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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

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

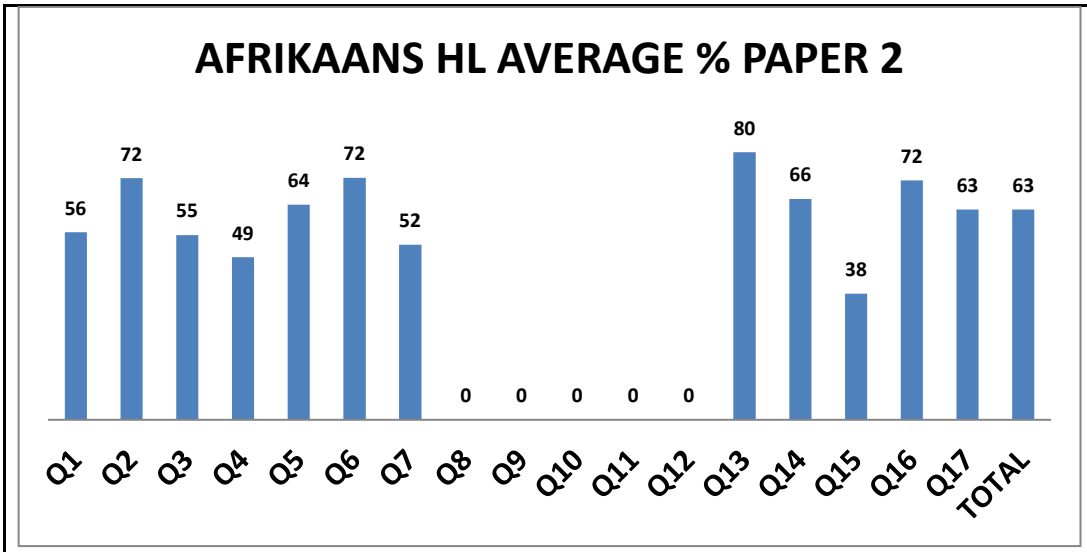
NATIONAL SENIOR CERTIFICATE 2023

WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	AFRIKAANS HOME LANGUAGE
PAPER	2
DURATION OF PAPER	2.5 HOURS
INTERNAL MODERATOR	IMMANUEL EUROPA
CHIEF MARKER	LAETITIA VAN HEERDEN
DATES OF MARKING	**FROM:** 08 DECEMBER 2023 **TO:** 18 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)***



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Average mark: 48/80 = 59,6 %

The candidates' performance ranges from below average to good. A few learners achieved full marks in this paper.

Candidates could respond to the required number of questions to be answered in Section A, B and C.

Section A: candidates showed average to above average performance.

Section B: was answered reasonably well. Candidates achieved a mix range of marks from average to good.

Section C: graph leaned to good and very good performance in essay type question with above average in contextual questions.

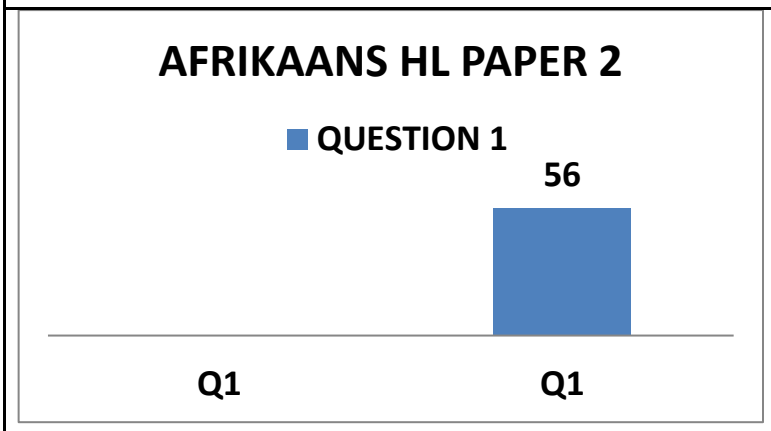
Candidates generally achieved higher marks for essay questions than contextual questions across all genres.

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?



6/10 = 60 %

The candidates achieved slightly above average in 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.

Candidates had basic knowledge of the genre and format of the essay type question. Some however lack the skill and comprehension of literary concepts, e.g., "sprekerperspektief", "kwesbaarheid" and "retoriese middele" to construct a proper or good essay.

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

Candidates should be exposed to various terminology and interpretation of essay questions on poetry.

