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QUALITATIVE ANALYSIS OF LEARNER RESPONSES
NATIONAL SENIOR CERTIFICATE 2020
WESTERN CAPE EDUCATION DEPARTMENT

SUBJECT	AFRIKAANS HOME LANGUAGE
PAPER	1
DURATION OF PAPER	2 HOURS
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CHIEF MARKER	VAUGHN LOWE
DATES OF MARKING	FROM: 4 JANUARY 2020 TO: 20 DECEMBER 2020
HEAD OF EXAMINATION	MS TINA SINGH

REPORT 2: QUALITATIVE ANALYSIS OF LEARNER RESPONSES

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

Learner performance ranged from very good to extremely poor with marked differences between different centres and schools.

Teachers and learners described the paper as reasonable and sometimes difficult. The texts used in this paper, except for the Comprehension text, was on the reading level expected from a grade 12 Home Language learner.

Candidates struggled to relate to the Comprehension text and it was clear from their answers that they did not understand the text fully. They found it difficult to formulate their answers and lost marks because of their poor vocabulary and their inability to express themselves effectively.

A random sample of 100 scripts showed an average mark of 35,9/70 (51.3 %) with marks ranging from the highest being 63/70 and the lowest mark 3/70.

Question	1	2	3	4	5	Average
2019						
Mark						
Percentage	62.4	66	38.8	47.7	48	52,58%
2020						
Mark	17,1	6,4	5,3	3,4	3,7	35,9
Percentage	57,2	64,4%	52,6%	33,7%	36,9%	51,3%

SECTION 2: COMMENT ON CANDIDATES' PERFORMANCE IN INDIVIDUAL QUESTIONS

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

<u>QUESTION 1</u>	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
AFDELING A (BEGRI PSTOETS) Die begripstoets is die een afdeling van dié vraestel waarin die kandidate beter gevaar het, maar in teenstelling met vorige jare het geen kandidaat daarin geslaag om volpunte te verwerf nie. Die moeilikheidsgraad van die begripsteks was veral vir die gemiddelde en swakker kandidate 'n uitdaging en uit die antwoorde wat aangebied is, het dit duidelik geblyk dat hulle nie die teks ten volle verstaan het nie. Sterker kandidate het heel goed gevaar in die Begripstoets, maar die gemiddelde matrikulant het die vraagstelling uitdagend gevind. Kandidate het veral gesukkel daarmee om die hoër vlak vrae te beantwoord, bv. vraag 1.4; 1.7; 1.8; 1.11.1; 1.11.2 en 1.15.	
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
• Vraag 1.4 – alhoewel die kandidate die twee klemverskuiwings kon identifiseer, kon hulle nie daarin slaag om 'n gepaste positiewe of negatiewe motivering aan te bied nie. Die woordeskat bv. "geneties gemodifiseerde organismes"; "kunsmatige intelligensie" en "eenwording tussen mens en masjien" is buite die meeste kandidate se verwysingsraamwerk. • Vraag 1.7 – Kandidate kon nie daarin slaag om hulle JA/NEE sinvol te motiveer, juis omdat hulle nie teks so goed begryp het nie. Daarby bied kandidate heel dikwels hulle eie motivering wat niks met die teks te doen het nie, aan. Kandidate verstaan nie dat selfs jou eie motiverings binne konteks moet wees.	

• Vraag 1.8 – kandidate het die formulering van hierdie vraag uitdagend gevind en daarom gesukkel om 'n sinvolle antwoord te formuleer. Dikwels is lang paragrawe, sonder dat die antwoord daarin vasgevat word, as antwoord aangebied. • Vraag 1.11 – was een van die kandidate se grootste uitdagings. Die kandidaat moes verstaan wat skeptisisme, en ironie beteken en hoe dit in die teks voorkom voordat hy/sy 'n antwoord kon probeer formuleer. Meeste kandidate het nie daarin geslaag nie.
(c) Provide suggestions for improvement in relation to Teaching and Learning. Die onderrig van begripslees word dikwels afgeskeep in die klaskamer – Lees met begrip moet aktief onderrig word en leerders se woordeskat moet uitgebrei word.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. Leerders moet geleer word om by stapelvrae AL die vrae in die <u>korrekte volgorde</u> te beantwoord bv. as daar 'n JA of NEE verwag word, moet die kandidaat sy antwoord skryf nadat hy JA of NEE geskryf het. Kandidate verbeur onnodig punte as hul antwoord nie duidelik by 'n JA of 'n NEE aansluit nie.

QUESTION 2
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered? Die opdrag en die teks was redelik. Die verwagting was dat kandidate goeie punte in hierdie vraag sou verwerf, maar hulle het gemiddeld gevaar.
(b) Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions. Kandidate sukkel egter nog steeds net die formulering van volsinne en het baie punte verloor omdat hulle geneig is om die infinitief-konstruksie te gebruik.
(c) Provide suggestions for improvement in relation to Teaching and Learning. Onderrig van basiese beginsels van sinsleer.
(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc. Spesifieke onderrig van volsinne is belangrik: 'n volsin moet 'n onderwerp en gesegde bevat. By 'n bevelsin kan 'n onderwerp geïmpliseer word.

QUESTION 3	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Leerders het hierdie jaar beter in die Advertensie-vraag gevaar as in die verlede.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	3.3 die wanpersepsie hier was dat die "feit" bewys moet word/ kan bewys word en in hul poging om so 'n sin te formuleer het die kandidate punte verloor.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Dit blyk asof die meeste kandidate die konvensies van 'n advertensie onder die knie het, maar hulle sukkel nog met die algemene taalteorie – soos bv. die soort voornaamwoord. Ongelukkig moet teorie geleer word en ingeskerp word deur gereelde taaltoetsies en dit gebeur nie.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

QUESTION 4	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Kandidate het heelwat swakker gevaar in hierdie vraag. Hulle het veral klei getrap by 4.1; 4.4 en by 4.7.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	By 4.1 het kandidate dikwels klankverskynsels met taalverskynsels verwar. Ook die gebruik en funksies van leestekens is vir leerders 'n uitdaging bv. 4.2 en 4.7. By 4.4 kon kandidate nie die geïmpliseerde betekenis identifiseer nie en het bloot die pa se woorde herhaal - om die sarkasme te beskryf was egter die grootste probleem. Dit is ook duidelik dat leerders nie oor die woordeskat beskik om hulle self effektief uit te druk as dit by KTB- vragies kom nie.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	KTB: Dit is belangrik dat onderwysers onthou dat KTB tydens letterkunde lesse heel effektief onderrig en ingeskerp kan word.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

QUESTION 5	
(a)	General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
	Vraag 5 is ook oor die algemeen swak beantwoord. By 5.6 het slegs 'n handjievol (minder as 10) kandidate die idioom korrek deurgegee.
(b)	Why was the question answered poorly? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
	Die swak prestasie in hierdie vraag bevestig net weer dat kandidate dink hulle hoef nie taalteorie te leer nie.
(c)	Provide suggestions for improvement in relation to Teaching and Learning.
	Taallesse wat tydens die grendeltyd deur die WKOD verskaf is, kan met vrug gebruik word om taalaspekte te onderrig en in te skerp.
(d)	Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.