly answered. From the evidence obtained from the sample of scripts analyzed, more than 50% of the learners wrote the answers correctly for questions 1.2 and 1.4
(B)Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Learners do not revise the topics that are needed for the NSC examination from the previous grades. The framing of the question1.3 confused the learners to understand what is actually Required as the answer.
The poor performance by majority of learners in frame of reference is a clear indication that this section of the content is not taught at schools. Lack of knowledge about vectors complicated the learners ability to answer question1.5 correctly.
(C)Provide suggestions for improvement in relation to Teaching and Learning
The best way to make the learners study the basic concepts is through frequent informal tests. Prepare a list of correct definitions covering the entire syllabus and ensure the learning of these basic concepts on a daily basis. The drill method can be used to reinforce knowledge of basic concepts, definitions and laws. When teaching capacitor and capacitance tell the learners clearly about the difference between the two terms.
(D) Describe any other specific observations relating to responses of learners
The common incorrect answers for question 1.1 was wavelength, period and cycle Majority of the learners wrote capacitance as the answer for question1.2. Capacitator was another common incorrect answer. Slip ring was the answer written by far too many learners for question 1.3. Slit ring and spilt ring were the other common incorrect terms used by the learners. A common incorrect answer for question 1.4 was photocell. Resultant velocity, and relative motion were the common incorrect terms used to answer question1.5
(E)Any other comments useful to teachers, subject advisors, teacher development etc.
Neighboring schools must form a cluster and develop work sheets containing the one word item questions covering the recall and knowledge aspects of definitions, laws, principles and units. Teachers should teach the prescribed contents according to the NCS , SAG and examination guidelines and not to leave out any sections of the content.
QUESTION 2 : MULTIPLE CHOICE QUESTIONS 40%
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Questions 2.1, 2.4, 2.7and 2.8 were well answered by majority of the learners. According to the sample of 100 scripts analyzed, more than 50% of the learners excelled in these questions.

<p>Question 2.1 is a repetition from last year's question paper hence majority of learners who practiced with the previous year's question papers found it easy.</p> <p>Question 2.4 well answered by majority of learners.</p> <p>Question 2.7 Even though this question is from the grade-11 electrostatics ,most of the learners excelled in this question. Clear indication that this topic is revised at schools.</p> <p>Question 2.8 was a simple recall question well answered by majority of the learners.</p> <p>Question 2.10 was moderately well answered by the learners.</p> <p>Questions 2.2, 2.3, 2.5, 2.6, and 2.9 were poorly answered by the learners.</p>
<p><i>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</i></p>
<p>Question 2.2 and question 2.5 were answered poorly by learners.</p> <p>The lacking of the skill to interpret a graph and to arrive at a conclusion could be the reason for the poor performance by learners in question 2.2 and 2.5.</p> <p>Incorrect interpretation of the sign used to draw the given v-t graph in question 2.2 led majority of the learners to choose the option D as the correct answer instead of option C.</p> <p>Question 2.5 confused many learners to choose option C instead of the correct option A.</p> <p>Learners are not going through the basic concepts from sound that they learned in the previous grades to link with Doppler effect they learned in grade-12, hence the question was answered poorly.</p> <p>Question 2.3 was answered poorly. From the statically analyzed report obtained from the random sample of 100 scripts, this question was rated as the worst performed.</p> <p>The in-depth understanding of the concept, 'net work', was a challenge to majority of the learners especially when using work energy theorem to solve problems.</p> <p>The poor performance in question 2.6 is a clear indication that electric circuits were poorly understood by learners. The learners lack the basic concepts from electricity that they learned in grade-10 and grade-11. This question was based on Ohm's law and the response obtained from quite a number of learners was a clear evidence of lack of practical works in schools.</p> <p>Question 2.9 was answered poorly by majority of learners. The diagram given in this question was a bit confusing and hence mislead the learners to choose option D than the correct option C.</p>
<p><i>(C) Provide suggestions for improvement in relation to Teaching and Learning</i></p>
<p>Multiple choice questions of different cognitive levels from past examination papers should be included in the formal and informal tests.</p> <p>The technique of elimination of incorrect answers from the options given, to arrive at the correct answer should be taught to learners.</p> <p>Interpretation of graphs of different shapes from various contexts in all knowledge areas available from past examination papers and various text books should be practised more frequently.</p>
<p><i>(D) Describe any other specific observations relating to responses of learners</i></p>
<p>The pattern of answering shows that far too many learners were doing guess work to answer multiple choice questions.</p>
<p><i>(E) Any other comments useful to teachers, subject advisors, teacher development</i></p>
<p>Educators should provide learners with sufficient examples to develop the skill for answering multiple choice questions.</p>

SECTION-B	
QUESTION 3	32%
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?	
Question3.1	
This question was poorly answered with a significant number of learners getting zero marks.	
Question3.2.1	
This question was moderately well answered.	
Question3.2.2	
This question was poorly answered.	
Question3.3	
This question was poorly answered.	
Drawing of sketch graphs still remains a challenge for majority of the learners.	
The criteria given for the drawing of the sketch graph helped learners to get some mark	
(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.	
3.1	
Lacking of the basic knowledge could be the reason for poor performance in this question.	
The answer given by most of the learners was Zero.	
3.2.1	
The common errors were:	
Using incorrect sign convention for velocity, gravitational acceleration and displacement.	
Using the wrong formula from equations of motion to solve the problem.	
Incorrect substitution into the formula.	
Not copying the formula from the data sheet and hence the formula is written incorrectly.	
Even though the question was only to calculate the magnitude of the velocity with which the ball strikes the balcony, incorrect interpretation of the positive and negative signs in the final answer as upward or downward made the learners to lose the one mark for the final answer.	
Not writing the correct unit for the final answer.	
3.2.2	
Question3.2.2 was a cognitive level-3 question which demands more application of the knowledge from the learners. Learners with less mathematical ability found this question more challenging and hence performed poorly.	
The problem was made more complicate by incorporating into the vertical projectile motion in which the ball moves past the point from where it is projected with the ball bouncing back from the balcony at certain height above the ground.	
The common mistakes were:	
Using incorrect sign convention for velocity, gravitational acceleration and displacement.	
Using the wrong formula from equations of motion to solve the problem.	
Incorrect substitution into the formula.	
Not copying the formula from the data sheet and hence the formula is written incorrectly.	
Not subtracting the calculated displacement from the height of the building(60m) to get the height of the balcony from the ground.	
Not writing the correct unit for the final answer.	

<p>3.3 The common mistakes were:</p> <ul style="list-style-type: none"> • Not labeling the axes. • Drawing a position time graph instead of a velocity time graph. • Drawing the graph above the X-axis or below the X-axis only, even though the motion is in two directions. • Not drawing a straight line graph. • Not drawing a sloped graph.
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Learners should be taught to indicate their chosen sign conventions for directions at the beginning of the problem. Practice more projectile problems with different scenarios like the bouncing balls and learn to draw sketch graphs. Solve problems based on a position-time or a velocity time graph.</p>
<p>(D) Describe any other specific observations relating to responses of learners</p>
<p>Lack of ability to visualise the situation and transform into the necessary terms used in an equation.</p>
<p>(E) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>Promote the use of Cartesian plane in drawing graphs which enable learners to assign positive or negative sign for direction.</p>
<p>QUESTION 4 29%</p>
<p>(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>4.1 This question was poorly answered. 4.2 This question was answered moderately well. 4.3 This question was poorly answered. The mass of car and truck given as m and $2m$ respectively lead to wrong substitution in the formula by majority of learners. 4.4.1 This question was answered poorly. To answer the question in terms of F and to explain, complicated the learners in giving a correct answer for this question. 4.4.2 This question was answered poorly. To determine the acceleration of the truck in terms of a and to explain made this question difficult for majority of the learners to answer. 4.4.3 This question was answered poorly. Explanation type questions are still difficult for majority of learners due to the lack of basic knowledge in the concept.</p>
<p>(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>4.1</p>
<p>The poor performance by majority of learners in frame of reference is a clear indication that this section of the content is not taught at majority of schools. Lack of knowledge about vectors complicated the learners ability to answer question 4.1</p>
<p>4.2</p>
<p>The common mistakes were: Stating the formula incorrectly. Many learners stated the law but omitted 'total' hence lost one mark.</p>
<p>Writing the formula wrongly as this formula is not in the data sheet. Inability to assign sign to the directions because of the lack of understanding of the vector nature of momentum. Omitting the unit and direction for the final answer.</p>
<p>C) Provide suggestions for improvement in relation to Teaching and Learning</p>

Teachers should emphasize the importance of certain key words when teaching definitions. Assist the learners in understanding the law before they were asked to memorize it. Ask learners to use the same terminology as is used in the questions when stating the direction.
(D) Describe any other specific observations relating to responses of learners
Momentum and impulse are taught in grade-11 and hence should be revised thoroughly as it was examinable in grade-12.
(E) Any other comments useful to teachers, subject advisors, teacher development etc.
Ask the learners to memorise the formula $m_1v_{i1} + m_2v_{i2} = m_1v_{f1} + m_2v_{f2}$ as this formula is not given in the data sheet.
9.2.2 Learners who struggled to interpret the graph and could not read the values of the axis according to scale given, performed poorly in this question. Even the gifted learners struggled to get the correct answer -0,85 as the gradient.
9.2.3 Majority of the learners wrote resistance as the answer instead of internal resistance and hence lost one mark. The marks obtained in this question by the majority of learners is either zero or one. Only a few learners got the full two marks.
9.2.4 Majority of the learners could not explain the question using the lost volt and emf and hence wrote the wrong answer increase or remains the same, only to lose the full mark for this question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
In grade-11 the teaching of electric circuits must include the concepts EMF, lost volts and internal resistance. Attention must be given to calculations based on series and parallel connections. Practice problems using graphs to ensure that the learners acquire the skill to interpret graphs.
(D) Describe any other specific observations relating to responses of learners
Learners should be taught to use the formula from the data sheet and to change the subject of the formula until after substitution.
(E) Any other comments useful to teachers, subject advisors, teacher development
The concept of internal resistance is not well understood by some teachers. Materials could be developed and workshops conducted to ensure that all teachers understand this section.
QUESTION 10 44%
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
10.1 This question was fairly well answered. 10.2 This question was moderately well answered. 10.3 This question was fairly well answered 10.4 This question was fairly well answered
(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
10.1 Most of the learners wrote the correct answer AC, but some wrote the wrong answer DC and lost the one mark.
10.2 The common mistakes were: <ul style="list-style-type: none"> • Axes not labelled • Drawn the graph for DC.

10.3
Majority of the learners are not familiar with equations for V_{rms} , I_{rms} and P_{av} . Learners lost marks for not using the subscripts and for not substituting the values correctly.
10.4
The way in which the learners answered this question proves that they never learned why power is transmitted at very high voltages and not as high current. Majority of the learners wrote that high current damages electrical equipments.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Learners must be taught to write the equations correctly including subscripts. Spend more time on principles involved before doing the applications.
(D) Describe any other specific observations relating to responses of learners
Electrodynamics is not taught properly in many schools. Ask the learners to write the formula from the data sheet, with correct subscripts.
(E) Any other comments useful to teachers, subject advisors, teacher development etc.
Educator training on electrodynamics should be done by subject specialists.
QUESTION 11 27%
(A) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
11.1.1 This question was moderately well answered. 11.1.2 This question was moderately well answered. 11.1.3 This question was poorly answered 11.2 This question was moderately well answered. 11.3 This question was poorly answered 11.4 This question was poorly answered 11.5 This question was poorly answered
(B) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
11.1.1 Most of the learners could not identify the difference between dependent and independent variables. 11.1.2 The answer written by some learners for this question is kinetic energy whereas the correct answer was frequency. 11.1.3 Majority of the learners did not know what a constant variable is. 11.2 Some learners stated the law incorrectly by not writing 'from the surface of a metal'. 11.3 Due to the lack of the skill to interpret a graph, learners could not identify the correct value for threshold frequency from the graph. 11.4 Majority of the learners did not know the correct formula and were confused with work function and the energy of the photon, thus making error in substitution. Writing incorrect unit for kinetic energy calculated. 11.5 Majority of learners were unable to understand that increasing the intensity of light will not affect the kinetic energy. Hence wrote either increase or decrease as the answer.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Familiarize learners with the formula from photoelectric effect given in the data sheet.
(D) Describe any other specific observations relating to responses of learners
Emphasis should be placed on the terminology related to photoelectric effect.
(E) Any other comments useful to teachers, subject advisors, teacher development etc.
Conduct practical work to demonstrate photoelectric effect.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	PHYSICAL SCIENCES PAPER 2		
DATE OF EXAMINATION:	29.10. 2012	DURATION:	3 HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

In general, candidates did not perform as well as they did in 2011. Once again, the questions on organic chemistry were poorly answered by far too many learners. The IUPAC nomenclature rules must be well taught and learners should use the rules correctly. Learners should be able to recognize the main types of reactions (combustion, substitution, addition and elimination). They should be able to recognize and state the reaction condition for each reaction time.

Reading and interpretation of graphs was unsatisfactory. Many learners do not have the skills. The questions on REDOX were poorly answered by many candidates. Teachers should ensure that this section is thoroughly taught and that the learners are able to correctly use the table of reduction potentials.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Mostly well answered, but there were problems in Q 1.2 and Q 1.5. Learners responses ranged from fair to excellent.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Q 1.2 – Many learners wrote eth-1-ene (0 marks). Numbering here is not necessary as there is no other position available for the double bond. Q 1.5 – Learners did not follow instructions (name required; not formula). The salt formed is sodium chloride (NOT sodium chlorine).
(c) Provide suggestions for improvement in relation to Teaching and Learn
<ul style="list-style-type: none">- Following instructions are vital.- Give ONE word/term does not include giving a formula. A clear distinction between NAME and FORMULA should be emphasized.- The naming of compounds should be well taught from the junior grades to grade 12.- Learners should memorize basic terminology.
(d) Describe any other specific observations relating to responses of learner
<ul style="list-style-type: none">- Learners lack knowledge of basic concepts. They do not learn theory.- Regular revision of basic terminology is important.- Use of class tests and homework exercises is recommended for revision purposes as well as to test understanding of concepts.
(e) Any other comments useful to teachers, subject advisors, teacher development

1. Learners must be trained to follow instructions. They must be told that they will be penalised for not following instructions (e.g. Giving a formula instead of a name, and vice versa).
2. Liaison between the GET and FET phase teachers should take place in order to ensure that the basics are being taught and are well taught. Teachers / subject heads should facilitate regular meetings in their school to discuss progress of work.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Q2 – in general, this question was fairly well answered

Q 2.9 – poorly answered

Q 2.10 – well answered

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q 2.6 – cannot apply Le Chatelier's principle.