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

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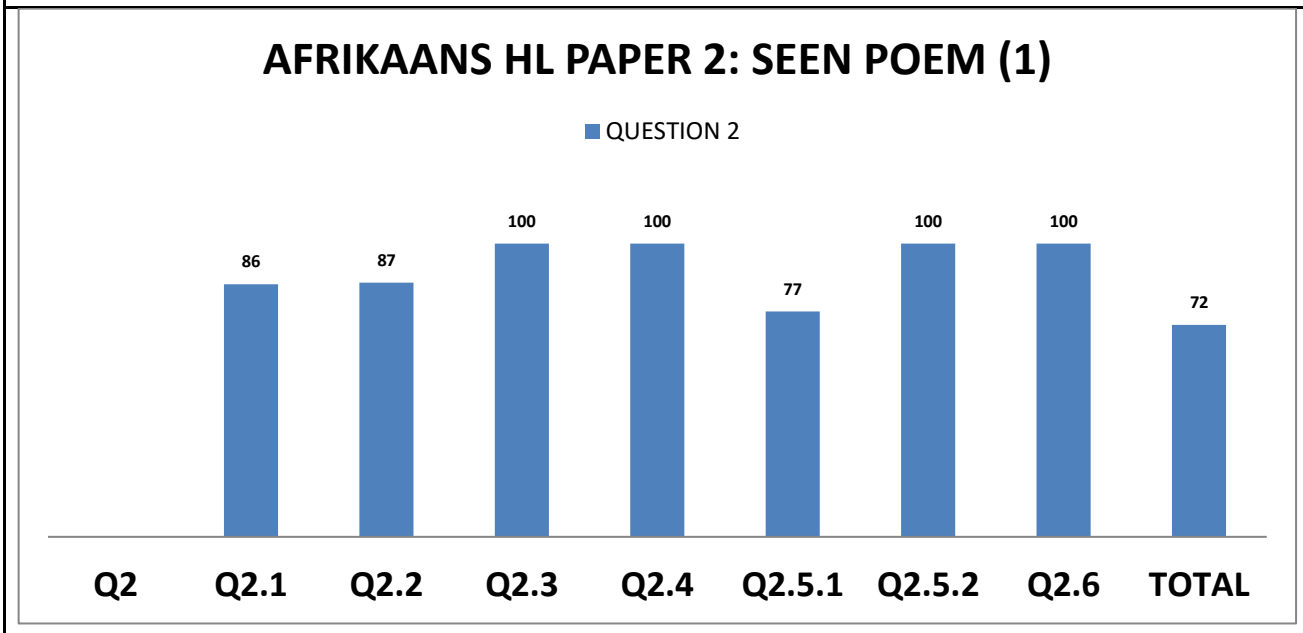
Suggestion of intensive teaching and revision to acquire skill to construct appropriate essay.
Expose learners to all the different examples past papers on how the question is set and answered.

QUESTION 2

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



7/10 = 72,3 %

Candidates achieved above average to good performance in 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.

Candidates struggled to answer the following:

Q 2.6 Some candidates could not construct a proper/correct answer regarding "ironiese Uitkoms"

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

Thorough teaching and learning.

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

Thorough interpreting and explanation or discussions on words/terminology used within the context of the poem.

QUESTION 3

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

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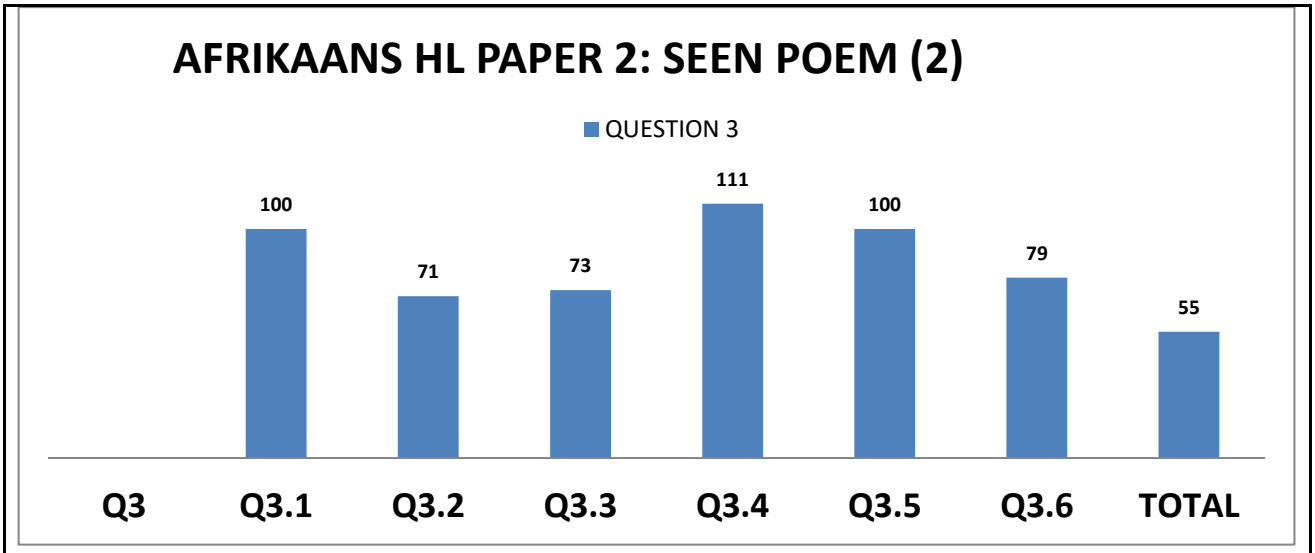


