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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 HOME LANGUAGE	
PAPER	1	
DURATION OF PAPER	2 HOURS	
INTERNAL MODERATOR	HERMINA C STEENKAMP (ERNA)	
CHIEF MARKER	PIERRE BURGER	
DATES OF MARKING	FROM: 8 DECEMBER 2023	TO: 19 DECEMBER 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)

Candidates achieved better results in the NSC 2023 Paper 1 when compared to the last two years.

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

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

QUESTION 1

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

Question 1: Comprehension

There were eight ONE-mark questions where candidates had to provide more than just a short, simple answer. Candidates must think carefully, analyse the question and complete several

cognitive steps or tasks before reaching the final answer. These questions (1.3, 1.8.1, 1.8.2 and 1.12) were very time-consuming especially if a candidate wishes to answer the questions effectively.

There were six TWO-mark questions in which candidates had to make inferences. To answer these questions, more than one cognitive level was required before a candidate could formulate their answers. The layered questions were cumbersome and would have taken quite some time to analyse and answer.

There were also two THREE-mark questions and one FOUR-mark question. It was apparent that the candidates did very well in these questions in comparison to previous years. When comparing the paper with the English Home Language paper, there were more THREE- and FOUR-mark questions which could mean the difference between completing or not completing the paper.

Although the comprehension text was very insightful, the average candidate would have struggled with all the research data and information presented in the text. It would have been overwhelming for the weaker candidates – even intimidating. This also added to the fact that the comprehension section took much longer to complete.

Questions 1.2.1 en 1.2.2 of the comprehension (3 marks) these questions prompted a generic response due to phrasing of these questions. Most candidates answered with a generic response and did not ground their answer in the text. Candidates lost three marks as a result. See the statistics presented below. According to the Rasch analysis the candidates scored an average of between **32% and 39%** for these questions.

Question 1.6: candidates had to explain and interpret the idiomatic expression “**om agter die kap van die byl te kom**”. It is evident from the average of 39% scored for this question, that it proved too challenging for most candidates.

Question 1.8.1 en 1.8.2: the *inferred meaning* and the *hidden warning* – one is confronted with the question whether the average candidate would know what “bedekte” (a highfalutin word in Afrikaans used in a figurative way) would imply? The average scored was between **35 and 26%** for these questions speaks for itself.

Some of the questions were formulated very verbosely or long-windedly using words such as “onderskeidelik” (respectively) and “afsonderlik” (separately) in one question as is seen in question 10.

Question 1.11: this question lends itself to a generic response. It would be wise to formulate such a question in a way that it avoids a generic response. In the comprehension section there are FOUR

of these questions.

The choice of diction used in Section A and the cumbersome style of phrasing used in the questions made it very challenging for the candidates to answer these questions because more than ONE task was required per question.

Many questions required a very skilled reader who could make inferences and had the ability to read and analyse meticulously under pressure. It made these questions deliberately tricky to answer.

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

Candidates struggled with this question where they had to indicate the use of punctuation marks such as the commas in a parenthesis. They do not understand the terminology used in the question.

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

They must be familiar with the terminology used in comprehension questions and should avoid generic responses. They must learn how to label their answers and that all answers should be grounded in the text.

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

Learners should practice comprehension skills every term, study the terminology used in Paper 1 and should practice the methodology used when answering comprehension or CLA-questions.

QUESTION 2

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

They answered this question well. Most candidates could formulate full sentences and express the facts as a wish.

(b) Why was the question answered poorly? 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.

Practice writing in full sentences and how to extract the main facts from a passage. Candidates must know how to summarise a passage and how to analyse the question in Section B.

(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 3

(a) General comment on the performance of learners in the specific question. Was the

question well answered or poorly answered?
The advertisement was answered well. They must know the difference between a technique and a method in visual literacy and should know how to interpret choice of diction. Summarising a response to the visual text as an emotion proved challenging.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates do not understand choice of diction in a visual text. The CLA-terminology must be studied well.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
They must practice analysing cartoons and advertisements. They must study the visual elements, choice of dictions and the techniques used.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates must know how to formulate responses, how to account for the use of diction and how to answer technical questions in the comprehension and the language sections and to avoid generic responses.

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 better – an average of 53% was scored.
(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 struggled to indicate the attitude of the character in 4.2. They also struggled to show how the words and actions supported one another in 4.5.
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Cartoons must be practiced more. Candidates struggled to discuss the body language and attitudes of characters in this section.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Candidates do not answer specifically enough. They must label their answers to provide a well-supported response.

QUESTION 5 Artikel
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
Very poor with an average of 35%.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates struggled with aspects such as: explaining and accounting for the use of punctuation.

They must use a verb when indicating the function of a technical aspect, ground all answers in the text, and should study the grammar in depth.	
(c)	<i>Provide suggestions for improvement in relation to Teaching and Learning.</i>
Language structures should be practiced more in the Senior Phase to ensure a better understanding and use of grammar in the FET phase.	
(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>
Focuss more on: "lettergrepe/klankgrepe".	