Q 2.8 – Same misconception around internal and external flow of ions and electrons – many chose option A (instead of option C).

Q 2.9 – Many learners had an incorrect answer. The question arises: Is the process of Aluminium extraction taught in schools.

Q 2.4 – Learners do not understand (OR have not been taught?) the Maxwell- Boltzmann curve.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Teachers should train learners in answering Multiple Choice questions, for example the process of eliminating certain options which are obviously wrong, in order to narrow down the final choice of the correct answer.

(d) Describe any other specific observations relating to responses of learner

- Some learners still lack the skill of answering multiple choice questions satisfactorily.
- Use of the inside cover of answer book is not advised as numbering errors occur. Learners are advised to write their answers in the main part of the answer book.
- Some learners chose two answers for the same question (automatically wrong!).

(e) Any other comments useful to teachers, subject advisors, teacher development

- Learners should answer multiple choice questions as part of each test or exam.
- Subject advisors could form an electronic database of multiple choice questions and categorise per section of the syllabus.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Q 3.1.1. to Q 3.1.5 – were well answered (except Q 3.1.2)

Q 3.2 – fairly well answered

Q 3.3.1 – not really well answered

Q 3.3.2 – 3.3.3 – fairly well answered

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q 3.2 – Many learners still do not know nomenclature rules and functional groups. (Hyphens were omitted)

Q 3.3.1 – Many learners did not understand the question. Many thought they should explain how to prepare an ester (perhaps the term “establish” was a language issue?).

Q 3.3.2 – Many learners gave pentanol as the answer (no idea of how esters are synthesized).

Q 3.3.3 – Most candidates could not name the ester.

(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Learners should be given many exercises and assessments in naming organic substances (IUPAC-method) and in drawing structures (using structural and condensed formulae) - Learners are careless in that C – H bonds are omitted in the parent chain - Learners could not identify the alcohol (Q 3.2.2) nor draw the carboxylic acid (Q 3.2.2)
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> - Q 3.1.2- Many incorrect answers. Do the learners understand the concept: isomerism? - Learners should have more practice in identifying isomers. - Q 3.1.3 – Some learners confused carboxyl group with a carbonyl group; so gave F as the answer. - Some learners lack basic knowledge of the organic chemistry and terms such as isomerism, structural formula and naming and writing of IUPAC names are unfamiliar to them.
(e) Any other comments useful to teachers, subject advisors, teacher DEvelopment6
<p>Naming organic compounds can be learned if the teacher provides many examples to practice and makes use of previous question papers. Nomenclature must be thoroughly taught. Without this basic knowledge, the learners will be unsuccessful in the more complicated sections of organic reactions.</p> <p>Teachers need to set incentives so that the learners study the basics of nomenclature (IUPAC-naming). Learners need to work through past exam papers. Subject advisors must facilitate workshops for teachers. Past performance and chief markers reports should be discussed during these workshops and emphasis placed on the important points highlighted by the chief markers.</p>
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Q 4 was fairly well answered (in general). Problem areas were, however, Q 4.2.3 and Q 4.1 and Q 4.4.</p> <p>Q 4.5 mostly well answered.</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Q 4.1.1 – Many learners did not know the uses of the given alkanes. Q 4.1.2 – Careless wrong answers e.g. CH_{2n+2}. Many referred to the opening statement and the fact that boiling points were being investigated</p> <p>Q 4.2.3 – Most learners identified the variables but could not correctly state the relationships.</p> <p>Q 4.4 – Learners were unable to balance the equation for the combustion of the given alkane (propane). Many did not know the products (CO_2 and H_2O).</p> <p>– Some learners did not include O_2 as a reactant. Balancing equations is a problem as usual.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Q 4.2.3 – Some learners confused the dependant variable and independent variable.</p> <p>For independent: ask the question: What did I change in the experiment.</p> <p>For dependant: ask the question: What did I measure in the experiment.</p> <ul style="list-style-type: none"> - Teach organic in context; give relevant examples. - Do practicals to show physical properties.
(d) Describe any other specific observations relating to responses of learners

- Learners should not use unconventional abbreviations such as V.D.W.F (for Van der Waals forces). Learners were careless : C_nH_{2n+2} or C_nH_{2n} or $Cl_{+2n} \neq 2$
- Learners must follow instructions. Q 4.5 – learners should answer the first part of the question before explaining the answer. Many omitted this so the explanation did not make sense.
- Learners should explain, using full sentences not simply giving key-words were the context will be lost (language a problem in that they cannot express themselves)

(e) Any other comments useful to teachers, subject advisors, teacher development

- Teachers should not use unacceptable abbreviations when teaching.
- English intervention is necessary in order to build confidence and equip the learners with better writing skills so that they can express themselves well.
- Markers should pass on their experience as markers at cluster meetings, sharing what they have learnt.
- Development workshops should be organized where dummy-papers could be marked to expose educators to the types of questions and use of the memo.
- Do more experiments where possible.
- Use past papers for revision.

QUESTION 5

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

As a whole Q 5 was poorly answered with the exception of Q 5.1.2 which was fairly well answered.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Q 5.1.1- Identification as a halo-alkane was a problem.
 Q 5.2 – 5.4 – Interpretation of the flow diagram was too difficult to many learners.
 Q 5.1.2- Some learners used incorrect symbol for bromide (br)
 Q 5.3.1 and Q 5.4 were about reaction conditions – learners do not know the reaction conditions for each reaction type.
 Q 5.3.2 – Many confused substitution and elimination. Note : one of the correct answers is “dehydrohalogenation”, NOT “dehalogenation” / “dehydrogenation”
 Incorrectly used – C – HO instead of – C – OH.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Learners should be given more practice in the use of flow diagrams.
- Learners should learn all reaction conditions well, so as not to confuse substitution, addition and elimination reactions.
- Teachers should facilitate learning by helping / showing learners (how) to make their own summaries and mind maps.
- Exercises in drawing structural formulae and giving IUPAC names to compounds, are essential.

(d) Describe any other specific observations relating to responses of learner

- Cannot interpret flow diagrams.
- Learners do not know / have not studied the reaction conditions unique to each reaction type.
- Q 5.3.1 - Many learners gave the answer “increase temperature” which does not have the same meaning as heat (strongly). Or high temperature. LANGUAGE PROBLEM?
- Learners should learn functional groups (names and structures)
- Hyphens important in IUPAC naming (Q 5.4).
- The elimination rule (ZAITSEV) should be applied so that the double bond is correctly positioned for the major product formed (Q 5.3.3).

(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - Teachers should teach learners clearly to differentiate (and easily recognise) between substitution, addition and elimination. This process should have begun in gr. 11. TEACH ORGANIC CHEMISTRY WELL! (approximately 1/3 of paper) - Refer learners to the SIYAVULA text book which has exercises online (learners can also use their cell phones) - practical exercises and working through past papers cannot be over emphasized. - Teachers should use the exam guidelines and also familiarise the learners with the contents.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Q 6.1, 6.2, 6.3, 6.6 - very poorly answered Q 6.4 - fairly well answered. Q 6.5 - fairly well answered (many had 1 out of 2 marks)</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Q 6.1 - Some learners gave the formula; not the name Q 6.2.1 - Many learners unable to read values from graph. Could not relate graph to progress of the reaction. Q 6.3 - Many learners failed to mention the time aspects. In their answers most had "more effective collisions" but few had added per unit time / per second which is essential for "rates..." Q 6.4 - Very few scored 3/3. Many were unable to relate effect of changed factor to variables (time for completion mass).</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Learners should be given many opportunities to read and interpret graphs. - Teach Stoichiometry well from grades 10 and 11 (and then revise in grade 12).
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> - Q 6.5 - Many learners answered simply "surface area" instead of increase surface area. Learners should use full sentences, not only key-words in this type of question. - Q 6.6 - In general the learners could not interpret / read the graph correctly and in addition could not do the calculation required in this question. - Q 6.2 - They could not read the co-ordinates from the graph an common error was 4.5g instead of 4g - A lack of mathematical skills is evident. - Interpretation of data is problematic.
(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - There is a request (from markers) that subject-advisors visits schools and give constant support to educators. There should be easy interaction between the educators and the subject advisors. Subject advisors should assist teachers. - Early completion of the syllabus is vital so that revision can take place. - Revision using past papers is very important. - Much practise in the interpretation + reading of graphs needed - teachers should have access to these type of examples which should be given to the learners. Use of graph-paper is recommended. - Subject advisors should develop a strategy to train educators in setting and answering these type of questions. - Educators could form clusters (groups) where questions on rates of reactions from

<p>past papers are fully discussed.</p> <ul style="list-style-type: none"> - More experiments should be done; results in tables and graphs.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Mostly poorly answered even Q 7.1 which was a theoretical question.</p> <p>Q 7.2 - Mostly poorly answered with many candidates scoring a $\frac{1}{3}$ of the marks.</p> <p>Q 7.4 - Poorly answered (mostly), although Stronger centres had scores of 14 or more.</p> <ul style="list-style-type: none"> - Many of the answers to the Kc calculation question were improvement on 2011 answers.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Q 7.1 - Some learners did not mention "rates"</p> <p>Some did not read the question carefully and gave Le Chatelier's principle instead of explaining equilibrium.</p> <p>Q 7.2 - Learners unable to read and interpret the given information. This was a question that tested true understanding of mol ratio's and equilibrium changes.</p> <p>Q 7.3 - Many learners were unable to apply Le Chatelier's principle.</p> <p>Q 7.4 - Many learners tried to calculate Kc which was a given, instead of no. of moles.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>Q 7.4 - Teachers should allow learners to do many different kinds of Kc calculations, so that they are able to interpret the information given and think about the calculation instead of blindly following the method taught in class.</p> <p>$K_c = \frac{[P]}{[R]}$ is not acceptable i.e. no marks awarded.</p> <p>Insist on the use of square brackets in Kc expression. Learners should have a working knowledge of Stoichiometric concepts (moles, concentration and ratio's). Emphasise this in grades 10 and 11.</p>
(d) Describe any other specific observations relating to responses of learner
<ul style="list-style-type: none"> - Learners were able to score the marks by following the steps in Q 7.4 and making working knowledge of Stoichiometric concepts (moles, concentration and ratio's). - Many learners were unable to cope with the quadratic equation (and wasted time on this). Teaching of calculations without basic understanding. - Q 7.4 - Learners found it difficult to be given the Kc value and then to work back to find moles. - The learners should take care to use square brackets in the Kc expressions.
(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - Learners must be taught how to apply Le Chatelier's principle by doing many different examples. They should work through past papers and check their answers using the memos. - Teachers should consult the memos (Kc) (on the internet) of past papers in order to teach the approach to calculating Kc. - Learners must be taught to use correct scientific principles when explaining observations. - When dealing with Kc emphasise the Science principles behind the mathematics.

QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Q 8.1.1 – Poorly answered</p> <p>Q 8.1.2 – Not well answered</p> <p>Q 8.1.3 – Some centres / schools answered poorly</p> <p>Q 8.2.1 – Well answered</p> <p>Q 8.2.2 – Poorly answered</p> <p>Q 8.2.3 – Well answered partially correct</p> <p>Q 8.2.4 – Poorly answered by many schools</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Q 8.1.1 - Not many learners able to relate spontaneous reaction theory to their first part of the answer. They could not give a reason.</p> <p>Q 8.1.2 - Use of the table of reduction potentials is still a problem. Could not relate reduction of Cu^{+2} to loss of colour of solution.</p> <p>Q 8.1.3 - Learners include electrons; some gave symbolic notation.</p> <p>Q 8.2.2 - Unable to write cell notation (8.1.3 + 8.1.2, confused). Some include balancing figures (coefficients) here.</p> <p>Q 8.2.4 - Learners did not apply their knowledge in order to give a reason ; they simply gave the function of the salt bridge (this was not accepted).</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> - Learners should practice “NET IONIC EQUATIONS”. - Basic knowledge of chemistry such as valency must be clarified in grade 10. Teach redox in grade 11 and use many examples. - Learners should be trained to use the table of reduction potentials early in grade 11. They must also learn to copy formulae from data sheet correctly. - Teachers should not use abbreviations such as $E^{\circ}\text{emf} = E^{\circ}\text{cat} - E^{\circ}\text{an}$ on the board. The learners will copy this and use it.
(d) Describe any other specific observations relating to responses of learners
<p>Learners did not read the questions carefully and did not combine their answer to the actual question asked.</p> <p>Q. 8.2.4 Many learners failed to give an answer to the first part of the question (reading on voltmeter), so that their reason did not make sense.</p> <p>Learners forfeited marks unnecessarily. They should follow instructions carefully.</p> <p>Q 8.1.3 and 8.2.2 - Learners confused cell notation and net cell reaction.</p> <p>Q. 8.2.3 There was an improvement in transposing the equation from the data sheet, correctly, although it does need to be 100% correctly done.</p>
(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - REDOX is an essential part of the curriculum, many marks are allocated to this section in the question paper. Teachers should master this section, before they teach it. Input from other subject advisors and other specialists in this topic is needed. They should run workshops. The correct use of the table of reduction potentials is essential and should be well taught, starting in grade 11. Use of table 4B should be emphasized. - Train learners to act and interpret questions carefully. - The symbols for elements must be correctly written.
QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
<p>9.1 - Poorly answered 9.2 - Poorly answered 9.3 - Well answered 9.4 - Poorly answered 9.5 - Poorly answered 9.6 - Fairly well answered (½) 9.7 - Poorly answered</p>
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>9.1 Some learners answered in terms of mechanical energy, completely misinterpreting the question 9.2 Learners do not understand AC + DC. Some learners used physics principles such as long distance transmission, in their explanation (also slip rings + split rings). 9.4.2 Very few responses named the electrolyte, some answers included silver or Ag⁺. Some answers were AgCl and Ag₂SO₄ (these are INSOLUBLE salts), thus could not be used as an electrolyte. 9.5 Very few responses refer to reduction/oxidation.</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>The principle of electrolysis is not clearly understood. Some learners did not link electroplating with electrolysis and were thus not able to answer questions on anode, cathode, half reaction electrolytes. Distinguish (clearly) between electrolytic and electrochemical cells as well as its industrial applications, practical demonstrations are needed. Use of the table of reduction potentials should start in grade 11.</p>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> - Learners should make sure their answers are specific e.g. Q 9.7. To answer “the electrodes” would include the spoon, whereas electrode Y is expensive silver. - Learners do not read the question carefully and do not interpret what is required (see comment on Q.9.2 under B). - Learners should not use a double arrow when asked to give a half reaction. - Learners should write the symbols of elements correctly e.g. Al, using a capital L (e.g. AL) is incorrect (they will lose 1 mark).
(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - Various encounters / applications of electrolytes and electroplating should be given so that learners do not learn examples off by heart, but rather understand the process. - Subject advisors and teachers should stress the importance of reading instructions carefully. - Subject advisors should facilitate workshops and L.T.S.M. in order to improve understanding of redox by the teachers and so also the learners. - Teachers should teach electrochemistry thoroughly. - Simpler language should be used in question paper e.g. Q 9.7 use “cost” not “expense”. Some learners did not understand the meaning of “expense”.
QUESTION 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>Question 10 as a whole was poorly answered, especially question 10.4 and 10.3. Q 10.1 was fairly well answered. Q 10.2 more than 50% of the learners scored ½ marks.</p>

