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

NATIONAL SENIOR CERTIFICATE 2023

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	AFRIKAANS FIRST ADDITIONAL LANGUAGE	
PAPER	3	
DURATION OF PAPER	2½ HOURS	
INTERNAL MODERATOR	JUNAID ANTHONY	
CHIEF MARKER	ELOISE HENN	
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REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

The overall performance of the candidates will be satisfactory. Each Section in the question paper had its own challenges, but candidates were able to choose a topic in each section that speaks to his/her experience.

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

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

QUESTION 1.1: Dit was 'n lekker vakansie

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

Overall, the performance for this question ranges from poor to outstanding. The bulk of the

candidates opted for this topic.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
In cases where this question was answered poorly it was because of • the lack of vocabulary • use of English words in the essay. • poor planning	
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
To improve, more creative writing must take place in the classroom set-up. Mostly teachers only do creative writing when they have to assess it as part of the SBA. More opportunities must be awarded in class. This can be done when finishing a poem or completing a chapter in the reader. Creative writing periods must be imbedded in the timetable and not be limited to SBA-tasks.	
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
For the FAL candidate it is of the utmost importance that teachers do the word order of sentences in Afrikaans. Most of the candidates struggle with it. Introduction of the essays are in most cases too long. Teach the candidates how to do different introductions to essays to assist them.	

QUESTION 1.2: My gunsteling televisieprogram(me)	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Overall, the performance ranges from poor to outstanding. Not too many candidates chose this topic.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The following factors contributed to the poor performance: • the lack of vocabulary • direct translation from English into Afrikaans that impacts on the structure of the sentence.	
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
Teaching of the structure of essays must take place in the classroom – do not assume candidates know it. Allow for more creative writing and also conversation in class where candidates use Afrikaans as the spoken language. Too many of our teachers code switch in the Afrikaans FAL class. This does not happen in English FAL.	
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
When dealing with these topics, always allow learners to tell you the lessons they have learnt from it. This starts in the literature class where they can learn to show appreciation for the book of poem	

they discussed.

QUESTION 1.3 : As my skoolskoene kon praat

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

The candidates fared satisfactory to outstanding with this topic. It was also a favourite topic with the candidates.

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

Where candidates fared poorly it was because they merely related their own school years from their own perspective. They did not relate it from the perspective of the school shoes.

Furthermore, the following factors also hampered performance:

- lack of vocabulary
- weak ability to narrate a story
- Core words in the sentence are English words.

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

Teachers have to discuss this kind of writing in the classroom with the candidates. This can be best used in Listening and Speaking and Reading and Viewing. Allow learners to speak for example for the characters in the story or let the sea for example start talking after completing Ken jy die see. Creative writing must thus be incorporated in all the aspects of the language being taught – be it orally or as a written piece.

(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 make a list of mistakes FAL candidates normally make and hand it to the learners in the beginning of the year to paste in their Writing Journals. They must refer to it whenever they are writing in class.

Use this kind of topic as an ice breaker for the week where candidates can work in groups and discuss what they think things will say and give feedback to class. Who can come up with most original or most funny.

Also work on the introduction and the conclusion of such a topic where the introduction speaks to the conclusion.

QUESTION 1.4 : Vriende sal jou altyd help

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

Candidates fared poor to outstanding. The bulk of the cohort did satisfactory with the topic.

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

Where candidates fared poorly it was because their focus was wrong. They focused on friendship and not the HELP that friends are supposed to give.

The candidates confused the idea of friends helping each other with friendship and it is thus a slight deviation from the actual topic.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
When teachers give topics in the class, they must look at these kind of topics. They should also teach the candidates how to analyze the topic to see what the focus of it is.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates are too vague when they opted for this topic. They did not mention the help that was offered to them. They merely suggested things like: my vriende is daar vir my. Here we expected them to explain when they are there for you, what are they doing for you. Here teachers can also look at the long introduction before the candidate gets to the focus of the topic. Many of them first explained what friendship is before they get to the help offered to them. This affects the mark.

QUESTION 1.5 : Tyd
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates fared moderate to exceptional in this topic.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The candidates who did poorly were the ones who do not have a good command of the language and they lack vocabulary. They could also not really write about something that is so abstract. So they opted to tell a story, but the idea of time did not come through that well.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Abstract topics such as Time must be addressed in the classroom. A good example of something abstract to work with in class is the concept of LOVE. This can be done with the poem, Kontak and with the other genres.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Because of the abstract nature of this topic it is always good to do an introduction that either is a rhetorical question or a quote or saying of someone famous relating to the topic. Or even a quote from a family member like mother, father or dad. E.g. Ma het altyd gesê: "Moenie jou tyd verkwis nie, want jy sal dit later berou."