6/10 = 55,2 %

Average performance in 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.

Candidates could not interpret the following:

Q 3.2 "stemming" and "maniere waarop stemming geskep word".

Q 3.4 "progressie … bewerkstellig"

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

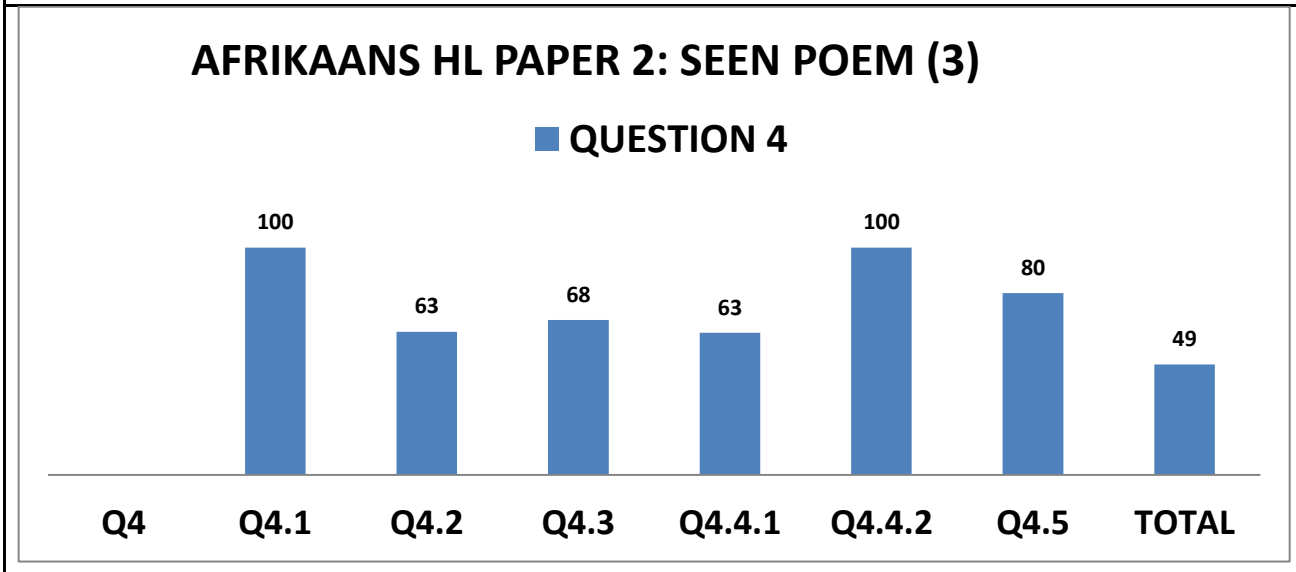
Thorough interpreting and explanation or discussions on words/terminology used within the context of the poem,

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

Intensive teaching and revision.