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<p>Q 10.2 more than 50% chose correct equation, but could not give knowledge of redox reactions, is poor, couldn't identify reduction process (reaction).</p> <p>Q 10.3 very few learners knew why the battery was flat and most did not mention equilibrium in their answer.</p> <p>Q 10.4 Learners cannot work out cell capacity.</p> <p>Q 10.4.1 Learners did not convert C to A.h</p>
(c) Provide suggestions for improvement in relation to Teaching and Learning
<p>It is apparent that many learners have not been taught about batteries.</p> <p>They have little or no understanding of redox or cell capacity. Learners should use data sheets for all calculations in worksheets and other assessments.</p> <p>Educators must teach the applications of electrochemistry, which are mentioned in the syllabus, including batteries.</p> <p>Teachers should emphasize the conversion of C to A.h.</p>
(d) Describe any other specific observations relating to responses of learners
<ul style="list-style-type: none"> - Learners cannot re-arrange an equation i.e. Change the subject of the formula : they should be encouraged to substitute given amounts before changing the subject of the formula. For example they cannot make q the subject from $W = V \times q$. - It is apparent that electrochemistry and electrolytic cells were either not taught at all, or they were taught in a rush. - Some learners used the formula for concentration ($c = n/V$) to try to calculate cell capacity.
(e) Any other comments useful to teachers, subject advisors, teacher development
<ul style="list-style-type: none"> - Teachers should allow learners to work through past questions on batteries including cell capacity calculations. They should practice calculations in changing the subject of the formula. - Content workshops conducted by subject advisors are requested by the markers. - Audiovisual teaching aids should be used to show the practical side of electrochemistry. - Advice, demonstrations and on-site visits from companies manufacturing batteries could be requested.
QUESTION 11
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> - Q 11 was poorly answered, except for Q 11.1.1 and Q 11.1.2, Q 11.1.2 fairly well answered. - Q 11.1.5 very few learners wrote the correct answer (only 1 or 2 per room with the exception of the stronger schools).
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> - Q 11.1.3 Many learners either confused the contact process and the "Haber" process or did not read the question properly and thought it refers to the reaction in Q 11.1.2. - Q 11.1.4 Poorly answered, did not know formula of ammonium sulphate, nor acid-base chemistry. - Q 11.1.5 Limited / No knowledge of acid-base chemistry. - Q 11.2.2 a very few understood solvability of ammonium salts.
(c) Provide suggestions for improvement in relation to Teaching and Learning

- Teachers should teach acid-base chemistry thoroughly.
- More time should be set aside in revising.
- Basic concepts needed in this section (such as correct formula for acids (e.g. H_2SO_4) Bases (e.g. NH_3) and salts (e.g. $(\text{NH}_4)_2\text{SO}_4$)).
- A lot of emphasis should be placed on teaching learners how to write formulae and ultimately how to balance equations (especially in grade 10)

(d) Describe any other specific observations relating to responses of learners

- Q 11.1.1 Learners gave the answer as “frictional” distillation. Clearly these learners do not understand the process.
- Q 11.1.2 Learners should use N_2 and NOT 2N in the “Haber Bosch” process.
- Q 11.2.1 Learners gave H_2SO_4 as the answer. They did not read the question thoroughly. The nitrate salts preparation was asked for. They could not identify the acid needed to prepare NH_4NO_3 .
- Q 11.2.2 Many Learners did not read the question carefully and a typical answer was “used as a fertilizer” (this was given in the question!).

(e) Any other comments useful to teachers, subject advisors, teacher development

- Teachers should teach acid-base chemistry thoroughly as well as solubility of salts. They should revise prior learning of basic concepts.
- Practical hands-on workshops for teachers in a laboratory could help to consolidate this kind of knowledge.
- Subject advisors need to visit schools frequently in order to assist teachers but not to catch them out / police them. Emphasis should be on assisting and advising teachers.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	Religion Studies paper 1		
DATE OF EXAMINATION:	November 2012	DURATION:	2 hours

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

The learners performed well in middle and lower order questions.
They have poorly performed in the high order questions.
They could have performed better if they were well informed in the religious concepts and also if they read and understand the questions.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The majority of the candidates performed well on this question. Teachers are appreciated for good work. There are however, those who did not perform well. The teachers must continue to Do their best to develop the learners.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
The question was not poorly answered. Some candidates failed to provide the appropriate words as required in 1.1. In 1. 2 the candidates failed to explain some terms in the context of religion. Some did explain but in a general way. In 1.3 some candidates were unable to choice the word that does not fit.
(ee) Provide suggestions for improvement in relation to Teaching and Learning
It is advised that teachers must continue with the drill method, no matter how old fashioned it is. Learners must be given informal tasks which contains the following types of questions: Explain concepts in the context of religion? Choose the word that does not fit. This must be a daily exercise. When you are marking the exercise use group marking or peer marking.
(d) Describe any other specific observations relating to responses of learners
The teacher must confront the learners with concepts in the context of religion during the inter- nal examinations.
e) Any other comments useful to teachers, subject advisors, teacher development
Wall charts, videos, interesting newspaper to inculcate appropriate subject mastery to sustain interest.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This question was well poor answered. The respons of most candidates was poor in 2.2 and 2.3.
In question 2.2.1 the majority of candidates did not know the internal differences of Islam.
They wrote about religious teachings and practises of Islam.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In 2.2. most of the candidates dwell much on the religious practices and teachings of Islam.
They do not discuss the internal differences of the two branches. The recommendation is that the learners must be trained on the reading of questions before responding to them.
Start and conclude each topic with giving full attention to key concepts and terms.
And the topic by confirming proper understanding of concepts and skills to be acquired.
(c) Provide suggestions for improvement in relation to Teaching and Learning
The learners must be trained not to panic during the examinations.
Teachers are requested to continue to drill the learners on the religious teachings and practices of the branches of all religions.
(d) Describe any other specific observations relating to responses of learners
The unique features of ATR and Judaism confuse candidates.
Confusing teachings in 2.2.1 and practices in 2.2.2.
e) Any other comments useful to teachers, subject advisors, teacher development
They teachers are requested to expose the learners to concepts in Religion Studies as from Grade 10
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was well answered except 3.2 where parables are ask. It would be better if the parables were listed according to the religions and then ask the candidates to choose the parables they know and then discuss.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
(C) Provide suggestions for improvement in relation to Teaching and Learning
In the future the best way is to teach learners about the religious practices and religious teachings of all religions.
(d) Describe any other specific observations relating to responses of learners
In the case of Sunni and Shai eg. Religious teachings and practices, the candidates discuss teachings in general under Islam, not under the branches of Islam.
Sometimes they mix the teachings and practices of different branches. Therefore teachers
Are requested to teach learners on the unique features of religion.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Some people still equate Religion Studies to Biblical Studies. Religion Studies is very complex. It embraces all aspects of our lives socially, politically and also expose learners to conflict resolution. Religion Studies is a concept subject. Therefore the definition of concepts must be done as from Grade 10.
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The question was well answered. In 4.1 most candidates would agree with the quotation but the reasons provided would not correspond. They tended to contradict themselves.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
It would appear that learners panicked, so they could not read the question with full understanding. Candidates need to read the whole question more than once before attempting to answer the question.
(C) Provide suggestions for improvement in relation to Teaching and Learning
The teachers are requested to expose learners to know how to support a statement.
(d) Describe any other specific observations relating to responses of learners
Candidates could not discuss religious freedom in the context of the various religions refer to in the questions.
e) Any other comments useful to teachers, subject advisors, teacher development
Attention must be given to the religious freedom in the various religions.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
In question 5.1 candidate performed very well. It is requested at 5.2 in the memo should read as it is in the question paper, in favour of or against not yes or no.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The candidates contradicted themselves. They also failed to give reasons or to supply appropriate examples.
(C) Provide suggestions for improvement in relation to Teaching and Learning
The candidates need to be developed academically in the classroom to respond to such questions whereby one has to motivated or substantiate one's response whether in favour or against. Expose learners to the media almost daily. Work on those topical issues especially that are related to religion.
(d) Describe any other specific observations relating to responses of learners
Some learners test their knowledge of the markers regarding religious conflict by mentioning A country or religion but describe things that are not relevant or which never happened. Some of the learners will not be able to summarize their findings. There were many learners who described conflict in their churches. Again they do not read to understand the question.
e) Any other comments useful to teachers, subject advisors, teacher development
Teachers must have an intensive knowledge about religious conflict, so that they can respond to any conflict in the world. Teachers must read a lot to be on board with the latest development of religious conflict.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	RELIGION STUDIES PAPER 2		
DATE OF EXAMINATION:	01-12-2012	DURATION:	2HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

On the basis of the statistical form for exam sector performance is giving hope of success. It appears generally speaking that the pass rate is acceptable, especially when looking at the quality of results as follows :

- Level 1 - 92
- Level 2 - 68
- Level 3 – 89
- Level 4 – 104
- Level 5 – 114
- Level 6 – 104
- Level 7 - 145

The teachers need to be applauded for the good quality of results that is being displayed in the levels above. Its shows the hard work that the teachers have applied in the course of the year. We wish to encourage them even more.

It is the fact of the matter that the candidates in level 1 would have performed better if their language proficiency was up to standard. However this does not at all imply that there was a remarkable linguistic complexity. The linguistic complexity that has been identified in 1.1 and 1.2 that is :‘combat’ and ‘impact’, would not have had such a detrimental contribution to their results. Their poor performance is basically related to their poor language proficiency.

SECTION 2:

Comment on candidates’ performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
1.1 The question was well answered by the candidates as they mostly scored the total of the marks. However there are some who obtained the average mark between 4 and 6 Marks. They could not understand the meaning of the word ‘impact’.
1.2 This question has been moderately answered by the candidates. There were few candidates who stated the teaching of the two religions, namely : i. Christianity as they would say “Do not commit adultery” then elaborate further. ii. ATR as they discussed virginity testing, which is conducted by highly respected old women in the community and family. This practice is called ‘Inkciyo’.
They further state the faithfulness of partners in their relationship. The abstinence was also emphasized as a religious teaching, till marriage.

<p>1.3 The response of the candidates was below average as it appeared that most candidates did not understand the meaning of the word “combat” therefore it is advised that when the examiner selects the words in the formulation of the question should have a meaning of the words which are uncommonly used. ‘Combat’ means to prevent. This word combat has led the learners to a situation whereby they could not do justice when responding to this question, they were merely fumbling.</p>
<p>1.4 Candidates performed well in this question. Some candidates responses were affirmative : there is a decrease of HIV/ AIDS infected people. Most of the youth is using condoms now. Some abstain because of their religious teachings. Majority of youth are attending church services.</p>
<p>Some responses were negative : More campaigns still need to be conducted, not only about HIV/AIDS but also about alcohol abuse. Including the issue of hanging around with friends who are a bad influence, because it is from such instances that some of the people end up engaging in unprotected sexual activities. The religious organisation who are not yet engaged to in exposing their adherents to the danger of the spread of HIV/AIDS are urged to open their minds of their followers to be critical and take care of themselves so as to live a free HIV/AIDS life.</p>
<p>NB I do appreciate the examiner on how he/ she assessed candidates on LO3 “social problems” but for future examination, I would plead with him/ her to let the candidates to select the social problems prevalent in their communities. The question should be as follows :</p> <ul style="list-style-type: none"> • 1.1 Identify the social problem and analyse it. • 1.2 What practical strategies would you apply in order to address the religion’s perspective?
<p>QUESTION 2</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>2.1 Generally candidates performed well in this question. They elaborated fairly well on Darwin’s Theory of Evolution as well as Religious Creationist perspective. We would further appeal to the examiner when set the question on Darwin’s Theory of Evolution in relation to the Origin of Humanity that he or she should phrase the question in the following way : “ In the light of the extract above select one religion and compare the following :</p>
<p>2.1 The religion’s teachings about the Origin of Man and the World with those of Darwin’s Theory of Evolution. The reason being that the Nature of Man and the World are dealt with extensively and intensively under the Central Teachings of religions”. We request with humility knowing that the candidates could be confused because Darwin’s Theory is more concerned with how humanity originated. E.g. how they evolved from apes and chimpanzees, the nature of both Man and the World are implicitly involved in his explanation of the origins of Humanity and the world (Big Bang Theory).</p>
<p>2.2 The candidates responses were fairly well in this question. The candidates were able to discuss the nature of divinity and the world drawing in more information from the central teachings of of religions especially on Christianity. This pleased us because this was indicative of the Candidate’s level of academic maturity in this subject was very high. They discussed the ‘Big Bang’ theory fairly well in relation to creationist perspective.</p>
<p>NB. Teachers are encouraged to continue to do their good work.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>

<p>3.1.1 The response was fairly well as the candidates were able to discuss the :</p> <ul style="list-style-type: none"> • <u>Pre- apartheid era</u>– The era in which there was oppression of blacks. <ul style="list-style-type: none"> • Racial segregation • Bantu education • Blacks treated as under dogs • Only Christianity was treated as a religion while the African names and rituals were undermined. • Customary marriage was discouraged, it had to be a Christian marriage etc
<ul style="list-style-type: none"> • <u>Post apartheid era</u> <ul style="list-style-type: none"> • Religious freedom is allowed • Religious tolerance is encouraged • Rituals of all religions are allowed etc
<p>3.1.2 Most candidates preferred the Post- apartheid era : there is freedom of religion</p> <ul style="list-style-type: none"> • Customary marriages are allowed • Black and white people worship in one place • Discrimination of any kind is unconstitutional • All regions are given equal recognitions
<p>3.2 The candidates performed well, however most focus was on the work of the World Conference of Religions for Peace than the brief account of the history of WCRP. In their responses they stated the following:</p> <ul style="list-style-type: none"> • Bringing of peace in the conflicting countries. E.g. Middle East , ShriLanka etc • Emphasis on the eradication of poverty • Addressing criminal activities etc
<p>An advice to the teachers is that they should as much as they can expose learners to newspapers and magazines so as to widen their mind and scope of knowledge.</p> <p>This will help the learners to identify and analyse the social problems and to make a meaningful contribution. Again when the teaching and learning process takes place in the classroom on social problems, sensitivity needs to be upheld e.g. comments on homophobia needs to be guided and dealt with in a very sensitive way.</p>
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>4.1 Most candidates performed fairly well in this question. They have however focussed on the principles without directly referring to religions. The hermeneutical principles which they stated are the following:</p> <ul style="list-style-type: none"> • Figurative meaning • Plan and purpose • Historical context etc
<p>NB. Teachers are urged to teach their learners on Hermeneutical principles within the context of religion, not in isolation.</p>
<p>4.2.1 Response of the candidates was rather average- They explained the concept of Inspiration and put more emphasis on the roles of inspiration and referred mostly to the Sangomas who are Believed to be inspired in their performance of rituals. The elderly people are believed to have been inspired in relation to what they say and do, there is a saying that “Ilizwi lomntu omdala alidliwa nja” “Isala kutyelwa sibona ngolophu”. (When an elderly person speaks one needs to listen, lest it be a boomerang- hits against him or she).</p>

4.2.2 Candidates responded fairly well in this question as well thus :

- The great figure like Jesus Himself was inspired
 - Bible is inspired
 - The following figures are inspired priest, pastors etc.
- All these they discussed under Christian religion.