QUESTION 1.6 : Die gelukkige mannetjies
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to very well.
(b) Why was the question answered poorly? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.
The focus in the story is the positivity that is indicated by the laughter and candidates did not always see the link. A number of candidates only focused on the characters that impacted on their content mark.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Visual images must form part of the Listening and Speaking process in the class. Here candidates will get the opportunity to look at images and say what they see. This will assist with the building of vocabulary. This is a good activity to do especially with the struggling candidates. Allow them to at least describe what they see in the picture first (in a group)- literally. They can give feedback to class or put it on wall. Other learners can go see and add to it. (FUN ACTIVITIES).
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates also took too long to get to the core of the picture. The essence of the picture will only be discussed in the last two paragraphs. Teach candidates to start off immediately with the core of the essay. The following factors impacted on performance: • lack of vocabulary • lack of figures of speech and imagery • word order and sentence construction is still a problem • typical mistakes made by FAL learners in writing must be workshopped in class with the learners – give them a list.

QUESTION 1.7 : Die emoji's / emotikons
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to very outstanding.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Because of the nature of the image the jargon needed to do well here was very specific. Our candidates do not have the applicable vocabulary to write an essay on this picture.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Visual images must form part of the Listening and Speaking process in the class. Here candidates will get the opportunity to look at images and say what they see. This will assist with the building of vocabulary.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The following factors impacted on performance: • lack of vocabulary

- lack of figures of speech and imagery
- word order and sentence construction are still problematic
- typical mistakes made by FAL learners in writing must be workshopped in in class with the learners – give them a list.
- lay-out and progression are not utilized

QUESTION 1.8 : Die STOP-teken met die lepers en vurke

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

Candidates performed poor to very well.

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

The vocabulary needed for this topic is also subject specific because it relates to pollution.

However, the biggest problem is lack of vocabulary and structure of the essay.

The common error was the use of English words. These words are normally the core of the sentence. It thus implies that the sentence is not a full sentence that will impact on the overall result.

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

Visual images must form part of the Listening and Speaking process in the class. Here candidates will get the opportunity to look at images and say what they see. This will assist with the building of vocabulary.

Language across the curriculum is imperative for these kinds of topics. Teachers must thus liaise with other subjects to see what topics they cover and try to work with it as a theme for Afrikaans FAL (if possible).

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The following factors impacted on performance:

- lack of vocabulary
- lack of figures of speech and imagery
- using English words in the absence of the actual Afrikaans word. This impacts on the story being told.
- word order and sentence construction is still a problem
- typical mistakes made by FAL learners in writing must be workshopped in in class with the learners – give them a list.

QUESTION 2.1 : Die Informele Brief

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

Candidates performed very poor to very well.

(b) Why was the question answered poorly? Also provide specific examples, indicate common

errors committed by learners in this question, and any misconceptions.
The focus is the nasty posts and the trouble that the friend might encounter. The candidates who performed poorly just do not get to the trouble that the friend will encounter. So, the focus for the topic is distorted slightly and it impacts on the overall result.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
When setting SBA-tasks teachers must align it with the NSC-papers. Here they need to look at sketching the scenario and posing the question thereafter. The need to then analyze it with the candidates in the classroom. Ideally, they should look at various question papers and discuss the focus in each by breaking up the scenario and the question posed on it. Use the Poetry to teach the different formats for the different transactional pieces. Or alternatively build your two weeks teaching around a specific transactional piece.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
A large number of candidates just omitted the format of the transactional piece. Here format is paramount to the written work. Where the format was applied, there were too many mistakes in the format. At Grade 12 level this should have been sorted already. The following factors impacted on performance: • lack of vocabulary • word order and sentence construction is still a problem • typical mistakes made by FAL learners in writing must be workshopped in class with the learners – give them a list. • Introduction is too long and does not relate to the topic at all.

QUESTION 2.2 : Die E-pos
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to very well.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The focus in the email is the Enquiry about the course you want to do and about the registration process for Unisa. However, many of the candidates wrote an application to Unisa. Format of the email and the tone and register is also lacking. Being a formal email, Afrikaans FAL learners struggled with the formal aspect of it.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Make use of social media to enhance the teaching process. Make use of the phones in the classroom and send out a bulk email to all the learners in your class. They must then respond to the email. Allow them to take a screen shot, print it and paste it in their writing Journal. Remember, the format will be in English. Now you can go through it with them and change the headings to Afrikaans. Work from what is familiar to the unfamiliar.
(d) Describe any other specific observations relating to responses of learners and comments

<i>that are useful to teachers, subject advisors, teacher development etc.</i>
Candidates also took too long to get to the core email. The following factors impacted on performance: • lack of vocabulary • candidates struggled with the register, tone and style. • word order and sentence construction is still a problem • teach the difference between application and enquiry.