QUESTION 4

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



5/10 = 50 %

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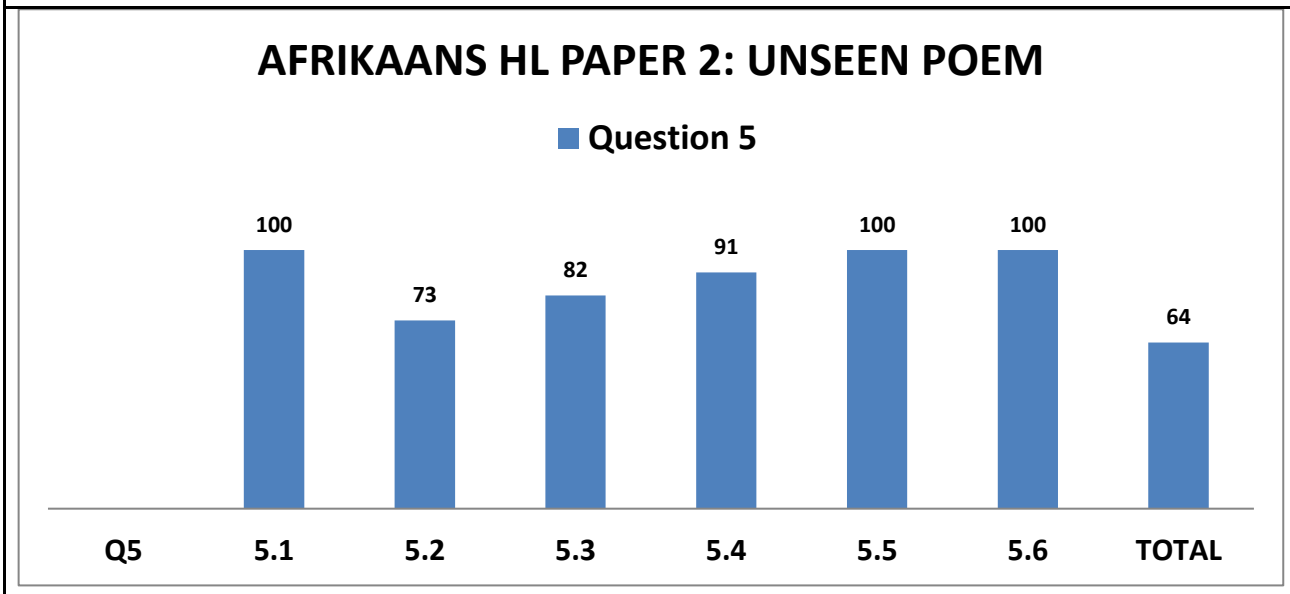
Candidates achieved average performance.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
The following pose a challenge to some candidates: Q 4.3 "progressie in tyd" Q 4.1 "Benoem die stylfiguur ("sinekdogee") en die bedoeling op figuurlike vlak". Q 4.4.2 "versoek … geregverdig" Q 4.5 "Evalueer die geslaagdheid … progressie"
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Thorough teaching of all different terminology and words used in poems.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.
Use previous exam papers for preparation.

QUESTION 5
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
 **6/10 = 64,3 %** Candidates performed above average.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Candidates struggle with: Q 5.2 "geslaagdheid van die halfrym" Q 5.3 "verduidelik die beeldspraak" (metafoor) Q 5.5 "funksie van polisindeton"
(c) Provide suggestions for improvement in relation to Teaching and Learning.
Proper knowledge on words and terms used in poetry. Teaching should reference prior knowledge to current events relating to content of genre/poems.

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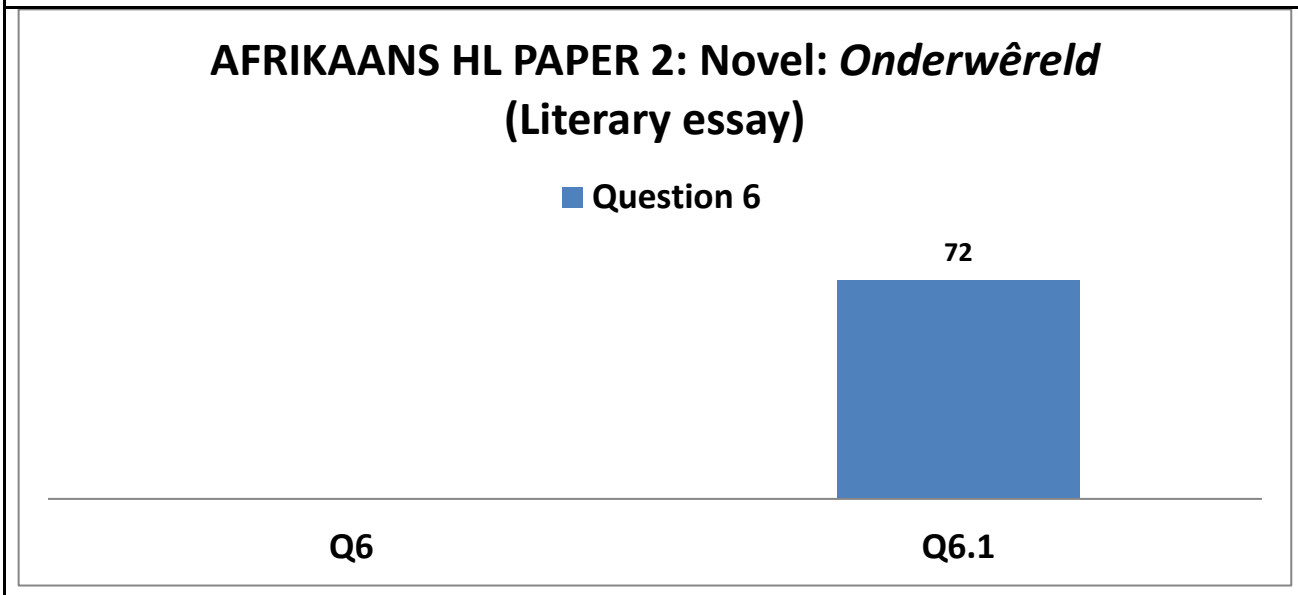
(d)	***Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.***

Teaching and revision of previous papers.