4.3 They did fairly well in both sub questions.

4.3.1 The nature of evil - Christianity

Their responses are good :

- God never created evil
- He created the perfect man and perfect world
- Entry of sin was through devil
- People started to hate one another etc.

4.3.2 Life after death – Christianity

Their responses are as follow

- There is life after death
- Jesus is life
- The Christians will go to heaven
- They will inherit the eternal – eternal life

The teachers are appreciated for the good work when it comes to the Central teachings of religion.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE PAPER 1		
DATE OF EXAMINATION:	06 /11/2012	DURATION:	2 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Bahlahlobuwa ba sebeditse hantle ka kakaretso pampiring ena . Boholo bo fumane dikgatong tsa 4 ho ya ho 6, ba mmalwa dikgatong tsa 2 le 3 mme ba mmalwa haholoholo ho 1. Dikgato tsa 7 se bakileng ntlafalo ena e kana ke sebopeho sa pampiri ka boyona, tshebediso ya ditshwantsho ditemeng, papatsong le khathunung e thusitse haholo. Pampiri ena e ne e le bohareng, e se boima ebile e se bonolo, ke ka hona bahahlobuwa ba kgonneng ho sebetisa hantle.

Bana ba itekile ka matla. Ba salletseng ba bonahala ba na le mathata ho tloha morao. Mohlala: Ngwana o bonahala e ka puo ena ha se ya letswele.

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Baithuti ba arabile ka bokgabane ntle le dipotso tse itseng. Bongata ba bona ba itekile le ha mona le mane ba bile le mathatanyana. Ba sitwa ho akaretsa. Ba sitwa ho hlalosa le ho tshehetsa. Ba sitwa ho bapisa. Ba sitwa ho hlalosa le ho tshehetsa. Ha ba kgone ho hlalosa dikapolelo. Mohlala: Ho leta thojane : karabo, ke ho ema nako e telele . Bona ba re ho ema . Ha ba hlakisi lelapa le temeng ya 2 hore le jwang? Karabo: mofuthu le lerato. Ha ba sa arabe seo ba se botsitsweng ba lahla matshwao.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
Baithuti ba bonahala ba sa bale ditaello tsa dipotso hantle. Ba bonahala ba tatela ho ngola ba qete. Ba sitwa ho bapisa le ho tshehetsa. Mohlala: 1.14. Ha ba bapise lelapa la Nyenye le lelapa lena le temeng ya 2. Ba ngola ka lelapa le le leng feela. Ha ba akaretsa ho thwe ba sebedise polelo, bona ba ngola lentswe le le leng ka hoo ba lahla matshwao. Hape hona potsong.eo, ba ne ba bapisa ba itshetlehile ho dipuo tsa lelapa lena. Bona ba bapisa feela. Moo ho thweng ba akaretse ka polelo bona ba ngola lentswe le le leng. Mohlala: 1.13, karabo e re bofutsana bo a sotla . Bona ba re: bofutsana . Ha ba ngotse jwalo ba lahla matshwao. Ho 1.9. ha ba tsebe ho hlalosa polelo eo. Ba bua ka tjhelete ya sekolo e se sekolofisi. Ha ba hlakisi hape hore tjhelete ena ke ya mafutsana, bona ba re ke tjhelete ya batswadi feela e se batswadi ba futsanehileng. Ha ba ngole ka semelo (character) sa Mampitla mme ba ngola ka sebopeho (structure) sa Mampitla. Ena ke 1.11. ka hoo bana ba lahla matshwao.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Baithuti ha ba kwetliswe ho araba dipotso tsa tekokutlwisiso. Ba rutwe ho araba ka mokgwa o lebeleletsweng hape ba tshehetse. Ba sebedise puo e amohelehileng ba se sebedise e.

hlohlontshang ditsebe. Matitjhere ha a kgothalletse baithuti ho bala ka kutlwisiso. Ba fuwe diratswana tsa boikwetliso ho tekokutlwisiso. Baithuti ba araba ntle le kutlwisiso ya tekokutlwisiso. Ha ba rutwe puo e nepahetseng. Moo a ntshang maikutlo a hae moithuti ha a qobe maikutlo a bontshang dikgoka. Mohlala:1.10. Nna ke ne ke tla otlala mosadi enwa ke mmotse hore bana ba kae.
(d) Describe any other specific observations relating to responses of learners
Potsong ya 1.11 le 1.12 baithuti ba bonahala ba sa kgone ho hlalosa le ho tshehetsa. Mohlala: Mampitla ke motho ya jwang, o shebile semelo. Karabo: O kgopo - hobane o rekisa bana ba batho banneng ba merafong. Bona ba araba ka hore, Mampitla o motenya, ha a hlape – O dutse a tlamme kobo thekeng. Ho 1.18 le 1.19 dikarabo tsa bona ha di kgotsofatse hobane ha ba hlakisi hore ke lelapa le mofuthu le lerato. Ho 1.18 ha ba ngole hore le ne le tletse Kgotso, e leng ho akaretsa ditaba tsa tema ya 2.
e) Any other comments useful to teachers, subject advisors, teacher development
Ha ho tshwarwe dikopano ke matitjhere ba itjhorise nako le nako. Baithuti ha ba kgothatswe mme ba bontshwe bohlokwa ba puo. Dikolong ha ho ke ho be teng matsatsi ao re buang puo ena ya rona. Ho balla baithuti pale/ tekokutlwisiso ho ka thusa hape mme ha o qeta o ba botse dipotso. Ba kgothalletse hore ba arabe ka dipolelo tse feletseng e se lentswe le le leng. Masedinyana le dimakasine di ka thusa hore bana ba ithute puo. Ditekokutlwisiso tse na tsa dimakasine di ka thusa. Ngwana e mong le e mong a ka kgothalletswa ho tla le yona mme ba arolelane(share) makasine eno.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Bongata ba bahlahlobuwa bo fumane matshwao a mahareng, ba bang ba fumane phihlelo e babatsehang hoba ba kgonne ho fumana matshwao kaofela a potso ena. Ke ba mmalwa ba sa sebitsang hantle potsong ena, ba bang ba fumane ha ho letho(0). Leha ho le jwalo ntlafalo e a bonahala hoba ba bang ke bao ba ipabotse.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
A mang a mabaka a bakileng hore ba bang ba se sebetse hantle ke hore ba fetola moelelo wa seratswana ha ba leka ho sebedisa mantswe a bona. Mohlala ba bang ba re, batjha ba nwa jwala ba a tahwa, e leng ntlha e siyo seratswaneng.ka hoo ba fetola moelelo. Ba bang ba sitwa ho qolla mehopollo ya sehlooho seraswaneng empa ba qotsa e e tshehetsang. Ba bang ba ntsha diqotso di le jwalo, ba hloleha ho sebedisa mantswe a bona.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Baithuti ba tlwaetswe le hona no rupellwa ditsela tsa ho araba kgutsufatso .Ba rupellwe mekgwa ya ho qolla mehopollo ya sehlooho le e e tshehetsang. Ba rutwe le ho sebedisa matshwao a puo le popo ya dipolelo tse nang le moelelo.
(d) Describe any other specific observations relating to responses of learners

<p>Ha ba kgone ho qolla dintlha mehopolo ya sehlooho, ha ba sebedise mantswa a bona mme ba ntsha diqotso di le jwalo. Ba etsa diphoso tsa mopeleto, mme ha ba sebedise matshwao a puo jwalo ka dikgutlo qetellong tsa dipolelo. Ba qala le dipolelo le mabitso a batho ka ditlhaku tse nyane j.k ngaka thandeka bakeng sa Thandeka.</p>
<p>(e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Matitjhere a kgothalletswa ho kwetlisa baithuti , ba ba rute kgutsufatso. Baeletsi ba thuto bona ba</p>
<p>etsetse matitjhere boitjhoriso moo teng ba tlang ho hlahlellana ka malebela a ho ruta kgutsufatso.</p>
<p>Ba boele ba kope lefapha ho fana ka dimakasene tsa Sesotho dikolong hore matitjhere a tsebe ho</p>
<p>rupella baithuti ka tsona.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>E arabilwe hantle haholo ke bahlahlobuwa ba bangata. Ke ba mmalwa feela ba sa arabang hantle potsong ya 3.3 moo ho batlwang sepheo sa mmapatsi sa ho bapatsa mefuta ka bobedi ya Kleenex le 3.7 moo ba hlolehang ho tshehetsa dikarabo tsa bona.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>Ba mmalwa bana ba ba hlolehileng ho araba potso ya 3.3 le 3.7, mabaka ke hore ha ba tsebe sepheo sa papatso le hona ho se tsebe ho tshehetsa ntlhakemo ya motho ka mong. Ho 3.7 ba bang ba re, e ke a kgolwa hobane nkile ka e sebedisa empa potso e batla a arabe ho ya ka moo e bapaditsweng ka teng jwalo ka motho a e bonang feela papatsong a e so e sebedise. Ba bana ha ba qete dipolelo tsa bona mme motshwai a qetelle a sa utlwa moelelo jwalo ka karabo e reng: mongolo ho 3.1 a sa hlalose hore mongolo o jwang.</p>
<p>(C) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Matitjhere a hatelle popo e nepahetseng ya dipolelo ho baithuti. Ba rutwe papatso ka botlalo jwalo</p>
<p>ka sepheo sa papatso, mawa a ho bapatsa a jwalo ka mengolo e fapaneng, mongolo o moholo,</p>
<p>ditshwantsho jj.</p>
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Bahlahlobuwa ha ba kgone ho bopa dipolelo , ba re feela, mongolo empa ba lebelletswe ho araba ka</p>
<p>botlalo hore mongolo o jwang. B a feela, E, moo ho batlehang ba tshehetse e be ba felletse moo ha ba</p>
<p>fete mme e be ba itahlela matshwao ka ha E feela e sa tshehetsweng ha e na letshwao.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>

<p>Matitjhere a kope dikolo ho ba rekela mehlodi e mengata e ka thusang ntlafatsong ya thuto jwalo ka dimakasene tsa Sesotho hoba di ka ba thusa haholo thutong ya papatso. Matitjhere a fumantshwe boitjhoriso kgafetsa ho tla fumana mawa a mangata le a matjha a ho ka ntlafatsa thuto ena ya Sesotho. Sena se ka se phethahatswe ntle le Baeletsi ba thuto, ke ka hona ba kotjwang ho ikakgela ka setotswana ntlheng ya ho hlophisa boitjhoriso bo kang boo .</p>
QUESTION 4
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
E arabehile hantle haholo. Bongata ba bana bo fumane matshwao kaofela, ntle le mokgelo wa potso 4.3, moo bana ba hlohileng ho hlalosa hore nkahlama ke eng? Mohlala: nkahlama ke motho ya dulang a senne/ a hlame/ sekgoba.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Baithuti ha ba tsebe ho hlalosa mantswa a khathunung. 4.4. Ba hloleha ho tshehetsa tsa bona ka mabaka. Ho 4.5. teng ha a tseba ho fana ka sepheo sa monga lebenkele. Ba re o a di rekisa bakeng sa hore o a di lokisa.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Ha ba rutwe ho hlalosa(e leng ho fana ka tlhakisetso ya sena seo a buang ka sona). Ba ngole dipolelo e se lentswe le le leng. Mohlala: 4.3. nkahlama ba se ke ba re sehole . Ha ba re Sephoqo se sa tsebeng letho . Ha ba bolellwe hape hore ha dintho di sa tsamaye ka tshwanelo, se nkele molao matsohong a hao. Mohlala: 4.6. Ba re ke ne ke tla mo otlala ha a sa lokise mohala wa ka. Ha ba kgothalletswe ho qeta dipolelo tsa bona ha ba ngola. Mohlala: 4.6. Ke ne ke tla nka mohala wa ka ke o ise mothong ya ka o lokisang. Ha ba rutwe ho manolla khathunu. Sepheo sa monga lebenkele mono ke ho bontsha batho hore o lokisa mehala e se ho di reki
(d) Describe any other specific observations relating to responses of learners
Ho lepetjo la monga lebenkele kapa (sehlahiswa sefe kapa sefe) ho 4.2, ha ba se ke ba fetola mokgwa oo le ngotsweng ka wona. Ba leke ho le ngola le feletse. Hong le ho 4.1. Potso e batla hore a qotse ' dikgwedi tse tsheletseng tse fetileng ', bona ba ngola fela ' dikgwedi tse tsheletseng '.
(e) Any other comments useful to teachers, subject advisors, teacher development
Dikhathunu ha di sebedidswe dikolong ho etsetsa hore baithuti ba di tlwaele. Leha e le tsa dipuo tse ding titjhere ha leke ho di fetolela puong ena mme a di sebedise. Masedinyana le dimakasine di ka thusa le tsona. Baeletsi ba thuse matitjhere ho ka manolla khathunu.
QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Bongata ba baithuti bo sebeditse hampe potsong ena. Sena se bontsha hore puo ha e sa rutwa dikolong. Baithuti ba bonahala ba sa e tsotella puo.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Ho potso 5.1. Baithuti ba hlolehile ho ngola polelo ho sekao taelo. Ha ba kgone ho ntlafatsa dipolelo kapa hona ho lokisa diphoso, haholo diphetoho tsa medumo. Ba ngola hape le mopoletso o fosahetseng ka hoo ba lahla matshwao ebile ba lahla