QUESTION 2.3 : Die Notule van die Vergadering
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to fair.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
From the performance of the candidates, it is clear that few schools actually taught this transactional piece. Candidates who opted to do this transactional piece do not have an understanding of the text requirements and did not comply with it. Candidates did not understand the headings and therefore could not write any applicable information to the headings.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
In Listening and Speaking the meeting procedures can be followed and then protocol regarding the taking of the minutes can be done. Once learners have completed it practically the Reading and Viewing component can include actual minutes of a meeting. This can be discussed and the different headings in the Minutes can be identified and candidates can write in the information on the page. Actual example of minutes be pasted in Writing Journal and candidates do attempt to do minutes – maybe individually or in group first. Thereafter individually.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates did not understand the headings in the Agenda and could thus not respond in the appropriate manner. Sentences written under the headings were not fully constructed sentences, but it was written in telegram style. Because the jargon to the Minutes is specific, candidates struggled with the jargon. The following factors impacted on performance: • lack of vocabulary • word order and sentence construction is still a problem • typical mistakes made by FAL learners in writing must be workshopped in in class with the learners – give them a list. • Candidates did not understand the text format. It must be taught in class.

QUESTION 2.4 : Die Informele Toespraak	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Candidates performed very poor to very well.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	The focus here is the impact the speaker had on Tiktok and he must motivate the learners to make a difference.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	The format of the speech, be it formal or informal, must still be taught to the candidates. Candidates left out basic text characteristics and requirements that should have been familiar to them seeing that they did the Speech as an Oral activity. The drilling-in of the format and requirements are not done enough. This should be practiced in class.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
	This text had a specific focus and learners do not comply with the focus. Analysis of questions a= is key to writing transactional pieces. This must be practiced in class. The following factors also impacted on performance: • lack of vocabulary • lack of figures of speech and imagery • word order and sentence construction are still a problem

QUESTION 3.1 : Die Advertensie	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Candidates performed very poor to very well.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	The focus is design of an advertisement that includes the AIDA-principle. Candidates apply the basic characteristics of the advert, but they do not supply the other important information relating to advertising. In addition there was a second focus and candidates, especially the weaker candidates did not touch on it.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	The use of advertisements must be part of the actual routine in the class. Use mor adverts and also allow candidates to create their own advertisements. In Listening and Speaking allow candidates to enact their favourite advertisements or create their own in groups and enact it. Give guidelines as to what exactly is needed to design an advertisement that has all the requirements and characteristics of the advertisement.
(d)	Describe any other specific observations relating to responses of learners and comments

<i>that are useful to teachers, subject advisors, teacher development etc.</i>
Candidates did not apply the principles of critical language awareness such as stereotypes, manipulation and prejudices. They should also look at letter types and sizes and how important information is allowed to draw the attention of the reader. The following factors impacted on performance: • lack of vocabulary • lack of figures of speech and imagery • word order and sentence construction is still a problem

QUESTION 3.2 : Die Kort Teksboodskap
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to very well.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The focus is the content of the article namely the learners winning the competition and the prize money they won. Most candidates did not zoom in on the foci, but instead they focused on the article (lay-out) and they basically wrote a review.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
A more practical application of doing the Whatsapp message can be done in class. Basically everyone has a cellphone. SO it cab be used in the classroom. Allow the candidates to text each other in Afrikaans. Read some of it. Or learners must react to a text message the teacher sends.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
The format of the Whatsapp message is a concern. Very few candidates actually applied the format as stipulated in the guidelines. The following factors impacted on performance: • lack of vocabulary • lack of figures of speech and imagery • word order and sentence construction is still a problem.

QUESTION 3.3 : Die Rigtingaanwysings
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Candidates performed very poor to very well.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates are struggling with the correct prepositions and verbs to be able to direct people from Point A to Point B. Some of them also do not have the vocabulary to express themselves.

(c)	<i>Provide suggestions for improvement in relation to Teaching and Learning.</i>
Do practical examples with the candidates in the classroom. Ask them to explain for example how to get to the office or to another teacher's class. Use maps and allow the learners to explain how to get from different points on the map to another point. This relates to language across the curriculum.	
(d)	<i>Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.</i>
Candidates must be able to explain how to get from point A to point B, but they lack the following: • lack of vocabulary • poor command of the use of the correct prepositions • struggling with proper directions such as north, east, west and south. • typical mistakes made by FAL learners in writing must be workshopped in in class with the learners – give them a list.	