QUESTION 6

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



18/25 = 72.3 %

Very good performance by candidates.

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

A few candidates could not construct a good essay on "magsmisbruik".

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

Teaching and practice of skills to properly answer the essay question.

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

Teaching on how to write/construct a basic essay question is essential. Thorough reading, analysis and understanding of literature as well as frequent practice on how to answer an essay question effectively. Also do analysis of the text e.g., group/class discussions on different interactions between characters, etc. Important that candidates should provide detailed content.

QUESTION 7

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

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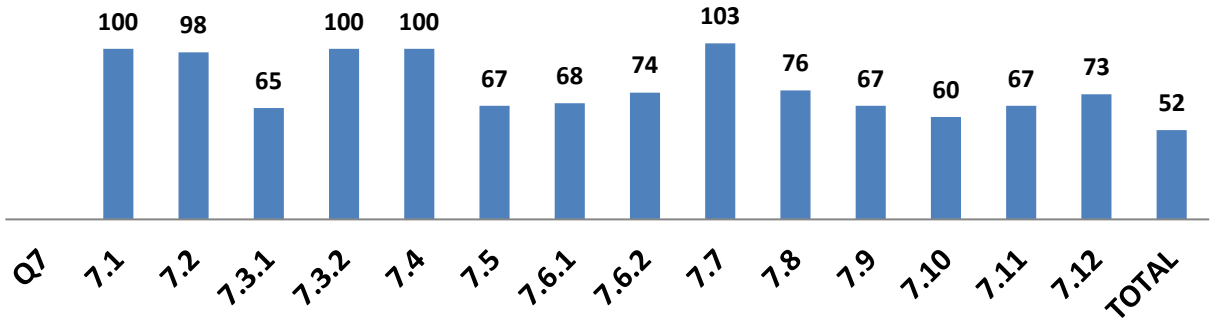
AFRIKAANS HL PAPER 2: NOVEL: *Onderwêreld*
(Contextual Questions)



13/25 = 52.4 %

Average performance by candidates.

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

The pose a challenge to some candidates:

Q 7.3.1 "antagonisme … ongeregverdig"

Q 7.5 "vooropgestelde idee … enersyds reg en andersyds verkeerd"

Q 7.6.2 "Zero's and One's"

Q 7.10 "ironie …innerlike konflik"

Q 7.11 "lafhartigheid"

Q 7.12 "houding"

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

Very ***thorough knowledge*** of the content needed. Regular revision and ***class discussion*** is absolutely essential.

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

Candidates and teachers must read and discuss the genre/book in class! Teachers need to research and prepare for lessons; specifically, on any possible essay questions (especially within expected examination style for CAPS system). This novel is filled with exciting avenues and discussions around the plot. Another recommendation: search the Internet / Google where you can find thousands of resources on all genres or titles. Candidates are inclined to visual stimuli so it is recommended to make use of videos, PPT and all other electronic media which will improve interest first and ultimate teaching and learning.

Suggested Internet sites: WCED, Eastern Cape Education Department, DBE, Thutong, etc.