moelelo wa seo ba buang ka sona, mohlala: tlotla , bona ba re tlhotla .
Ho potso 5.3. Ba qala ka ketsahalo e qetelang mme ha ba qeta moo ba se fetole fubedu .
Kgethong ya 5.4. ba hlolehile ba bang ho kgetha karabo e nepahetseng, moo ho neng ho thwe ' Kgomo di batla di tlwaela makgulo.' Ba re ke mantsiboya kapa hoseng.
Ho potso 5.5. ba ngola dipolelo tse sa fellang ka lekgethi.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Ha ba rutwe dikao, makgathe, lekgethi, boetsuwa, diphetoho tsa medumo le ho lokisa diphoso dipolelong. Ha ba rutwe mabopi a bopang dikao tseo. Ha ba rutwe mabopi a bopang makgathe ka ho fapana. Ha ba bopa lekgethi ha ba ngole polelo, mohlala: basadi ba basweu ba a rateha, e se basadi ba basweu. Mopeleto o fosahetseng o fetola moelelo wa seo a buang ka sona. Mohlala: ho potso 5.6. Baithuti ba re, nkgono o tlhotla jwala. Ha ba rutwe ho bala potso ka hloko. Karabo e ne e batla, dikgalala di tlotlwa ke dikgarebe tsa tsona. Ha ba tsebe hore ha o ngola polelo ena: koi e fubedu e ba koi e kgubedu .
(d) Describe any other specific observations relating to responses of learners
Ba bang baithuti ba kgonne ho araba potso 5.1. ya sekao tlwaelo. Ba bang ba a tsebile mabopi a bopang sekao tlwaelo a kang 'ye', 'hlola', 'nne', 'ye nne'.
(e) Any other comments useful to teachers, subject advisors, teacher development
Thutapuo ha e rutwe dikolong, le ho ba motho ruta eng kapa eng, a e kenyeletse. Mohlala ha ho etswa ditekokutlwisiso, thutapuo ha e rutwe. Ha ho etswa kgutsufatso, thutapuo ha e rutwe. Ha ho balwa dibuka, thutapuo ha e rutwe.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE PAPER 2		
DATE OF EXAMINATION:		DURATION:	2 & HALF HRS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

- Baithuti ba sebeditse hantle haholo pampiring ena, le hoja ho ntse ho na le methwaela ya baithuti ba boemong ba pele (level 1) le ba bobedi (level 2).
- Ho ya ka dipalopalo tse hlahellang ho '7 point scale'
- Ho ya ka manane a baithuti ba 100 a thontsweng baithuti ba 10 ba boemeong ba 7 (L7), ba 19 ho ba 6 (L6), ba 14 ho ba 5 (L5), ba 19 ho ba 4 (L4), ba 14 ho ba 3 (L3), ba 16 ho ba 2 (L2) ha ba 8 bona ba le ho ba 1 (L1).
- Dipotso tseo baithuti ba neng ba haellwa ho tsona haholoholo ke tsa mofuta wa moqoqo, le teng e se hobane ba se na tsebo ya dibuka kapa tsona dithothokiso. Ho na le bopaki bo lekaneng dintlheng tseo ba di ngolang hore ditaba tsa dibuka ba a di tseba feela taba ke hore ekare ha ba utlwisisi potso kapa mohlomong ha ba a fumana thuto e lolwaekaneng ho manollo ya ding

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1 & 5
General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none">• Potso ya pele le ya bohloko ke tsa mofuta wa moqoqo. Ho potso 1 baithuti ba ne ba lokela ho manolla ka mokgwa wa ho sekaseka ka moo' sethokiso se sebedisitseng melathothokiso le kgetho ya mantswa ho bopa moelelo wa thothokiso', athe ho potso 5 teng ba ne ba lokela ho sekaseka ka ho qoqa ka makgabane/bonono/dihlomo/dibetsa/bokgabo ba bothothokisi boo sethokiso se bo sebedisitseng thothokisong ena, mme ba be ba totobatse bohlokwa ba makgabane ao.• Baithuti ba bangata ba kgethile le hona ho hlalosa makgabane ka tshwanelo, le hoja ba ile ba haellwa tabeng ya ho bontsha le tshebediso e ikgethileng ya mantswa a kang 'mehwabadi' bakeng sa ' mengwapo', 'menyepetsi' bakeng sa 'meokgo' le 'hlwephetsa mamina' bakeng sa 'hula mamina'.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Baithuti ha ba fana ka makgabane/bonono/bokgabo/makgetha a bothothokisi ha ba qolle melathothokiso kappa yona nomoro ya mola ho fana ka tlhaloso.
- Ba phetapheta makgabane a le mang ha ba araba potso ya mofuta wa moqoqo; **mohlala:** Moleng wa 1 re fumana sejura, sona se kgina morethetho. Moithuti ha a qeta ho ngola sena a phete a bue ka sejura hape ho e nngwe temanathothokiso kapa molathothokiso a se ke a hlaha ka e meng mofuta, athe ha a ka re melathothokisong ya 1, 12 le 19 re fumana sejura, sona se kgina morethetho - e be he o fetela ho tse ding, le tsona haeba di hlahella habedi kapa ho feta a latele mokgwa o boletsweng kahodimo.
- Baithuti ha ba ngole ka mokgwa o nepahetseng wa moqoqo wa ho ba le selelekela (mohlala e ka ba ho hlalosa mofuta wa thothokiso).
- Baithuti ba etsa kakaretso ya thothokiso bakeng sa ho sekaseka jwalokaha potso e ba laela ho etsa.

(c) Provide suggestions for improvement in relation to Teaching and Learning

- Malepa ohle a ho ruta thothokiso a tlameha ho sebediswa ho se ke ha rutwa makgabane a le mang a itseng.
- Thothokiso e lokela ho sekasekwaka tsela tse ngata ho sebediswa mehlala yohle e fumanehang thothokisong.
- Baithuti ha ba hlokomediswe ho kgetha ka tshwanelo ho ya ka sebopeho sa pampiri ya dipotso tsa tlhahlobo mabapi re dithothokiso tse rutuweng le tse sa rutwang.
- Baithuti ha ba rutisiswe tse latelang:
 - Hore ho bolelwang ka temathothokiso, molathothokiso, qolla, molaetsa, mookotaba, akaretsa, sekaseka, dikateng/difuperweng/dikahare.
 - Makgabane/bonono/makgetha/dihlomo, karaburetso, ditho tsa puo, kgetho ya mantse le tse ding tsa bohlokwa.
 - Ho ngola selelekela le phetho ya moqoqo

(d) Describe any other specific observations relating to responses of learners

Ha ho letho.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Sheba ho (c) ka hodimo.

QUESTION 2

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

- Baithuti ha ba kgone ho hlakisa mohopolo wa thothokiso kapa temanathothokiso kapa molathothokiso.
- Baithuti ba hlotswe ke ho bolela mantse ao ho ona ho sebedisitweng poeletsomodumo.

<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> • Ho potso 2.1. baithuti ha ba hlokomela hore ha ho botswe mofuta wa phetapheto empa ho botswa hore ka phetapheto e sebedisitsweng ke sethohokisi ke ofe mohopolo o toboketswang. • Baithuti ha ba a kgona ho etsa phapano pakeng tsa maikutlo a qholotswang ke thothokiso ho ya ka potso 2.3. le potso 2.5. Ho 2.3. ho ne ho lebelehile karabo ya hore ke 'maikutlo a ho tshedisa kapa a kutlwelobohloko' athe ho 2.5. ho ne ho lebelehile ya 'maikutlo a bohloko/tshiamo/tsharelo/nyahamo/tlhonamo'. • Baithuti ha ba a kgona ho bontsha ka ho nepahala poeletsomodumo 'tsho' kapa 'o' – bona ba ngotse 'kobomotsho e motsho' mme yaba ha ba sehelle 'tsho' kapa 'o'. Hona ke bopaki ba hore ha ba na kutlwisiso yah ore e leng ona modumo o boeleditsweng ke 'tsho' feela kapa 'o' feela.
<p>(c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Baithuti:</p> <ul style="list-style-type: none"> • Ba rutwe manollo ya thothokiso ka ho phethahala. • Ba rutwe makgabane ohle a hlahellang dithothokisong tseo ba di rutwang, esitana le a mang a sa hlahelleng ho tle ha ba araba dipotso tsa thothokiso e sa rutwang ba se ke ba ba le mathata • Ba rutwe ho sheba mantswa a motheo ha ba bala potso ao e leng ona a tla ba fa lesedi la hore hantlentle potso e hloka eng.
<p>(d) Describe any other specific observations relating to responses of learners</p>
<ul style="list-style-type: none"> • Baithuti ha ba tsotelle ho hlalosa bohlokwa ba makgabane ka tsela e utlwisisehang, empa ho ntse ho utlwahala dikarabong tsa bona hore ba tseba karabo.
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Sheba ho (c) ka hodimo.</p>
<p>QUESTION 3</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<ul style="list-style-type: none"> • Baithuti ha ba a sebetsa hantle potsong ena.
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<ul style="list-style-type: none"> • Tse hlokomelehileng ke tsena: <ul style="list-style-type: none"> ➢ Baithuti ba bangata haholo ba hlotswe ho bolela hore mantswa a tshwanang a qalang temanathothokiso e nngwe le enngwe a bitswa 'lehlaso' le hore bohlokwa ba ona ke ho fa thothokiso morethetho le ho eketsa sefutho. ➢ Ha ba a tseba ho bontsha kamano pakeng tsa maele e kgotjwa e le maotomane' le temanathothokiso eo ho itsweng ba bapise le yona – bona ba

ipopela a mang maele a bona ha ba leka ho bontsha kamano; **mohlala: Ha ho kgome sebeletsa pere kapa leqeba la monna ha le tshewe.**

- Ha ba hlokomele ha ba se ba neuwe sehloko se sebedisitsweng e le hore bona ba hlalose bohlokwa feela. Ha ho thwe ba qolle molathothokiso o nang le enjambamente ba be ba bolele bohlokwa ba yona, bona ba bolela lebitso la se seng sehloko se se sele, e be jwale ba fosa ka ho phethahetseng. Ha ba kgone ho akaretsa molaetsa wa thothokiso ka polelo e le nngwe.

(C) Provide suggestions for improvement in relation to Teaching and Learning

(d) Describe any other specific observations relating to responses of learners

Ha ho letho le leng.

e) Any other comments useful to teachers, subject advisors, teacher development

Baeletsi dithutong tsena ba lokela ho leka ho fumana matitjhere a nang le bothata ba ho ruta dithothokiso, ba ba kopanye le ba nang le boiphihlelo hore ba ba thuse. Hape bona baeletsi ba nke boikgathatso ba ho etela diphaposeng tsa ho rutela ho ka tshhetsa matitjhere ao.

QUESTION 4

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Potsong ena baithuti ba bangata ba kgethileng yona ha ba ya araba ka bokgabane.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

- Baithuti ba bangata ba tseba feela hore thothokiso 'O emetseng' key a mofuta wa **tomatso/phoqo** empa ha ba tsebe ho tshetsa hore hobaneng ba tjho jwalo, athe ba bang bona ha ba tsebe ona mofuta.
- Ho ntse ho na le baithuti ba bangata bas a tsebang phapano pakeng tsa **kgonyetso le tlohelo**, ba e tsebang bona ha ba tsebe bohlokwa ba makgabane a mabedi ana.
- Lebotsi lona ba ntse ba re ke letshwao la potso.
- Ha ba tsebe ho akaretsa mohopolo wa sehlooho, le hona ho hlalosa maikutlo a qholotswang ke sehalo sa thothokiso.
- Ho 4.6. baithuti ha ba a kgona ho hlalosa maikutlo a qholotswang ke sehalo sa thothokiso

(C) Provide suggestions for improvement in relation to Teaching and Learning

Sheba 3 © ka hodimo

(d) Describe any other specific observations relating to responses of learners

Ke tse hlahellang ho (b) ka hodimo

e) Any other comments useful to teachers, subject advisors, teacher development

Tse ho 3 (e) ka hodimo di ka tlisa tharollo.

QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Dintlha tsa potso 6 di tsamaelana hantle le tsa potso 2, 3 le potso 4.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Baithuti haa utlwisisi makgabane/bonono/dihlomo/makgetha a thothokiso.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Sheba ho potso 2, 3 le 4 ka hodimo.
(d) Describe any other specific observations relating to responses of learners
Ha ho letho le leng.
e) Any other comments useful to teachers, subject advisors, teacher development
Sheba ho potso 2, 3 le 4 ka hodimo.
QUESTION 7 & 11
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Dintlha tse hlahellang tlalehong ena di mabapi le potso 7 & le Potso 11 ka ha ka bobedi di shebane le mofuta wa sengolwa wa padi mme le dipotso tsa teng di ne di botsitswe ka mokgwa o tshwanang. <ul style="list-style-type: none"> Baithuti ba haelletswe haholo ke ho araba mofuta ona wa potso e telele. Potso e ne e re: 'Hangata sehloho sa sengolwa se re senolela dikahare/difuperweng tsa sona. Dumellana le polelo ena ka ho tshetleha ka sehlooho le dikahare/difuperweng tsa sengolwa sena, Botsang Lebitla/Mme.'
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Baithuti: <ul style="list-style-type: none"> ➤ Ha ba lokela ho hlahisa ka moo ditaba tsa lebitla di tsamayang ka teng padine ena, ba lokodisa feela ditaba tsa tshwaro e mpe ya Tsietsi ke Mmadibakiso. Ditaba tsa hae tsa bo ho ja dinama tsa fariki, ho utswa diyalemoya le hona ho fiela mabala le ho qhala dithuwana ha di bohlokwa jwalo ka tse amanang hantlenle le lebitla sebakeng sa ho araba potso ena. ➤ Ha ba lokela ho hlahisa boleng ba Mme ho 'Mme' le teng e bile qaka ho ba bangata. Baithuti ba qoqile feela ka diketsahalo tse amang Dikeledi e sa le ngwanana; tsa hae le Tsekiso le tsa ho kotjwa ha hae ke Thollo ho Rakgadi. Ba lekileng ho kenyelletsa ditaba tsa Mme ba di hlahisa qetellong ya moqoqo e se e ka ba ntlha kappa tse pedi feela. Ka mokgwa ona baithuti ba lahlile matshwao a mangata haholo.
(c) Provide suggestions for improvement in relation to Teaching and Learning

