



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	3
DURATION OF PAPER	3 HOURS
INTERNAL MODERATOR	ANITA VOGES
CHIEF MARKER	JOSEPH CARELSE
DATES OF MARKING	FROM: 8 DECEMBER 2023 TO: 21 DECEMBER 2023
HEAD OF EXAMINATION	MR B LORISTON

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

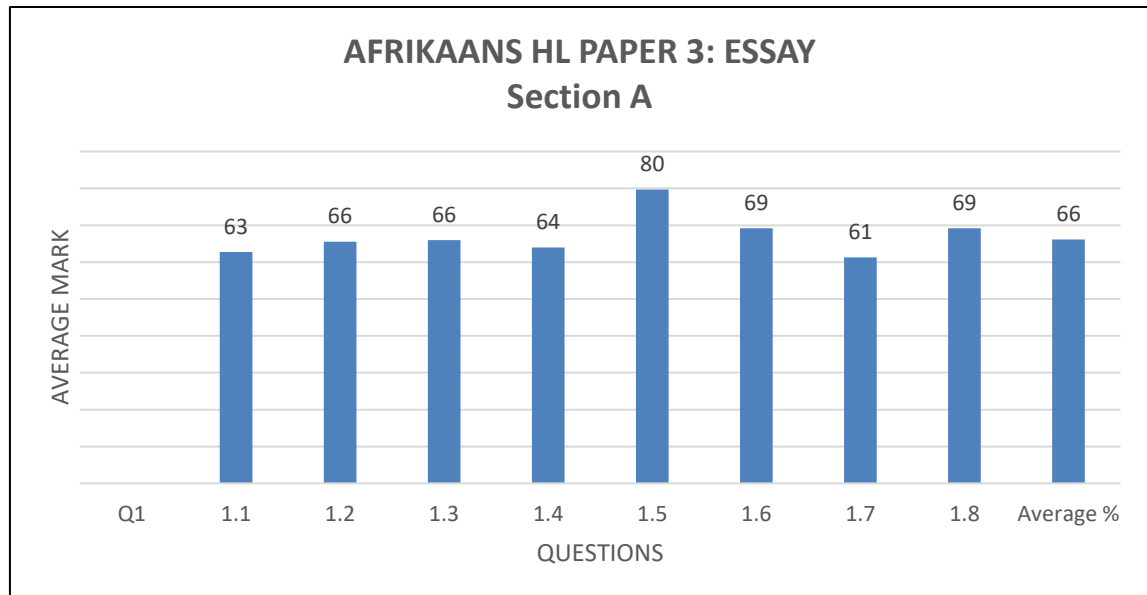
SECTION 1: (GENERAL OVERVIEW OF LEARNER PERFORMANCE IN THE QUESTION PAPER AS A WHOLE)

The paper consists of 2 sections with a total of 100 marks.

The learners could choose one out of 8 topics to write an essay on and two out of 6 transactional texts. The topics were accommodating and fair.

The 100 scripts' results are as follows:

Section A: Total Mark (50) The average per question:

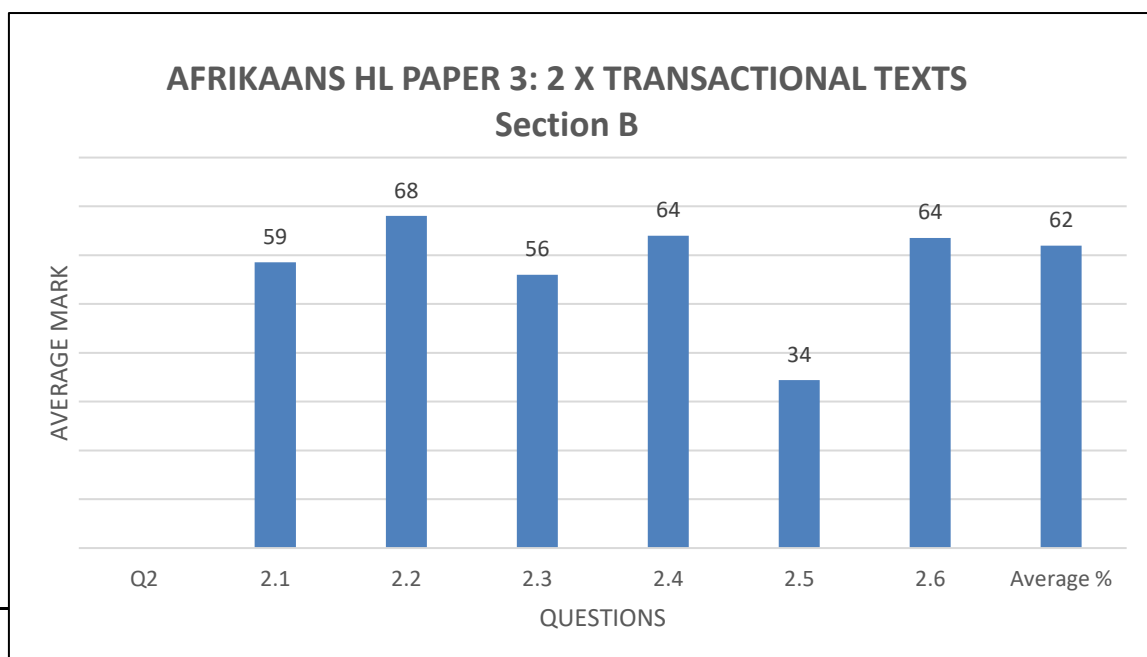


In the above analysis it is evident that candidates performed well in question 1.1. to 1.8.