QUESTION 13

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

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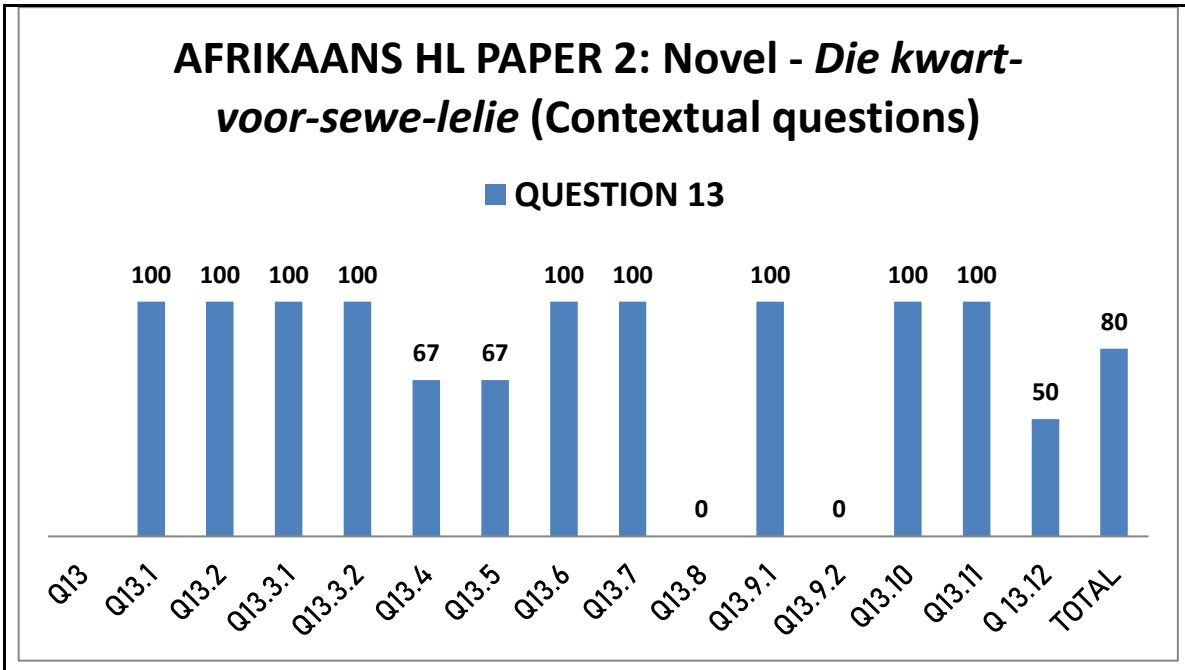

20/25 = 80 %

Very good performance by candidates.

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

Candidates could not answer on:

Q 13.4 "kontrasterende … karakterverandering"

Q 13.5 "aktuele kwessie"

Q 13.8 "ironie"

Q 13.9.2 "uitnemendheid"

Q 13.12 'stemming "

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

Teaching and practice of skills to properly answer the contextual question.

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

Candidates and teachers must read and discuss the genre/book in class! Teachers need to research and prepare for lessons; specifically, on any possible essay questions (especially within expected examination style for CAPS system). This novel is filled with exciting avenues and discussions around the plot. Another recommendation: search the Internet / Google where you can find thousands of resources on all genres or titles. Candidates are inclined to visual stimuli so it is recommended to make use of videos, PPT and all other electronic media which will improve interest first and ultimate teaching and learning.

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QUESTION 14

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

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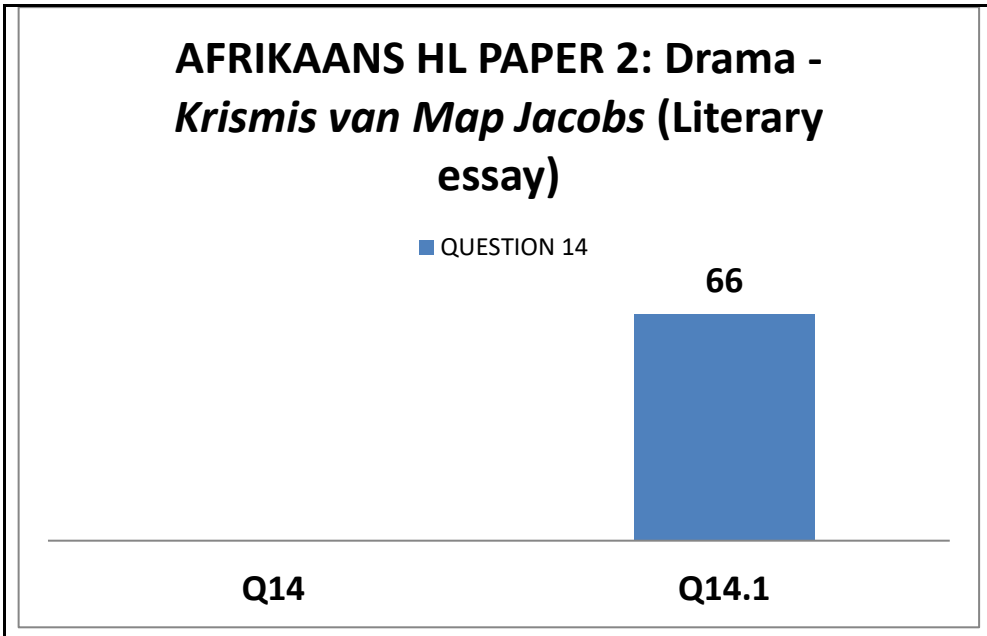

17/25 = 66 %

Good performance by candidates.

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

Some candidates could grasp the concept of "geluk" thus did not fair good.

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

Further strengthening of skills in applying facts to motivate discussion points and requirements of an essay question. Emphasis should also be on the format: introduction, short paragraphs and conclusion.