1. Potso ya **'Botsang Lebitla'** e ne e lokela ho arajwa ho itshetlehuwe ka dintlha tsena:
 - a. Ho hlokahala ha leloko la habo le ho bolokwa lebitleng le le leng le lehlo
 - b. Ho fumana karabo e reng a botse lebitla ho nkgono Mmantsoteng ha a ne a batla tlhakisetsa mabapi le ho ba Kgauho Molakolako kappa hoba Tsietsi ha hae.
 - c. Ho lora ha hae lebitla le motsheare a bile a dula a bona mongolo le hona ho ikutlwa a se a phatloha 'botsang lebitla'.
 - d. Ho etela ha hae Sekgutlong lebitleng le ho tsohelwa ke kgalefo.
 - e. Ho bolaya ha a iphetetsa e re ha botswa a re ba botse lebitla.
 - f. Ho hlokahala ha Tseleng le ho mo epela ha hae morung – a bile a re ha ntatemoholo Ramabanta a mmotsa hore mmangwana o kae a arabela ka hore ba botse lebitla.
2. Potso ya **'Mme'** e ne e lokela ho arajwa ho itshetlehuwe ka dintlha tsena:
 - a. Diketso tsa Mme tse mo hlahisang e le mme wa sebele ya tshwarang thipa ka bohaleng.
 - b. Mme ya hlomphehang ya sa lateng ntwala letailana – ho utlwana ha hae le Mmateboho.
 - c. Mme ya nag le lerato le kgotso – seabo sa hae setjhabeng sa Sebokeng ka nako eo a neng a le ha Diseko.
 - d. Ho fetola ha hae sebopeho/botho/semelo sa Diseko.
 - e. Ho hana ho ya sepetlele ka sepheo sa ho boloka lekunutu – Ho tseba hore pinyane ha e qhale motes ho fihlela a iketse boyabatho.
3. Ho tle baithuti ba tsebe ho araba mofuta wa potso ya 7&11 ho tlamehile hore ba rutwe:
 - a. Manollo ya buka ka ho phethahala
 - b. Ho utlwisisa sehlooho sa sengolwa ba tsebe ho bontsha ka moo se re senolelang difuperweng ka teng.
 - c. Ka baphetwa/dibapadi kaofela; khr mofuta ya tsona (e ka ba e tjitja kappa e sephara, mophetwa wa sehlooho/moetapele, mohanyetsi, mothusi/moferekanyi/phepheletsane/mothusi/mofapanyi).

(d) Describe any other specific observations relating to responses of learners

Le leng la mabaka a ka nnang a ba a etsa hore baithuti ba e le bofokodi ba ho araba potso 7 le potso 11 e kaba hore mesuwe/mesuwetsana ha e etse boikitlaeso bo lekaneng ba ho manolla dibuka ka botlalo ka phaposing ya ho rutela. Ho na le dintlha tse ngata sengolweng tseo baithuti ba ka nnang ba ba le bothata ba ho di utlwisisa ka botlalo kante ho tataiso ya titjhere.

e) Any other comments useful to teachers, subject advisors, teacher development

Dititjhere di eletswa ho manolla padi ka botlalo ho latela dikateng tsa yona tsohle hobane ha ho tsebisahale hore bahlahlubi ba ka botsa dipotso tsa mofuta ofe, empa sa bohlokwa

ke hore baithuti ba tsebe diketsahalo tsa buka tsohle ba be ba tsebe le ho manolla buka le ha potso e ka hlaha e butsiwe ka mokgwa ofe kappa ofe.
QUESTION 8
General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> Potso ena e arabehile hantle ka kakaretso kante feela ho potso 8.1., 8.4. le 8.7.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Baithuti ha ba tsebe ditaba tsa buka tsohle.
(c) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> Baithuti ba rutwe ba be ba tsebe baphetwa/dibapadi tsohle tsa buka, le ha mophetwa a hlahella ha kae bukeng. Baithuti ba kgone ho arola baphetwa mohlala: Moruti Moshebi le Moruti Ditabe, Morongwe, Montsheng le Jwalane, Mmantsoteng le Mmadibakiso. Ba rutwe mefuta ya kgohlano le diketsahalo tsa buka tse amanang le kgohlane eo.
(d) Describe any other specific observations relating to responses of learners
Ha ho letho.
e) Any other comments useful to teachers, subject advisors, teacher development
Sheba ho (c) ka hodimo.
QUESTION 9 & 10
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Buka eo dipotso tsena di butsiwe ho yona ha e ithutwe dikolong tsa Lebatowa la Kapa Botjhabela.
QUESTION 11
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Potso ena e tsamaelana le potso 7 ka hodimo mme dintlha tsa teng di se di hlaisitswe moo.
QUESTION 12
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Potso e arajuwe hantle ke baithuti, kante ho potso 12.5.,12.7.,12.8., 12.10., 12.12. le 12.15.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> Ho 12.5. baithuti ba bangata ha ba ya tseba karabo e nepahetseng. Dikarabong tsa bona ho utlwaetse ba etsa masesi eka ke motho e moholo; mohlala: Masesi o ne a sa utlwane le mme/Masesi o hloile Mme. 12.7. E ne e hloka ho tseba ka maikutlo a setjhaba sa Sebokeng ka motse/lalapa la Diseko pele a fetoha botho ba hae (pele ho la Mme). Ho potso 12.8. baithuti ba bona sephiri e le sona se thunthedseng semelo sa mme se setle. Ba mmalwa haholo ba kgonneng ho tseba hore lehlakore la Mme le seng letle ke

<p>hore o siile ngwana Matatiele a se ke a mo hlahela le ho mo hlahela ho fihlela a hloka halla Sebokeng.</p> <ul style="list-style-type: none"> • Ho potso 12.10. baithuti ba bangata ba bonahetse ba se na kutlwisiso ya lentswe nyopa/nyopisa. Ha ba lokela ho hlalosa se entsweng ke Dikeledo letsatsi pele ho lenyalo se batlileng se nyopisa lenyalo, bona ba hlalosa toro e neng e lorwe ke Dikeledi ya ledimo, athe ba bang bona ba bua ka Tsekiso le Thollo sebakeng sa hore ba hlalose hore Dikeledi o ile a baleha/nyenyelepa bosiu a kgutla hosing ka mora hore a iphumane a le mabatleng. • 12.12. E ne a batla lebaka la hore Diseko a fetole mohopolo wa ho tjhesa ditshwantsho e seng la ho di tjhesa. Baithuti ba bangata ha ba nahane hore Diseko o fetotse mohopolo wa ho di tjhesa hobane a batla e be bopaki bah ore Mme e ne e le mofumahadi wa Thollo Mofokeng. Bona ba re o tla nne a hoopla Mme ka tsona kapa o ithutile lerato ho tswa Mme. • 12.15. E ne e re ho ya ka Sesotho e seng ka maikutlo a maithuti.
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Baithuti ha ba kgothaletswe ho badisisa dipotso hantle.
(d) Describe any other specific observations relating to responses of learners
Ha ho letho
e) Any other comments useful to teachers, subject advisors, teacher development
Sheba ho (c) ka hodimo.
QUESTION 13 & 15
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Dipotso tsena tse pedi di ne di botsa ka baphetwa mme e a arabeha ka tsela e bohareng ka ha baithuti ba bangatanyana ba kgone ho di araba mme ba bang bona ba haellwa. • Potso 13 yona e arajuwe ke baithuti ba mmalwa.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Ba bang ba baithuti ha ba ya utlwisisa potso • Baithuti ba lekile haholo ho araba ho ya ka ditlhoko tsa potso, empa ba hloleha ho hlakisa hantle qaka e bang mophetwa wa sehlooho o shebane le yona, se thibelang yena moetapele hore a fihlele seo a se labalabelang le hore qaka e mo beha boemeng bo jwang. • Ba a kgona ho qolla mohanyetsi, bothata e be ho bontsha diketso tsa hae tse kgahlanong le ditabatabelo tsa moetapele – bona ba pheta pale feela. • Ha ba tsebe karolo e bapalwang ke sebakadi ka seng/ha ba tsebe mofuta ya dibapadi/karolo e bapalwang ke dibapadi; jk; moetapele, mohanyetsi, moferekanyi, mothusi..
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Baithuti ba rutwe hore: <ul style="list-style-type: none"> ➢ Ke eng sebakadi sa sehlooho, ebile ke mang, diketso tsa hae, diketsahalo ka yena. ➢ Mohanyetsi ke eng, ke mang, o hanyetsa mang ka mokgwa ofe. ➢ Mphusi ke eng, o thusa mang (Moetapele/Mohanyetsi) ➢ Moferekanyi/phepeheletsane/hlohleletsane o na le se fe seabo.
(d) Describe any other specific observations relating to responses of learners
Sheba ho (b) ka hodimo.

e) Any other comments useful to teachers, subject advisors, teacher development
Sheba ho (c) ka hodimo.
QUESTION 14
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Potso ena e arابهile hantle le hoja ho na le dintlha tseo baithuti ba haelletsweng ho tsona.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
<ul style="list-style-type: none"> • Ho 14.3. baithuti ba bontsha puisano eseng ketso e makatsang, jk. Ho kwahela ngwana bakeng sa hore ba bolele ketso ya ho sosobanya sefahleho kapa hona ho se bontshe thabo. • Ha ba araba 14.5. ba bonahala bas a tsebe mefuta ya kgohlano. Ha ba lokela ho araba ka hore 'ke kgohlano ya ka ntle mme ba hlalose ka ho qolla ketsahalo e bontshang kgohlano eo bukeng, bona ba re: 'ke kgohlano ya ho qabano e be he ba se ba hlolwa ho hlahisa ketsahalo ho tswa bukeng.
(C) Provide suggestions for improvement in relation to Teaching and Learning
<ul style="list-style-type: none"> • Matitjhere a tiise ho ruta ka baphetwa le ka kgohlano hobane dipotso tsa tlhahlobo le ha di ka tsa botswa ka mokgwa ofe empa di itshetlehile ho baphetwa le diketsahalo tsa buka.
(d) Describe any other specific observations relating to responses of learners
Ha ho tse ding.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Sheba ho (c) ka hodimo.
QUESTION 16
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<ul style="list-style-type: none"> • Potso baithuti ba bangata ba bangata ba e arabile hantle haholo. • Baithuti ba sa sebetsang hantle potsong ena e ka nna ya ba taba ya ho se utlwisisi dipotso tse itseng kapa hona hobane ba lebetse ketsahalo e itseng ya buka – le ha ba fositse karabo o tla fumana hore karabo ya bona e atametse ho karabo ya nnete.

NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	SESOTHO HOME LANGUAGE PAPER 3		
DATE OF EXAMINATION:	27 -11-2012	DURATION:	2,5

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

Pampiri ya boraro ka kakaretso e sebeditswe hantle haholo. Barutwaneng ba ngotseng, ba 6 feela barutwana ba fumaneng kgato ya bobedi. Bona ke boiteko bo kgahlisang ruri. Ba fumaneng kgato ena ya bobedi, ha se hore ba ne bas a tsebe, feel aba hlotswe ke ho se bale ditaello ka tshwanelo. Re thoholetsa matitjhere le barutwana ka mosebetsi ona o kgabane.

Pampiri e ngotsweng e ne e le boemong bo loketseng Kereiti ya 12. Bahlahlobi ba a thoholetswa ka mosebetsi o kgabane oo ba o entseng.

Ho bonahala nako e neng e fanwe e ne e lekane dipotso tse botsitsweng hoba barutwana bohle ba qetile ho ngola. Ba babedi bas a arabang karolo ya C, ho banahala eka ba ne ba imetswe, ha se ka lebaka la ho haellwa ke nako.

SECTION 2:

Comment on candidates' performance in individual questions

(It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Karolo ya A ka kakaretso e arabilwe hantle ebile ke yona karolo e thusitseng barutwana haholo hoba ke moo ba bokeleditseng matshwao teng. Karolong ena re fumane dipotso tse robedi tsa moqoqo moo morutwana a neng a tshwanela ho kgetha e le nngwe feela. Barutwana ba sebeditseng hantle ke ba kgethileng potso ya 1.5 le 1.6. tse ding tsona di bohareng feela

Ha ba bangata barutwana ba kgethileng potso ya 1.7 le 1.8 eleng meqoqo ya ditshwantsho empa ba di kgethileng ba ne ba araba hantle.

Potso ya 1.2 e arahehile hantle le ha e ne e sa kgethwe haholo.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Potso e behileng barutwana ka mosing ke potso ya 1.4. Barutwana ba bangata ba neng ba dumela hore maeto a dikolo a fediswe ka lebaka la dikotsi tsa mebileng, ba ne ba tswa lekoteng ka hore ba ne ba bua ka dikotsi disele, tse jwalo ka ho hlabana ka thipa, dipeto,

bokgothotsi le tse ding tse ngata, ba sa ame dikotsi tsa mebileng.
Ba bang bona ba ne ba bua ka maeto a dikoloi ha ba tshwanela ho bua ka dikolo . Jwale mona ke moo ba buang ka hore ho molemo ho eta ka sefofane, terene kappa ona maoto, ebe jwale ba tswile ho thswa lekoteng.
Ho bile le bofokodinyana potsong ya 1.6. ka ha ba bang ba barutwana ba ne ba nka sehlooho
Sena e le moqoqokgang, ebe ba bua ka lehlakore le le leng feela la selefouno. Ka mokgwa
oo he ba lahlehelwa ke matshwao a dikahare.
Potsong ya 1.3, ba ne ba sa bolele hore ha a ka ba kgalala ya eng, ebe ba a kgakgatha ba bolela tseo ba neng ba ka di etsa empa ba sa bolele lekala kapa ona mosebetsi oo a lakatsang ho ba kgalala ya ona.
Potsong ya 1.1 bathuti ha ba qoqe ba ipapisitse le moketjana oo ba laetsweng hore ba qoqe ka diketsahalo tsa ona, ba iqoqela feela ka letsatsi leo ba ke keng ba le lebala bas a ikamahanye le moketjana.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Matijhere a lokela ho kwetlisa bana ho manolla potso ka nepo. Barutwana ba tshwanela ho rutwa ho hlwaya mantswe a bohlokwa sehooong, sena se tla ba thusa ho ngola moqoqo o tswileng matsoho.
Ba fuwe mosebetsi e mengata ho ya ka mefuta e fapaneng ya moqoqo.
Ditema tsohle di tshwanela ho rutwa, ho se ke ha kgethwa tse itseng hoba mohlahlobi o botsa le ha e le efe feela. Ntle le moo, bana bana ha re ba rutele ditlhahlobo feela empa re ba rutela le bophelo ka kakaretso. A re aheng barutwana ba phethahetseng, bas a hlotseng. Ba tshwanela ho ahwa ho tloha Kereiting ya 10 ho lokisetswa Kereiti ya 12. Ba nehwe mosebetsi ditemeng tsena di be di tshwauwe, ba bontshwe diphoso tsa bona bat le ba se ke ba di pheta. Taba ya hore ebe barutwana ba ntse ba hloleha ho rala mosebetsi wa bona, e bontsha hore ha ba kwetliswe. Karolong ena barutwana ba bangata ha ba etse moralo, ba o etsang,ba qetela ka ona, o sa thuseng letho hoba ho bonahala a sa ka a hlophisa mosebetsi wa hae pele.
Moralo wa karolo ena o ba thusa hore ha tema e se e ngotswe ba tsebe ho sheba ka bobona ditlhoko le ditebello tsa tema hoba di a hlahella moralong.
(d) Describe any other specific observations relating to responses of learners
Barutwana ba na le bofokodi bo boholo ho ngoleng puo ya Sesotho. Ba kopanya mantswe a sa
kopaneng, ba arole a sa arolweng. Tshebediso ya maele yona ha e haele, ehlile ha e yo. Bana ba iqapela maele ba ntse ba hopola hore ba natefisa puo athe jwale ba senya ditaba tsa bona. Mehlala ya maele a sebediswang: Nku popholetsa o bone monyaka. Monakaladi ha o butswa ka takatso ya tshwene, Ngwana o pasitse ka dinaledi le dipalesa jj.

