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FIRST LANGUAGE AFRIKAANS

Papers 0512/01 and 0512/02
Reading and Directed Writing

General comments

The quality of handwriting and the neatness of the scripts were an improvement on last year.

The following points will need to receive further attention:

- Candidates must leave lines between questions in **Section A** on Paper 1.
- Paragraphing and very long sentences are still a problem. Shorter sentences will help to cut out mistakes.
- *Mooiskrywery* should not be encouraged.
- Abbreviations should be avoided throughout the examination.
- The order of words (*woordorde*) needs to be addressed.
- The wrong use of *oor dit* and *vir dit* instead of: *daaroor* and *daarvoor*.
- *Dubbele oortreffing/vergroting* should be avoided, e.g. *mees belangrikste* and *meer gevaarliker*.
- Incorrect use of prepositions.
- The need to use the *dubbele ontkenning*.

Some candidates still cannot spell elementary words, such as *gras* (*grass*), *vuur* (*vier*), *wil* (*will*), *rivier* (*revier*), *groter* (*grooter*) and *waarder* (*wardeer*).

Comments on specific questions

Paper 1

Questions 1 – 6

Most candidates did not have problems with the multiple choice questions and answered most of them correctly.

Question 7

Various explanations were given, but most knew what “a strong sense of self” meant.

Question 8

This question was allocated two marks, thus two things needed to be mentioned. The correct answer was “she was the first black woman who published in Afrikaans”. Many candidates wrote that she was the first black woman who wrote in Afrikaans, which was not correct.

Question 9

Candidates are reminded to read through all the questions first before attempting to answer. Candidates who did not read the questions first wrote the answer to **Question 10** for **Question 9**; when reading the next question, they realised their mistake.

The question asked what kind of work Dido was involved in. The question was awarded two marks, therefore two jobs should be mentioned. Very few candidates answered that she was both a nurse and a lecturer, while most lifted the sentence that mentioned she was attached to the nursing college.

Question 10

Most candidates answered this question correctly and received all three marks.

Question 11

This question asked candidates to produce a summary on how they perceive Dido as a person, in their own words. Unfortunately, most candidates lifted part of the text that said what she did as their answer. As this type of question is likely to appear in future Papers, candidates should be exposed to these type of short-summary exercises in class.

Paper 2

Question 1

- (a) This question was answered fairly well, but most candidates still do not answer the question in the right way. Most of the candidates stated that the first comparison is that both texts are about problems which teenagers experience, but this was a repetition of what the question had already stated. Candidates are also reminded they should use no more than 200 words.

An example of the type of answer expected is the following:

Leesstuk 1: Die peer pressure by die skool is baie erg.

Leesstuk 2: Tieners vrees uitsluiting uit die towerkring.

Etc.

Each comparison must be stated in a separate paragraph.

Many candidates still merely summarise Text 1 Text 2 without comparing the two.

- (b) This question was answered rather poorly. Candidates did not always analyse the question properly in order to determine exactly what was required. The question was not after all the differences between the two texts, but, specifically, differences regarding *aanslag en die behandeling van die probleem*.

Paper 1

Part 2

Question 1 – Summary

Most candidates did quite well, but some still tended to lift whole paragraphs or sentences in the hope that it would contain the right answer.

Candidates must be taught to structure their answer in paragraphs in order to highlight certain aspects from the texts and group certain ideas together. Planning is essential in summary writing. Candidates should refrain from quoting from the text, but rather use their own words as much as possible.

Papers 1 and 2

Dialogue

Most candidates were able to relate to the topic(s) raised by this question and answered it fairly well. In general, they succeeded in writing a convincing conversation, which could have taken place in reality.

Some candidates tended to use inverted commas, which was not necessary, as the whole answer is in the format of a conversation (i.e. the conversation is not embedded in another piece of discourse).

Paper 2

Question 3 - Formal letter

Many candidates thought this letter should be in the format of a letter to the press. However, the required format was that of a formal letter.

Many candidates restricted themselves to making complaints, never getting round to making suggestions on how to prevent a fire.

This question was not answered as well as the dialogue question.