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

Teaching on how to write/construct a basic essay question is essential. Thorough reading, analysis and understanding of literature as well as frequent practice on how to answer an essay question effectively. Also do analysis of the text e.g., group/class discussions on different interactions between characters, etc. Important that candidates should provide detailed content.

QUESTION 15

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

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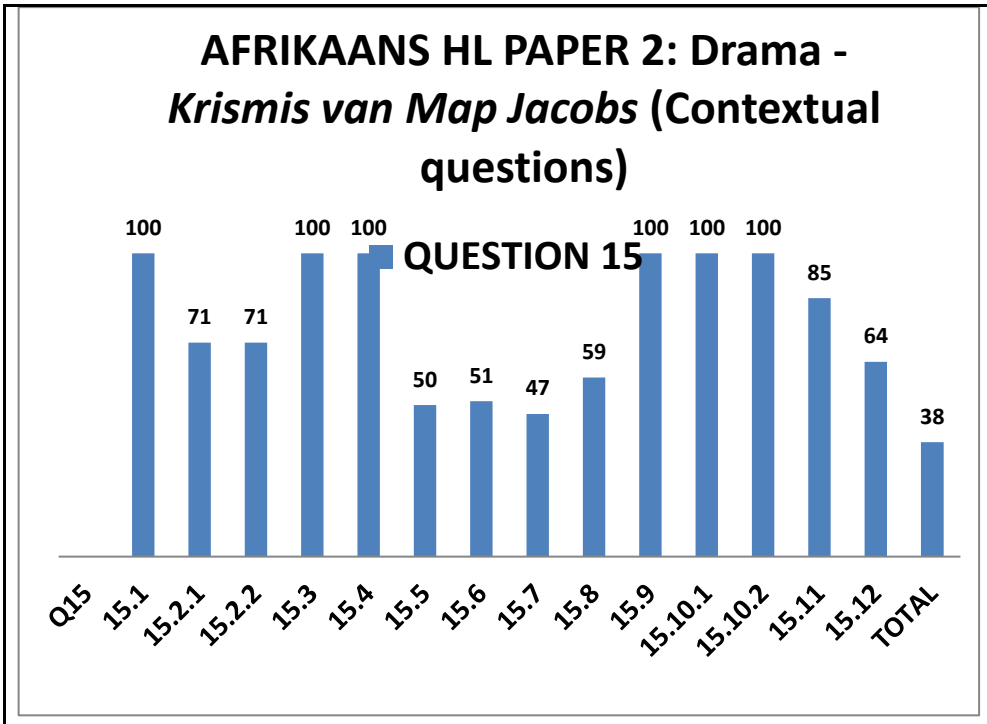

9/25 = 37.7 %

Below average performance by candidates.

(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 pose struggle to many candidates:

Q 15.2.1 "neweteks geloofwaardig"

Q 15.2.2 " enersyds te verstane en andersyds ongewoon"

Q 15.5 "opdringerig"

Q 15.6 To provide **four** (4) facts

Q 15.7 "uitsprake … as geloofwaardig" (candidates could not provide three (3) reasons.

Q 15.12 "Kommunikasie enersyds en stemming andersyds"

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

Thorough knowledge of content and terminology used.

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

Practice terminology used in previous exam papers and setting of questions.

QUESTION 16

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

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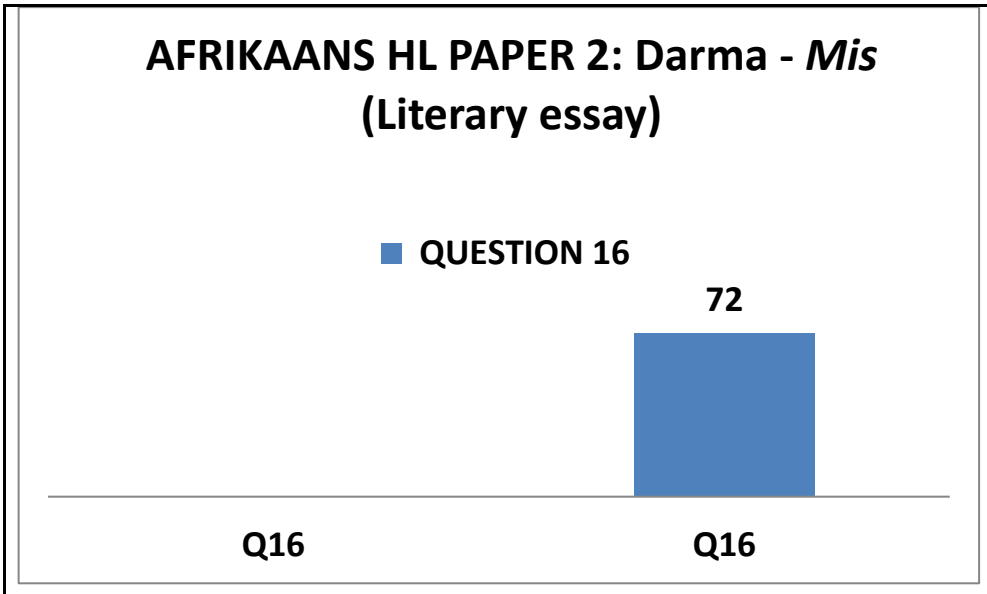

18/25 = 71.6 %

Very good performance by candidates.