E ntse e le bothata bo boholo ho ela hloko tshebediso ya matshwao a puo. Barutwana ba qala
dipolelo ka ditlhaku tse nyane athe le mabitsobitso ba a qala ka ditlhaku tse nyane. Ba tswaka ditlhaku tse kgolo le tse nyane hohle temeng tse ngolwang.
Ho bonahala ho na le bofokodi bo boholo ho lekoleng le ho hlaoleng diphoso. Barutwana ba etsa diphoso tse nyahamisang, tse bontshang ho se tsotelle. Tsena ke diphoso tse jwalo ka ho sa qete mantswa. Mohlala: Ha morutwana a batla ho ngola mosadi ebe o ngola mosa . Moelelo o a lahleha polelong ka lebaka la lentswe leo. Ha morutwana a ne a boeleditse mosebetsi wa hae, phoso ya mofuta ona a ka be a e hlaotse.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
Matitjhere a puo ya Sesotho a lokela ho ba le dikopano tsa boitjhoriso ka kotara. Ho tshwanela ho be teng phutheho ya maqalo a selemo moo teng batshwai ba selemo se fetileng ba tlang ho ba hlahlella le ho ba lemosa ka diphoso tseo ba di hlwaileng ha ba tshwaya hote ba di lemohela selemo se sa qala. Matitjhere ha a na le mathata, a tshwanela ho hokahana le baeletsi ba thuto ya puo ya Sesotho hore mathata a rarollwe ka pele.
Matitjhere a nang le boiphihlelo a tshwanela ho sebediswa. Dikolo tse atamelaneng di ka sebetsa mmoho tlhophisong ya mosebetsi, ba ngodise le mosebetsi o tshwanang. Mmoho re ka hlola etswe Sesotho se re: Tshwele le beta poho .
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Ka kakaretso e arabehile hantle ha e bapiswa le karolo ya C. Barutwana ba bangata ba arabile lengolo la semmuso le Obituary e leng Potso ya 2.1 le 2.3. Ke ba seng bakae feela ba kgethileng 2.2 e leng Raporoto athe o mong feela ya arabileng potso ya 2.4, tsa boikgopotso (ba buka).
Ba kgethileng Obitjhuari ba ipokelleditse matshwao a mangata kaha ditebello ba ne ba na le tsona.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Lengolong la semmuso ho na le bothata bo boholo hoba barutwana ba ntse ba sitwa ho ngola diaterese tse pedi. Le yona aterese eo ha ba tsebe ho e ngola. Mohlala:
Pretoria
P/bag x^3
2000
Pretoria P.O.
Box 2990
Main Road
0001

Ha ba phethela ba ntse ba sitwa ho ngola lebitso le fane, ba ngola lebitso feela. Atereseng ya bobedi ha ba ngole moamohedi, ba ngola aterese feela. Ba ntse ba botsa bophelo lengolong
la mofuta ona. Sehlooho ha se ngole.
Obitjhuari ba e ngola eka ho bua mofu ka boyena. Ho bonahala eka ba ile ba lahlelahleha ha ho thwe ba ngole ka mofu eo ba neng ba kena le yena sekolo yaba ba etsa bafu ba felletseng Kereiting ya 11 kapa 12. Athe ka ha taba tsena ke tsa boiqapelo, ba ne b aka etsa mofu ya phethahetseng ho ya ka ditlhoko tsa tema ena. Sebopeho ba etsa sa CV.
Raporotong ba nkile sebopeho sa lengolo kaha raporoto e na le dibopeho tse fapaneng empa boiphihlelo bo ne bo fokola haholo ho bao ba e kgethileng.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Barutwana ba fuwe mesebetsi e mengata ya ditema tse telele hotle ba ikwetlise. Mefuta e fapaneng ya mangolo ka nako e nngwe a lokela ho rutwa ka nako e le nngwe, a bapiswa Hotle barutwana ba bone mokgelo.
Mosuwe o tshwanela ho fa bana mohlala wa tema e rutwang. Haeba a ruta obituary, o Tshwanela ho ya phaposing ya borutelo a ngotse obitjhuari ya hae e le sethusathuto, a se ke a bolella bana ka ditebello tsa tema feel aba sa e bone. Sena se bonahetse ha barutwana ba ngola obitjhuari ka sebopeho sa CV. Ho bonahala hore dintlha kappa ditebello tsona ba a di Tseba bam pa ba hloleha ho di beha ho ya ka sebopeho sa tema e ngolwang.
Potso ya boikgopotso ba buka e kgethuwe ke ngwana a le mong feela. Sena se bontsha hore bana ha ba a rutwa mme he taba ena e notla kgetho ya bana. Ke tema e ntle haholo eo re Tshwanelang ho kwetlisa ban aba rona ka yona hoba e ba kgothaletsa ho bala dibuka le ho di Akaretsa e leng ntho e k aba thusang le pampering ya Bobedi.
(d) Describe any other specific observations relating to responses of learners
Barutwana ba na le bofokodi bo boholo ho ngoleng puo ya Sesotho. Ba kopanya mantswa a sa kopaneng, ba arole a sa arolweng. Tshebediso ya maele yona ha e haelle, ehlile ha e yo. Bana ba iqapela maele ba ntse ba hopola hore ba natefisa puo athe jwale ba senya ditaba tsa bona. Mehlala ya maele a sebediswang: Nku popholetsa o bone monyaka. Monakaladi ha o butswa ka takatso ya tshwene, Ngwana o pasitse ka dinaledi le dipalesa jj.
E ntse e le bothata bo boholo ho ela hloko tshebediso ya matshwao a puo. Barutwana ba qala dipolelo ka ditlhaku tse nyane athe le mabitsobitso ba a qala ka ditlhaku tse nyane. Ba tswaka ditlhaku tse kgolo le tse nyane hohle temeng tse ngolwang.

Ho bonahala ho na le bofokodi bo boholo ho lekoleng le ho hlaoleng diphoso. Barutwana ba etsa diphoso tse nyahamisang, tse bontshang ho se tsotelle. Tsena ke diphoso tse jwalo ka ho sa qete mantšwe. Mohlala: Ha morutwana a batla ho ngola **mosadi** ebe o ngola **mosa**. Moelelo o a lahleha polelong ka lebaka la lentšwe leo. Ha morutwana a ne a boeleditse mosebetsi wa hae, phoso ya mofuta ona a ka be a e hlaotse.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Bana ba kgothaletswe ho bala dibuka tse ngata tsa Sesotho. Mosuwe a leke ho bokella

dingolwa tsa mofuta tseo a tla di neha barutwana ho ya ipalla hae. Taba ena e lokela ho

salwa morao ka hore ka tsatsi le leng mosuwe a fe ngwana monyetla wa ho qoqa ka buka

eo a e badileng le ho e akaretsa. Sena se tla ba thusa le pampiring ya bobedi. Ngwana ya

tsebang ho bala o tseba ho ngola le ho peleta.

Ka nako e nngwe ba fuwe mosebetsi oo ba tla tshwayana ho ona. Ha ngwana a tseba ho

bona phoso ya mongolo ya morutwana e mong, ho bonahala a se a ithutile ho hong.

Barutwana ba ka boela ba bitsetswa ditaba tseo bona ba tla di ngola, di be le mantšwe a

A phelephanyetsang a Sesotho a jwalo ka ; hoja, ho ja, hotle, ho tle, hase, ha se, haesale, ha e sa le, ha e sale, osele, o sele jj.

Ba ka boela ba mamediswa ditaba tse itseng le ha e ka ba pale ya seyalemoya kapa ho

boha, ditshwantsho, dikhathunu le difilimi ebe ba fuwa mosebetsi wa ho ngola le ho akaretsa seo ba se boneng kapa seo ba se utlwileng.

Boikwetliso bona bo ka re ahela barutwana ba tjhatsi puong ena ya rona e batlang e timela.

QUESTION 3

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

Potso ena ka kakaretso ha e a arabeha hantle. Ho bonahala eka ho hlahile ditema tseo bana

ba sa di rutwang. Mesuwe e tshwanela ho ruta bana ditema tsohle hotle ba be le kgetho

dipotsong tse botsitsweng. Sebopeho sa tema tsena tse tharo se ne se paka hantle hore

Bana ha ba di tsebe kapa hona ho di tlwaela.

(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Ha ba etsa posekarete, ba etsa lengolo la setswalle le nang le ditaba tse ngata athe tema

ya
mofuta ona e notlehile haholo.
Ha ba etsa ditshupiso tse yang lebenkeleng le bulwang, ba bapatsa lebenkele leo le ditheko tsa lona tse tlase. Sena se bontsha hore tema eo ba e tsebang ke Papatso .
Pampitshana ya tlhahisoleseding yona ha ba e tsebe hohang. Sebopeho sona ehlile se bontsha
ho se e tsebe hohang. Barutwana ba bangata ba hlile ba qoqa ditaba tse ngata tse sa akgeng
le ditshwantsho.
Barutwana ba bonahetse bas a rutwa moralo hantle pele b aka ngola tema.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Ditema tsohle di tshwanela ho rutwa, ho se ke ha kgethwa tse itseng hoba mohlahlobi o botsa le ha e le efe feela. Ntle le moo, bana bana ha re ba rutele ditlhahlobo feela empa re ba rutela le bophelo ka kakaretso. A re aheng barutwana ba phethahetseng, bas a hlotseng. Ba tshwanela ho ahwa ho tloha Kereiting ya 10 ho lokisetwa Kereiti ya 12. Ba nehwe mesebetsi ditemeng tsena di be di tshwauwe, ba bontshwe diphoso tsa bona bat le ba se ke ba di pheta. Taba ya hore ebe barutwana ba ntse ba hloleha ho rala mosebetsi wa bona, e bontsha hore ha ba kwetliswe. Karolong ena barutwana ba bangata ha ba etse moralo, ba o etsang,ba qetela ka ona, o sa thuseng letho hoba ho bonahala a sa ka a hlophisa mosebetsi wa hae pele.
Moralo wa karolo ena o ba thusa hore ha tema e se e ngotswe ba tsebe ho sheba ka bobona ditlhoko le ditebello tsa tema hoba di a hlahella moralong.
(d) Describe any other specific observations relating to responses of learners
Barutwana ba na le bofokodi bo boholo ho ngoleng puo ya Sesotho. Ba kopanya mantswa a sa
kopaneng, ba arole a sa arolweng. Tshebediso ya maele yona ha e haelle, ehlile ha e yo. Bana ba iqapela maele ba ntse ba hopola hore ba natefisa puo athe jwale ba senya ditaba tsa bona. Mehlala ya maele a sebediswang: Nku popholetsa o bone monyaka. Monakaladi ha o butswa ka takatso ya tshwene, Ngwana o pasitse ka dinaledi le dipalesa jj.
E ntse e le bothata bo boholo ho ela hloko tshebediso ya matshwao a puo. Barutwana ba qala
dipolelo ka ditlhaku tse nyane athe le mabitsobitso ba a qala ka ditlhaku tse nyane. Ba tswaka ditlhaku tse kgolo le tse nyane hohle temeng tse ngolwang.
Ho bonahala ho na le bofokodi bo boholo ho lekoleng le ho hlaoleng diphoso. Barutwana ba etsa diphoso tse nyahamisang, tse bontshang ho se tsotelle. Tsena ke diphoso tse jwalo ka ho sa qete mantswa. Mehlala: Ha morutwana a batla ho ngola mosadi ebe o ngola mosa . Moelelo o a lahleha polelong ka lebaka la lentswe leo. Ha morutwana a ne a boeeditse mosebetsi wa hae, phoso ya mofuta ona a ka be a e hlaotse.

e) Any other comments useful to teachers, subject advisors, teacher development etc.

Matitjhere a puo ya Sesotho a lokela ho ba le dikopano tsa boitjhoriso ka kotara. Ho tshwanela ho be teng phutheho ya maqalo a selemo moo teng batshwai ba selemo se fetileng ba tlang ho ba hlahlella le ho ba lemosa ka diphoso tseo ba di hlwaileng ha ba tshwaya hotle ba di lemohela selemo se sa qala. Matitjhere ha a na le mathata, a tshwanela ho hokahana le baeletsi ba thuto ya puo ya Sesotho hore mathata a rarollwe ka pele.