General linguistic mistakes

It is advised that the following list of mistakes be addressed in class:

Incorrect abbreviations:

Daar's

Al's

Jy's

Wat's

Anglicisms:

Eerste ding môre (first thing tomorrow)

Probeer my (try me)

Dit is sy neerval (downfall)

Genoeg op my bord (enough on my plate)

Die beste van jou to kry (getting the best out of you)

Waaras (whereas)

Kan iets nie handle nie (can't handle)

Ek sukkel om hiermee to deel (deal with)

Ek voel onder die wolke (under the weather)

Bring die saak op (bring something up)

Sit jouself in my skoene (put yourself in my shoes)

Verwag dit van jou of (expect something of you)

Other linguistic mistakes:

Ons word vertel van

Albei tekste het voortgebring

Selfmoord terwille van probleme

Ondergaan sielkundige probleme

Uit by die deur uit

In 'n probleem verkeer

Egskeiding ondergaan

Staan op egskeiding

Saam met my ma praat

Ontslae word van instead of: *raak*

Na aanleiding weens

Die vuur dood blus/doodmaak

Die brand gebeur/begin instead of: *ontstaan*

In die gevaar instead of: *in gevaar*

Maak 'n sigaret brand instead of: *'n sigaret aansteek*

Gemeente instead of: *gemeenskap*

Die nagevolge van die brand instead of: *die gevolge*

Moet nie instead of: *moenie*

Sonder dit instead of: *daarsonder*

Deur wat instead of: *daardeur*

Op dit instead of: *daarop*

Bytestaan instead of: *by te staan*

Inelkgeval instead of: *in elk geval*

Aantevang instead of: *aan te vang*

Probleeme

Onstaan, onstel, ontrek, onvlug, onslae, onspan

Veloer

waardeur and *waardeur* (The meanings are often confused)

Boome instead of: *bome*

Alenigste

Ma instead of: *maar*

Kla instead of: *klaar*

<p>Paper 0512/03 Continuous Writing</p>

General comments

- Generally speaking, handwriting was neat and most scripts made a good impression.
- Candidates should be encouraged to record the question number and topic of their choice on their scripts.
- Candidates should not change a topic or provide the essay with a subtitle, which they formulate themselves.
- Candidates who scored high marks were capable of displaying excellent language skills and sophisticated vocabulary.
- It needs to be pointed out that candidates risk losing marks if their essay is too short or too long.
- Unfortunately, the influence of English becomes more and more apparent every year. Candidates should not translate words and phrases directly from English or use an English word, phrase or quotation in their Afrikaans essay.
- It is important that candidates pay more attention to Afrikaans sentence structure, punctuation and spelling.

Lingusitic mistakes included:

ek so ook wou gaan = sou

die anders wou by my weet = die ander

wat ek by die hek kom = toe ek by die hek kom

ek ken nie hulle se planne nie = ek weet nie wat hulle planne is

... naamliks = naamlik

mens moet weet = 'n mens

meeste mense = die meeste mense

ek het saam met hulle gesels = ek het met hulle gesels

dit was so hartseerlik = dit was hartseer

baie mense het gedood = baie mense het gesterf

Influence of English:

selfmoord gekommit

daaroor het ek lekker gesmile

ek en my pelle

dit was die kersie op die koek (dit het die kroon gespan is correct)

'n stappie in die park

die SRC-member het my ...

Daar was 'n merry-go-round wat ek gery het

Ons het nie die regte equipment gehad nie

My pa was a spoil sport

Ek moes in ons jaard/jaarts bly

Die vakansie was 'n bal

Ons het dit geniet while it lasted

Dit was die mees interessantste jaar

Dit wou hy nie doen

By die tyd (teen daardie tyd)

Comments on specific questions

Question 1

'n Vakansie duisend!

This was by far the most popular question. Most candidates handled the topic well.

Question 2

So stap 'n mens lag-lag deur die lewe.

Also a very popular topic and candidates wrote wonderful essays. Only a few candidates misinterpreted the topic.

Question 3

Demokrasie in Afrika... 'n realiteit of bloot 'n droom?

This topic was not so popular. It became clear that most candidates did not understand the meaning of/behind this topic.

Question 4

Is daar enige nadelige gevolge verbonde aan die vloedgolf geweld op televisie waana gekyk word?

This was also an unpopular topic. Most of the candidates that chose this topic were unable to write a convincing essay.

Question 5

Ek, as nietige sterfling, kan tóg 'n verskil in die lewe van my naaste maak.

This was a popular question and most candidates wrote excellent essays.

Question 6

Afrikaans is 'n lewende wese, 'n hupse meisie en o, so mooi!

This topic was not popular. Marks varied from average to poor.

Question 7

Is die moderne mens 'n goeie bestuurder van ons kosbare geskenk, moederaarde?

This topic proved to be popular, but only a few candidates wrote excellent argumentative essays. It was obvious that candidates did not always know what *'n goeie bestuurder van moederaarde* really meant.

Question 8

My hoërskoolloopbaan was soos 'n beker stomende boeretroos ... soet en lekker!

This was a very popular choice. Candidates proved they knew the meaning of this topic. Marks varied from average to excellent.

Question 9

... ek kon mos geweet het Pa sal nie geduld met my luiheid hê nie.

This was not a popular question. Only a few candidates were able to write a convincing story.