The average % for Section A is 66%.

Question 1.5 obtained the highest percentage because the picture could be interpreted on different levels. It was in the candidate's referential framework.

Section B: Total Mark (25x2) The average per question:



In the above analysis it is evident that candidates performed well in this section, apart from question 2.5. This is because candidates struggled with the correct style and format for the agenda and minutes. The average for Section B is 62%.

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

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

Section A. QUESTION 1

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

1.1. "...maar meneer my flikkerlig wás aan... (63%)

The topic was not easy for candidates, in that they could not write from their own experience. Not everyone has a car. Therefore, they couldn't write a credible essay in the first-person. Some candidates misinterpreted the "flikkerlig" (not as an indicator but as a flickering light.)

1.2 Nóú is my kans... (66%)

Candidates who chose this topic were often the weaker candidate. Essays were primarily narrative or reflective essays.

1.3 Onthou-oomblikke maak jou lewe die moeite werd.(66%)

Candidates chose this topic and wrote mainly reflective essays and emphasize their subjective feelings about the topic as it falls within their experiential world. However, some seem to struggle to arrive at the desired number of words. Candidates sometimes lapsed into repeating the same idea.

1.4 Pasop, dink voor jy sink! (64%)

Candidates wrote about life experiences where the wrong choices were made. Some also wrote repetitive ideas.

1.5 "Ek kry koud op my eie ek soek net 'n bietjie warmte."(80%)

Essays ranged from very good narrative essays to descriptive essays.

1.6 Prent van die olifante.(69%)

Candidates wrote here about maternal love, a trip to the wildlife park and elephants and their behavior in general. The essays range from very creative to ordinary.

1.7 Prent van 'n slot en sleutel.(61%)

Mainly very good narrative and descriptive essays have been written here.

1.8 Prent van 'n motor wat met sy agterwiele oor 'n afgrond staan en 'n man en vrou.(69%)

Candidates who chose this topic told a story in which people were in trouble with their car.

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

The 100 scripts' average mark for Section A was 66%. Questions that have the lowest average are 1.7 (lock and key) and 1.1 (indicator)

Question 1.1: Some candidates did not understand the vocabulary and thus the question was misinterpreted. The 'car's indicator' was interpreted as a mobile phone light or flashlight.

Interpretation of the questions plays a big role in the answer. There are certain requirements that the piece of writing must meet when answering the question, such as that the question must be understood. If the vocabulary is a problem, then the answer is incorrect. However, candidates can still score points for their use of language. Most candidates were able to understand the questions and express themselves well.

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

1. Candidates should use old papers, topics, pictures to verbally prepare in class for possible angles of an essay topic.
2. Candidates achieve a higher mark if they write from their own experience or a narrative essay. Speculative essays should be avoided because they may lead to repetition.
3. Greater efforts need to be made to expand learners' vocabulary.
4. General writing techniques should be addressed in class.
5. The teacher should read well written examples of essays in class.
6. Candidates generally need to read more.

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

1. Some candidates do not use figures of speech in their essays. They need to learn that Paper 3 is an application of all language knowledge.
2. Learners must learn to plan to prevent a repetition of ideas.
3. Poor sentence construction and poor paragraphing lead to a poor essay.
4. The candidates should not write as they speak. Prepositions are often omitted.
5. English words are used in essays because candidates' vocabulary is poor.
6. All types of punctuation should be used in a well written essay.

SECTION B. QUESTION 2

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

2.1 Formele e-pos aan die voorsitter van die beheerliggam van 'n skool. (59%)

It was a popular question. The formal nature often leads to candidates being forced to use the tone, style and register correctly. Very few learners have been able to use it completely successfully. Many of the candidates misunderstood the terms of reference regarding the "reasons why the matric farewell in the current form should be abolished" idea – possibly due to haste. The

formal register was often lacking here.

2.2 Informele brief oor die eerste sewe jaar na matriek (68%)

Most candidates answered this question. The candidates who chose this transactional text did very well because those who chose this topic could truly lay out a sensible 7-year plan.

2.3 Tydskrifartikel oor TIKTOK (56%)

Few candidates have been able to answer this question well. They struggled with the style and tone of a magazine article.

2.4 Formele Toespraak aan ouers en graad 8-leerders. (64%)

Candidates did not always address the parents and grade 8 learners as the target group but lapsed into a speech to the Grade 8s. Candidates who chose the speech did quite well because it was a relatively easy topic that was also tackled by weaker candidates.

2.5 Notule na aanleiding van 'n agenda (34%)

Few candidates have tackled this topic, possibly due to the nature of the assignment. The transactional text (minutes) and format do not lend itself to creative thinking. It wasn't because they didn't understand the question. Candidates who answered this question has little or no knowledge of taking minutes during a meeting.

