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**EVALUATION OF THE QUESTION PAPERS (PER PAPER)
AND
QUALITATIVE ANALYSIS OF LEARNER RESPONSES**

NATIONAL SENIOR CERTIFICATE 2022

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	AFRIKAANS FIRST ADDITIONAL LANGUAGE	
PAPER	2	
DURATION OF PAPER	2½ HOURS	
INTERNAL MODERATOR	MS LA HESKWA	
CHIEF MARKER	MRS J CUPIDO	
DATES OF MARKING	FROM: 8 DEC. 2022	TO: 21 DEC. 2023
HEAD OF EXAMINATION	MR B LORISTON	

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

SECTION 1: (GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)

A general overview is that there has been an improvement in how candidates answered the paper as compared to Nov. 2022. It is evident that although these candidates have written their first full scale examinations after COVID 19 only in June 2023 they seem to have applied exam techniques much better than the 2022 candidate. They generally did not answer a mix of questions but mostly stuck to the genres which was studied at their centres. There is also much less centres where most or all candidates in the pack received very low marks. The curve of achievement seems to be more representative of a normal low, middle and high score. This can be due to the cognitive levels that was fully represented in this paper as well as lots of extra programmes aimed at assisting the candidates who had been disadvantaged by the aftermath of COVID 19. The stronger candidates will obtain their above 70% mark and the very weak learners under 30%. The bulk of the learners falls in the range between 31% and 69%. This is about

65% of candidates, which is a good curve of performance.

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

(It is expected that a comment will be provided for each question)

QUESTION 1: KRINGE IN 'n BOS	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
About 403 candidates answered this question either as their 1 st or 2 nd choice. Where candidates answered this question (Kringe in 'n bos) learners generally obtained less than 30% in the question. Out of a pack of 12 scripts the marks ranged from 3-10 out of 35 marks.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
It seems as if no school/centre in the Western Cape studies this book anymore. 3 out of the 12 candidates in the pack answered all the questions. In the question paper.	
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
This book should be removed from the prescribed list. It confuses the learners as this is the first question in the question paper. The candidate with a language barrier often does not understand that he/she must look for the books which they have studied in the class. From the marked scripts it is evident that candidates have no knowledge of the book and just guess the answers. Teachers should teach their learners how to use the index and content pages of the question paper so that they are aware that the question paper also consists of books that were not taught in their school but in other schools and that they should answer the books studied at their school.	
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Not applicable.	

QUESTION 2: DIE ONGELOOFLIKE AVONTURE VAN HANNA HOEKOM	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Up to this point in the marking session 22 scripts was marked from a centre that does the novel . Out of a sample of 22 scripts candidates scored only low and middle range marks. By manual telly it seems as if this question was answered in approximately 147 scripts out of 22 916 scripts.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates generally struggled to answer the following questions: 2.3 Candidates generally did not know what "gevolg" is. This is however a term in the CAPS document that has to be taught. . 2.18 Candidates could not motivate how the author succeeded in convincing the reader that this is a true story. They just repeated the words "ware verhaal" out of the extract and question without	

further expansion.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
It seems as if learners did not study the novel. This question was very content based and it seemed as if candidates merely did not know the content that they were supposed to know.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Teachers must ensure that all new terms encountered in stories must be taught and explained to learners. It is imperative that they write these terms down and study it. Educators can focus on literary terms prescribed in CAPS. Learners must not only know the meaning of these terms but also know how to apply them in the context of the specific genre.

QUESTION 3: MEEULAND
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
54 Scripts where candidates answered this question (Meeuland) was tallied. Out of the few scripts marked thus far learners generally obtained less than 30% in the question. These marks came from the multiple choice and choose from brackets questions where candidates could guess.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
This is seen as a question wrongly answered by learners as no school/centre in the Western Cape teaches this book anymore.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
This book should be removed from the prescribed list as it is not taught in the Western Cape The learner with a language barrier often does not understand that he/she must look for the books which they have studied in the class. Teachers should teach their learners how to use the index and content pages of the question paper so that they are aware that the question paper also consists of books that were not taught in their school but in other schools and that they should answer the books studied at their school.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Not applicable.