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

Some candidates seem to misinterpret the terminology e.g., "milieu".

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

Teaching of skills and knowledge is essential for construction of a good essay. Assure that candidates know all characters and their roles.

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

Ensure that ALL CANDIDATES grasp and understand the structure and construction of an essay with proper and appropriate arguments.

QUESTION 17

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

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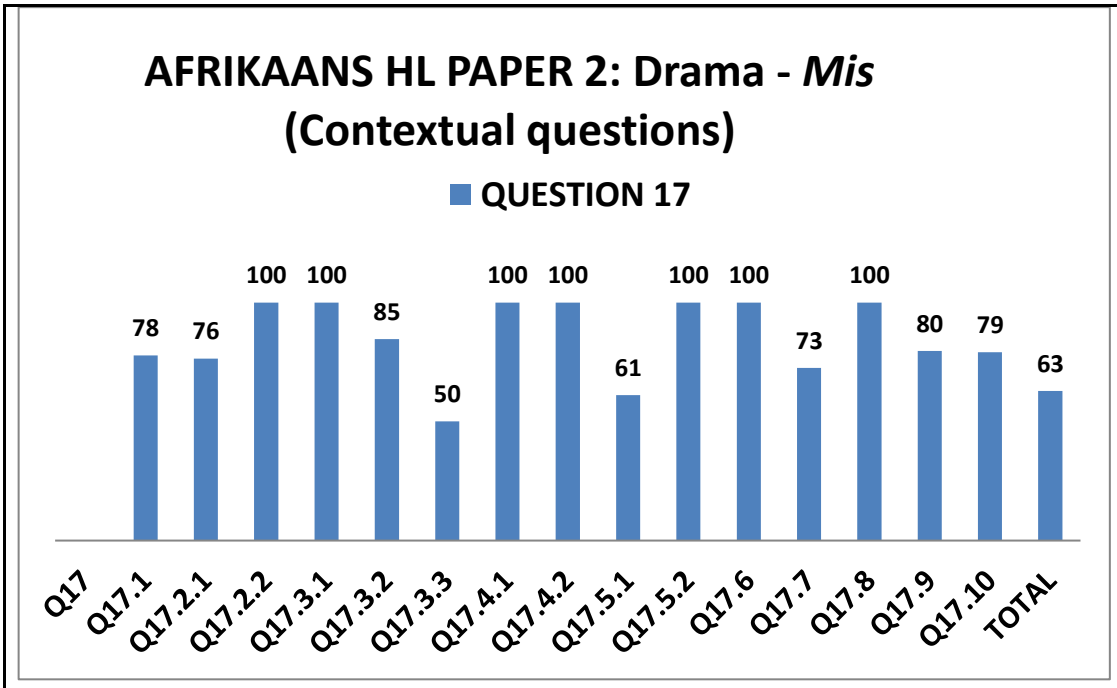

16/25 = 62,9 %

Very good performance by candidates.

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

Candidates could not really grasp the following:

Q 17.1 "klinkende simbale"

Q17.2.1 "ander se verwagtings … beinvloed"

Q17.3.1 "kontrasterende persoonlikheidsaspekte" wich linked to the answering of 17.3.2 and 17.3.3. This amounts to five (5) marks. Terminology "getroue weerspieeling "

Q17.10 "ironies .. enersyds … veilige hawe … andersyds … beskerm Meisie".

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

Require very good knowledge of content. Examination skills on how to interpret question and linking concepts within the question to give a proper response.

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

Candidates and teachers must read and discuss the genre/book in class! Teachers need to research and prepare for lessons; specifically on any possible essay questions (especially within expected examination style for CAPS system).

The two (2) dramas relate to current social challenges in S.A.-society which can stimulate classroom conversation.

Another recommendation: search the Internet / Google where you can find thousands of resources on all genres or titles. Candidates are inclined to visual stimuli so it is recommended to make use of videos, PPT and all other electronic media which will improve interest first and ultimate teaching and learning.

Suggested Internet sites: WCED, Eastern Cape Education Department, DBE, Thutong, etc.

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