2.6 Dialoog oor beurtkrag en die gesin. (64%)

Most candidates answered this question. Insignificant format errors occurred here. Not all focal points have always been addressed here. Candidates lapse into the difficulties experienced during load shedding and did not mention how the time can be spent with the family.

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

The 100 scripts' average mark for Section B was 62%

Candidates who performed bad in this section missed some of the focal points in the question, did not know the format or did not answer the second question.

Question 2.1: The finances for the matric farewell were ignored. Candidates listed everything that could go wrong at the matric function.

Question 2.2: The future of the Grade 12 learner was very easy and uncomplicated. The 7-year plan were sometimes ignored.

Questions 2.1 and 2.2, the email and letter often lacked an address and ending.

Question 2.3: Candidates lapsed into discussing social media in general instead of discussing TIKTOK at school.

The magazine article's tone, objectivity and style seem to get the better of candidates.

Question 2.4: The speech. No greeting/address of those present. The formal address to parents and grade 8 learners caused confusion with the register. A Grade 8 learner will not be addressed as "u". So, the candidate had to vary the register between "u" (the parents) and "julle" (Grade 8's).

Question 2.6 The focal point of activities for the family during load shedding has been ignored. In general, candidates do not know the format and requirements of the transactional texts.

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

1. Teach the format of the Transactional Texts.
2. Teach the difference between formal/informal language, the tone, register and style required for each text.
3. Teach vocabulary used in a transactional writing, for example:
Woorde wat chronologiese verloop aandui: eerstens, tweedens, nadat, wanneer, later, totdat...
Woorde wat verduidelik/oorsaak en gevolg aandui: gevolglik, omdat, hieroor, sedert, na aanleiding van...
Woorde wat vergelyk: Kleiner as, anders, verskillende
Woorde wat die orde van belangrikheid aandui: minder, meer
Woorde wat veralgemeen: oor die algemeen, deur die bank
Woorde wat saamvat: ter afsluiting, om saam te vat, ten slotte.
Woorde wat op jou eie standpunt dui: na my mening, ek dink dat, ek glo dat, ek verkies, ek hou van, ek hoop
4. Teach learners to answer the following questions in each paragraph in transactional writing: **wanneer; waarheen; wie; waar; wat; hoe; hoekom.**

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

1. Candidates should learn that transactional writing deserve the same attention with preparation as any other aspect of this subject. Candidates who master these texts can earn a lot of marks.
2. Both questions need to be done.
3. Language in any essay or transactional text should be treated with care:
 - **Kyk na woordorde: TYD, WYSE en PLEK: Ons is SATERDAG STIL-STIL KAAP toe.**
 - Lidwoord: **DIE** meeste mense maak foute / 'n Mens moet versigtig wees wat **jy** sê
 - Ons as mense i.p.v. **ONS**; Ek persoonlik dink i.p.v. **Ek dink**. Die mees belangrikste i.p.v. **Die belangrikste**. Dit was so gewees i.p.v. **Dit was so**.
 - Gebruik die leestekens korrek: die komma tussen twee werkwoorde, die korrekte gebruik van aanhalingstekens en die korrekte gebruik van die komma voor **want** en **maar**.
Bv. Ek hou van lees, want dit neem jou na ander wêreld.
 - Gebruik 'n verskeidenheid leestekens: vraagtekens, uitroepetekens, ellips (...)
 - Maak seker van woordkeuse: **Soos** ek by die huis gekom het **x Toe** ek by die huis gekom het.
 - Die herhaalde gebruik van die woord "**so**" en "**toe**" is hinderlik.

- GEEN streekstaal of slordige taalgebruik nie: hierie **x hierdie** ; pleks **x in plaas van** ; rerig **x regtig**
- Moenie sms-taal OF ENGELS gebruik nie: kla **x klaar** ; da **x daar**.
- geen vulgêre taal nie
- Van **x want**; Daai **x daardie**
- Waardeur ek beweeg **EN** waardeer jou vriendskap
- Versigtig om sinne te verbind met enige voegwoord:
*Ek en Anna het oor 'n tydperk van vier maande beste vriende geword, **maar** ek was so verlief op haar. **X** Eerder: Ek en Anna het oor 'n tydperk van vier maande beste vriende geword. Ek was so verlief op haar.*
- Goeiemiddag Quers, Leerders en Onderwysers
- Ontmoontlik **x onmoontlik** ; alweer **x al weer**; huistoe **x huis toe**
- Moet nie dit doen nie **x moet dit nie doen nie** /moenie so optree nie.
- Matrikulante **x matrikulante**
- Vir seker – beslis, sonder twyfel (Ek sal vir seker kom) en verseker – seker maak van iets, waarborg (Hy verseker my dat...)
- Ek wil eendag 'n huis het **x** Ek wil eendag 'n huis **hê**
- Wees versigtig vir die weglaat van **voorsetsels** en gebruik **voornaamwoorde** reg.
- Die woordorde na DAT!