QUESTION 4: LIEN SE LANKSTAANSKOENE
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered by approximately 7934 candidates which makes up one third of the AFRFAL learners in the province. It is evident that more candidates as in 2022 scored a high mark for question 4. Where candidates chose question 4 it marked out higher than the second question in more than 60% of the scripts. In most packs of 30 scripts there was a representation of candidates who obtained more than 75% in question 4. This is much more than in 2022.

(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates generally struggled to answer the following questions: 4.2 The candidate had to explain the meaning of "moenie jou panty kou nie" about 50% of candidates understood that this is meant figuratively and most candidates wrote an unrelated answer. Answers were often in crude language. 4.3 Most learners did not differentiate between Sally's action in the beginning and later in the novel. It seems that although the term "Verskil" is understood many candidates gave a general answer which afforded them only one mark. Candidates also focused on Lien instead of on Sally causing them to lose the 2 marks. 4.6 Question was often misinterpreted. Candidates linked it to Lien's father in jail instead of to the LO task. 4.7 Candidates generally did not know what "gevolg" is. This is however a term in the CAPS document that has to be taught. 4.10 Many candidates struggled with KTB terms and could not get to words such as "bevooroordeeld". 4.18 Many candidates only repeated the question by using synonyms. 4.19.1 The question is intended for a literal explanation but candidates provide a deeper complex answer thus often not obtaining a mark.	
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
When educators teach setwork it is advisable to make a list of new phrases and idioms which learners must learn and be tested on. Educators should also not omit to teach the literal meaning of the title as well as discuss everything that is portrayed on the cover.	
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Educators must be aware that terms prescribed in CAPS must be taught in relation to all areas of the language. For example Stylfigure can be questioned in any context not just in the genre of poetry. Learners must learn to apply and not just identify concepts. It is necessary that learners write as much as possible in Afrikaans. It does not help that they can say something in their mother tongue but have very little practice producing work in Afrikaans. This leads to their inability to express themselves in AFRFAL.	

QUESTION 5: POPPIE DIE DRAMA	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered by approximately 136 candidates. Most of these were where the centre did not study the drama and the question generally marked out poorly.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates generally struggled to answer the following questions: Often almost the whole question was left open or answers were guessed.	

(c) Provide suggestions for improvement in relation to Teaching and Learning.
It is necessary that learners write as much as possible in Afrikaans. It does not help that they can say something in their mother tongue but have very little practice producing work in Afrikaans. This leads to their inability to express themselves in AFRFAL.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
None.

QUESTION 6: PALJAS
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered by approximately 277 candidates. Most of these were where the centre did not study the drama. Out of a sample of 51 scripts marks ranged from 2 to 20 out of 35. In one pack of 30 scripts candidates answered Paljas, Lien and Fiela. Candidates in this centre scored an average mark in which ever of the books chosen.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates generally struggled to answer the following questions: 6.3.2 Candidates generally could not motivate why they had chosen "Irony" in question 6.3.1. 6.14 Candidates struggle to interpret figurative language "die dans is in sy kanon."
(c) Provide suggestions for improvement in relation to Teaching and Learning.
A list of vocabulary and new phrases, idioms and figurative phrases must be provided and explained for candidates to memorize.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
NONE

QUESTION 7: FIELA SE KIND – DIE DRAMA
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered by approximately 13500 candidates which makes up two thirds of the AFRFAL learners in the province. Out of a sample of 313 scripts 93 (29,7%) of candidates scored a low mark, 183 (58,46%) scored in the middle range and 36 (11,5%) scored a high mark.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates generally struggled to answer the following questions: 7.3.2 Candidates could choose the word "ironie" in 7.3.1 correct 90% of the time but could not motivate the irony. Thus almost always loosing one mark. 7.5 Many candidates did not take the word "anders" into account in their answer thus loosing the mark.