Matitjhere a nang le boiphihlelo a tshwanela ho sebediswa. Dikolo tse atamelaneng di ka sebetsa mmoho tlhophisong ya mosebetsi, ba ngodise le mosebetsi o tshwanang. Mmoho re ka hlola etswe Sesotho se re: **Tshwele le beta poho.**

TOURISM
NSC 2012 CHIEF MARKER'S REPORT

SUBJECT	TOURISM		
DATE OF EXAMINATION:	20 NOVEMBER 2012	DURATION:	3 HOURS

SECTION 1:

(General overview of Learner Performance in the question paper as a whole)

<p>Question 1: This question has been answered satisfactory. The answer sheet is difficult for learners to use. This question was fairly answered. It is difficult to understand that there are still learners who lose marks on questions 1.1.2 and 1.1.3 which featured in most post question papers. Average mark 23/40, in spite of the fact that learners did a lot of guess work in this section.</p>
<p>Question 2: The primary source for response was an extract based on the importance of Tourism to the economy of South Africa. Learners had to identify and apply knowledge learned in LO 1. In order to do well, learners had to be good readers and be able to comprehend the extract provided. Learners who were able to demonstrate some insight and who applied content knowledge, scored well in this question. Learners with reading and language barriers, answered the question poorly.</p>
<p>Question 3: This question was poorly answered. The majority of candidates gave direct quotation from the extract. Poor responses were specifically received in question 3.1. and 3.2. The learners did not understand the "Green" tourism concept.</p>
<p>Question 4: In general this question was answered well. Many learners now understand the triple bottom line approach or the three pillars of Sustainable Tourism. It is surprising though to realise that there are learners who do not understand SWOT analysis. SWOT analysis is used across various learning areas such as LO, Business Studies, Consumer Studies.</p>
<p>Question 5: Reasonably well answered by most schools. This question was more simple to urbanites compared to the rural disadvantaged. The latter failed to understand 5.1.3 as clothes are worn while taking a shower. In general learners scored well in this question.</p>
<p>Question 6 and 7 was poorly answered. This was due to the lack of geographical background, incorrect calculations and incorrect method of calculating time zones. The cartoon in Question 7 was confusing.</p>
<p>Question 8,9: Satisfactorily answered. It was easy and fair.</p>

SECTION 2:

Comment on candidates' performance in individual questions

QUESTION 1
This question has been answered satisfactorily.
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
<p>1.1 Multiple Choice questions (20 marks) The answer sheet is difficult for learners to use. This question was fairly answered. Average mark 23/40</p>

Question 1.1.18 and 1.1.17 needs rephrasing because it can be confusing.
1.2 Acronyms/abbreviations (5 marks)
A lot of learners failed to answer this question. There is a need for a formal list of acronyms for learners. Textbooks seem to differ on this.
1.3 CHOOSE THE CORRECT WORD
Most learners did well in this question. Candidates found it difficult to answer the lighthouse Tourism question as they are not familiar with this term.
1.4 MATCH THE COLUMNS: PRINCIPLES OF FTSA (5 marks)
This question was vague. This question was testing tourism terms but it ended up testing vocabulary. The terms democracy and transparency are related.
1.5 CHOOSE WORDS FROM THE LIST OF VISA'S
This question was well answered and there were no problems.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
1.1.17 and 1.1.18 needs rephrasing as the language usage could be confusing.
1.1) Answer sheet is difficult for candidates to use. candidates performed better in this section. Q1.1.18 and 1.1.17 needs to be rephrased because it can be confusing.
1.2) A lot of learners failed to answer this question. There need to be a formal sheet of acronyms for the candidates. This was a challenging question for the candidates.
1.3) This question was not well answered because it was vague. This was more of a language question and not tourism related.
1.4) Well answered except candidates were confused by question 1.5.4 and 1.5.5. A clear explanation must be given by learners.
(C) Provide suggestions for improvement in relation to Teaching and Learning
A clear, defined syllabus for each grade will help teachers and learners. Although the new CAPS addresses this, it is a short coming in the current syllabus and we know that it would be rectified.
e) Any other comments useful to teachers, subject advisors, teacher development e
Tourism question papers should be set focussing not only on the application of knowledge, but also on the content of the Tourism syllabus. Lack of knowledge and language barriers should be considered when setting a question paper. Learners should be exposed by their teacher to tourism related general knowledge. A lot of what is covered in the question paper is not specifically taught in the classroom.
QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The primary source for response was an extract based on the importance of tourism to the economy of South Africa. Learners had to identify and apply knowledge learned in LO. In order to do well, learners had to be good readers and be able to comprehend the extract provided. Learners who were able to demonstrate some insight and applied learned knowledge scored well in this question. Others answered the question poorly.
The majority of learners merely quoted lines from the extracts, without seeming to know what it meant. It might be due to their level of English and because they didn't concentrate on the Domestic Tourism Strategy.
Teachers must concentrate on domestic tourism and not only on international tourism. Learners also need to practice answering questions based on an extract and identify the key words.
In question 2.1.3 many learners made the mistake of referring to qualifications and experience and not the necessary skills.

They have a tendency to quote directly from the extract.
Learners must know how to approach an extract and how to give correct responses. They must be able to support any statement they make by explaining it and supply a reason to back up the explanation.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Most parts of the question were fairly answered.
2.1.2) b) The term “peoples industry” was not fully understood by some candidates and some were unable to link the tourist with the need for people with skills to serve them.
2.1.3) The way in which the question was phrased led to misinterpretation. The question should have asked why people are not suitable.
2.2.1) Poorly answered. Some candidates clearly didn’t understand the words “increase volumes” and were unable to see that the question referred to Domestic Tourism and not to International
2.2.3) Poorly answered. Candidates didn’t understand the term “seasonal” and simply quoted from the extract (“year round travel”)
2.3.3) b) Poorly answered. Few candidates realized that they had to discuss BBEE.
(C) Provide suggestions for improvement in relation to Teaching and Learning
The following are recommended in order to solve problems in this learning area: *Practice on old examination papers. *Encourage learners to answer in their own words and not to quote.
Vocabulary should be made available to learners. Language and vocabulary really is problematic. This leads to poor marks and the use of quotations from extracts. Some of the learners knew what the answer was, but they did not know how to phrase it. They were penalized for using direct quotes. This is not fair, as they are not rewriting the question, but merely indicate the quote associated with the question in lack of vocabulary and language proficiency.
In question 2.3.4 the candidates were guided by examples in the question. The marks allocated to this question made it difficult for the learners to do well. If they made one mistake, they lost 4 marks as this had to be answered in the right order.
QUESTION 3
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
3.1 and 3.2 were poorly answered.
The majority of candidates gave direct quotations from the extract.
3.3) Many candidates confused “personal characteristics”. Generally well answered.
3.5. A common error again, was that learners made direct quotations. For example, many gave general responsibilities that could relate to any employee in the tourism industry
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
3.1 Learners did not understand the concept of green tourism and merely gave examples of tourism related careers. They missed the “green” link.
3.3 Learners were confused with personal characteristics and skills. (8.1.3)
3.4 Reasonably answered. Many candidates gave general benefits and not travel linked. Many gave general quotations. The question has included an example of advantages to guide learners.
3.5 Poorly answered as learners gave general responsibilities that could relate to any employee in the Tourism industry.
(c) Provide suggestions for improvement in relation to Teaching and Learning

<p>The following are recommended in order to solve problems in this learning area:</p> <ul style="list-style-type: none"> *Practice on old examination papers. *Encourage learners to answer in their own words and not to quote. *Start a green tourism club at school and thus create an awareness of the environment.
<p>(d) Describe any other specific observations relating to responses of learners</p>
<p>Language and vocabulary really is problematic. This leads to poor marks and the use of quotations from extracts. It is as if the learners know what the answer should be, but they do not know how to phrase it. They are penalized for using direct quotes. This is not fair, as they are not rewriting the question, but merely indicate the quote associated with the question in lack of vocabulary and language proficiency.</p>
<p>e) Any other comments useful to teachers, subject advisors, teacher development</p>
<p>Practice on old examination papers.</p> <ul style="list-style-type: none"> *Encourage learners to answer in their own words and not to quote. *Start a green tourism club at school and thus create an awareness of the environment
<p>QUESTION 4</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>4.1 Three pillar of sustainable tourism: only a few learners could answer this.</p>
<p>4.2 Marketing. This question was answered averagely. They did not know the SWOT analysis.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>4.1) Only a few candidates could answer this question because they don't know the triple bottom line approach. There is a need to rephrase the question.</p>
<p>4.1. There were a lot of learners that said that the triple bottom approach is the three R's. At Question 4.1.4 the mark allocation must only be 1 mark each instead of 2 marks.</p>
<p>4.2 Some learners could answer the question while others didn't have a clue. Also there were candidates that didn't know the SWOT- analysis.</p>
<p>c) Provide suggestions for improvement in relation to Teaching and Learning</p>
<p>Provide educators with examination guidelines and improve the interaction with educators. We need to emphasize the learners on the three pillars of the tourism industry to learners. Let them know what each means and also give them a lot of examples because this plays a large role in the tourism industry.</p>
<p>d) Any other comments useful to teachers, subject advisors, teacher development etc.</p>
<p>It is also important that we emphasize the tourism technology and practical work on technology. It is important to do revision on the tourism terminology before the learners write external examinations. Learners should watch television and look for global events on tourism, for example Olympics, like how many medals did South Africa win at the Olympics. Environmental issues like poaching of Rhino's should be discussed and informal class projects could be done on that.</p>
<p>QUESTION 5</p>
<p>(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?</p>
<p>Reasonably well answered by most schools.</p>
<p>In general learners scored well in this question.</p>
<p>(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.</p>
<p>There are various interactions on question 5.1 due to the manner the pictures appeared.</p>

Learners suffer to interpret a question especially when there are pictures. We need to give them more general knowledge on the tourism industry. A lot of learners responded in their own language so we need to take that into consideration and read all there answers properly. The language barrier is a major obstacle.
Learners were confused by the person putting on clothes while showering, because clothes will absorb water. Question 5.1.4 confused the learners because of the kettle standing skew so they interpreted it differently.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should allow learners to interact with extracts. They should allow plenty of opportunity for practice, using newspaper clippings. Teachers should have learner enriching classrooms and bring new trends in responsible tourism to the classroom by using pictures and books. (especially in rural areas where electricity is a problem).
(d) Describe any other specific observations relating to responses of learners
Pay attention to language barriers and the fact that Tourism is a subject offered in rural areas too. In deep rural areas learners might not know what a tap looks like or how to shower. When pictures are chosen as an extract, it should be something that even disadvantaged learners would be able to identify with.
QUESTION 6
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
6.1.1) Poorly answered. Candidates did not prepare very well.
6.1.2) Poorly answered. It was a tricky question.
6.1.3) Poorly answered.
6.3) Well answered.
6.4) Well answered in Afrikaans papers and poorly in English papers. Many learners said I.D. & plane ticket.
6.5.1) Poorly answered. Many candidates just gave general safety precautions. Learners showed limited vocabulary; maybe the word 'vehicle' could have been included.
6.5.2) This question was confusing
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
6.1.1 They struggled to locate places on the time zone map. They don't know how to calculate time zones.
6.1.2 Candidates did not realize they had to use DST in both countries.
6.1.3 Poorly answered. The candidates struggled to calculate departure time.
(C) Provide suggestions for improvement in relation to Teaching and Learning
Teachers should make sure that they understand time zones before they teach it to their learners. They should pay attention to DST and which (and when) countries, use it.
Learners should be taught the basic lines of longitude and latitude
More exercises and old examination papers should be done.
Put clocks up in class with times of different time zones to make learners aware of the difference in the different hemispheres of the world.
(d) Describe any other specific observations relating to responses of learners
Learners struggled to understand the questions. Questions should be set or rephrased to make it more understandable.
Teachers should practice with learners how to analyze illustrations and cartoons.

e) Any other comments useful to teachers, subject advisors, teacher development etc.
Subject advisors need to be knowledgeable about Tourism. Most subject advisors are Consumer Study Specialists and cannot help teachers. Language is a barrier to learners from disadvantaged communities. Please pay attention to the fact that all content should be taught in English and not in the mother tongue.
QUESTION 7
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The question overall was answered poorly.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions
7.1.1) A bar graph would have been better. The pie-graph was misleading.
7.1.2) The candidates merely rephrased the information on the question paper. This question was also confusing and the memo options insufficient.
7.1.3) Memo option very limited. Most candidates said it is a market with potential to improve.
7.2) Poorly answered. Learners looked for the literal meaning of the cartoon and answered that it showed e.g. bungee jumping, hot air balloons, etc. They were oblivious to the currency signs.
7.3) Poorly answered. Candidates cannot differentiate between BBR and BSR. Where candidates used the correct calculations, answers were often wrong – clear indication that they did not use calculators.
7.4) Poorly answered. Candidates don't know how to analyse a cartoon. This question was very confusing.
(c) Provide suggestions for improvement in relation to Teaching and Learning
More practice is needed on the part of teachers and learners. Teachers should make use of cartoons to teach learners to look for figurative (implied) and not literal meaning.
Learners should practice to calculate FOREX with both BBR and BSR.
(d) Describe any other specific observations relating to responses of learners
Learners did not use calculators when calculating Forex.
e) Any other comments useful to teachers, subject advisors, teacher development etc.
This question involved the analysis and interpretation of four sets of graphs. They have used pie graphs here.
Make sure that learners remember their calculators.
Practise calculating forex with both BBR en BSR.
Emphasize that teachers should not only focus on the text books, but should keep up to date with any news/events that effect tourism.
QUESTION 8
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
8.1.1) Well answered but some candidates drew a comparison between people A + B.
8.1.2) This question was answered well.
8.1.3) Many candidates did not know the difference between skills and characteristics.
8.1.4) Well answered. Most could link customer service to profit and re-visits, etc.
8.2.3) Responses were good.
8.2.5) Many candidates merely listed positive feedback
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
8.2.1) Many candidates did not know the concepts of an online feedback program. They saw the bell in the picture and based their answers on it. Candidates without

knowledge of computers was disadvantaged by this question.
8.2.2) Candidates are not familiar with the sectors in Tourism.
8.2.4) Many did not understand the relevance of 24/7 where customers can give feedback at their convenience.
(c) Provide suggestions for improvement in relation to Teaching and Learning
Ensure that learners study case study scenarios for cartoons carefully. These contain clues to the answers.
Learners should be made more aware of modern technology and its use in the tourism industry.
Learners and teachers must keep up to date.
d) Any other comments useful to teachers, subject advisors, teacher development etc.
Use old exam papers for revision.
Let someone from the tourism industry speak to the class about the latest technology and the importance of excellent customer service.
QUESTION 9
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
9.1) This question on team roles was not well answered.
9.2) Well answered. Candidates from rural schools did not answer as well. To some of them there is no difference between an ordinary landline phone and a cell phone as most households only have cell phones.
(b) Why was the question poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
9.1 Candidates interpreted the question as talking about a team in the field of play and therefore misinterpreted the cartoon. Language was a problem and candidates did not understand what was expected of them. Terms for team roles differ from textbook to textbook and subject to subject. Candidates gave answers that were not listed as options in the memo.
(c) Any other comments useful to teachers, subject advisors, teacher development etc.
Teachers should stay up to date with the terminology and teach this to the learners.
A poster with the newest terminology should be against the wall of the class room.