7.7 Many candidates generally could not differentiate between what Nina learnt about work and what Fiela taught Benjamin about work. They interpreted work as school work.
7.15.1 Candidates could choose the correct option word in 7.15.1 correct 90% of the time but could not motivate why Mr Benn had respect for Benjamin. Thus almost always losing one mark.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
The only way to combat issues raised above is if teachers regularly revisit the CAPS document to familiarize themselves with the concepts that the FAL learner is supposed to know and then to teach it in relation to the particular networks chosen by their school. Teachers can also familiarize the learners with the type of language that is used in question papers by setting their tests and examinations in the same way that it is done in the NSS certificate examinations. This will give learners much practice. How to answer questions based on "verskil, gevolg, ironie, simboliek" etc. must not only be taught but practiced on a regular basis within the context of the different genres and books.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
A useful tool is to provide learners with model type answers to a particular type of question. This will not only give the learner the know how of tackling an answer but it will also build their vocabulary.

QUESTION 8: KORTVERHALE
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
This question was answered by approximately 1077 candidates. It is about 300 learners less than in 2022. Schools are gradually moving away from studying Kortverhale toward studying Lien se langstaanskoene or Fiela se kind die drama because candidates usually under perform in this question. Out of a sample of 30 scripts more than 50% of candidates however scored a middle range to high mark. This is an improvement on previous years since question 8 generally marks out the lowest of the main genres.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
8.1.6 The question was poorly answered because many candidates could not explain the figurative meaning of: "Daar bly tiere diep in hierdie klippe..." Many candidates thus lost this mark. 8.1.5 Candidates often did not obtain the 2 marks in this question. They could not point out the "verskil tussen Tasu en ander mense..." Candidates often only referred to one side of the "verskil". This question was also challenging to mark because candidates did not make direct comparisons. 8.2.3 Candidates struggled to explain the symbolism of the yellow door in the short story. 8.2.8 It was challenging for many candidates to explain how the author effectively portrayed "Gavin se innerlike konflik".
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers must ensure that all new terms encountered in stories must be taught and explained to learners. It is imperative that they write these terms down and study it. Educators can focus on

literary terms prescribed in CAPS. Learners must not only know the meaning of these terms but also how to apply them in the context of the story.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The short stories seems to be difficult for the FAL learner. This could be because they have to remember 8 sets of characters, 8 plots and and 8 sets of finer detail. Many candidates guesses which stories will be asked and only studies some of the stories. Most schools are however moving away from doing short stories. Many of these learners did a mixture of questions before the short stories. This means that their poetry section could not be marked. They thus did three or more questions out of the paper.

QUESTION 9: GEDIGTE
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The poem "Ken jy die see..." was poorly answered by the average candidate. The poem "Spoeireën, although not without challenges marked out better between the two. Approximately 19498 out of 22916 candidates answered this question.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
9.1.3 & 9.1.6 Candidates could not differentiate between lines which the question referred to. They gave general answers instead of specifically focussing on what was asked. Thus, often losing two marks per question. 9.1.8 The candidates could not explain the reason for the use of the word "nog" and "jy" in the poem. Thus, giving generic answers and losing 2 or 1 mark. 9.2.10 Many candidates could not obtain the full 2 marks in this question. Although candidates understood the terms "ellips" and "uitroepteken" they found it difficult to apply it to the context of this question. This resulted in candidates losing 1 or both marks for this question.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Teachers will have to teach all concepts prescribed in the CAPS document. They should expose learners to these concepts in the lower grades already so that learners can be familiar with the concepts. Learners must not only be able to identify but also to apply it within the context of the networks.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Educators should spend time on teaching vocabulary which generally appears in question papers. This should help learners to better understand questions which will improve their results.