

FIRST LANGUAGE AFRIKAANS

6094
Paper 1

GENERAL COMMENTS

It was an absolute pleasure to mark the answers of mother tongue speakers of Afrikaans and not be burdened by masses of non-mother tongue speakers forced to take Afrikaans First Language, like in the past. On average the paper did not pose problems to the learners. It was on the same standard as the previous years. The two reading texts dealt with energy, sports and fitness drinks. The texts were written in simple, everyday language. No centre reported that the time allocation was insufficient, even though it seemed if a few learners could not finish within the allocated time because the last question was not answered.

The layout of the answers in the answer script is an aspect which needs attention. Many learners don't number their answers clearly and leave absolutely no space between two answers. Questions 7, 8 and 9 require longer answers and each of these should start on a new page. The answers to questions 1 - 6 will be easier to mark if learners were taught to leave a line open between the questions.

COMMENTS ON SPECIFIC QUESTIONS

1-3 The three multiple choice questions were not answered as well as in previous years. Very few learners scored full marks.

4-6 These questions were answered fairly well.

Question 4 asked what the author of the text implied with the question whether energy drinks can really help you to jump over high buildings. Many learners struggled to phrase a clear answer in their own words.

Question 5 did not pose any problems and most learners scored full marks. There are more than the required three reasons in the reading text why more and more people prefer to drink flavoured or enriched water. Any three correct reasons were accepted.

In question 6 the candidates had to identify the author's attitude and provide proof from the text for their answer. Some candidates failed to point out what the attitude of the author is.

7 Question 7, the text of a class speech, in which healthy ways to stay hydrated had to be addressed, was answered fairly well by most of the learners. A few candidates, however, wrote an essay instead of a speech. The style of a class speech can be less formal and this should be reflected when the audience is addressed.

8 Question 8, the summary of the advantages and disadvantages of energy, sports and fitness drinks was not answered as well as in previous years.

Many learners scored a lower mark because they included too many unnecessary details in the summary, including an introductory and concluding paragraph.

The following aspects need to be emphasised when teachers prepare learners for the examination:

- Read the instruction on **what** to summarise carefully. A summary is to a large extent also a comprehension exercise.
- A summary is a restatement of someone else's words in your own words.
- Stick to the maximum length indication on the question paper.
- Write in full sentences and produce a coherent paragraph.

The following generic mark scheme was used to mark summaries. Teachers should ensure that learners understand the criteria and can use the mark scheme to assess their own summaries.

15 Marks are allocated for relevant facts included in the summary and a mark out of 5 is allocated for the presentation (aanbieding), using the following scheme:

5	Uitstekende formulering en fokus; bondig; voldoen aan lengtevereiste; oorwoë keuse van woordeskat; volgorde uitstekend.
4	Goeie opsommingstyl; deurgaans goeie fokus; eie woorde goed gekies; bewyse van herrangskikking; korrekte lengte.
3	Hoofsaaklik bondig met goeie fokus; goedgekose eie woorde.
2	Mate van opsommingstyl (nie konsekwent nie); redelike fokus; slegs enkele voorbeelde van direkte oorskryf uit teks; kan effens te lank wees.
1	Enkele voorbeelde van samevatting; geneig om fokus te verloor; blyke van begrip van teks/opdrag; bewyse van direkte oorskryf uit teks; te lank.
0	Beskrywende, verhalende styl; dikwels sonder fokus; oorskryf uit teks hinderlik, wat gebrek aan begrip suggereer; karring aan.

9 In Question 9 learners had to write the text of a debate/conversation between people with *opposing* attitudes towards energy drinks. The question was on average answered well, but some learners wrote in fact two monologues and the opposing views did not come out clearly. Teachers should take note of the attached marking grid which is the same as the marking grid used in English and German First Language.

	NSSCO AFRIKAANS EERSTE TAAL TOTAAL: 20 INHOUD & VORM (STRUKTUUR)		TAAL & STYL				
	1	2	3	4	5		
1	<ul style="list-style-type: none"> • Uitstekende fokus • Waarsembare bondigheid • Volledige ontwikkeling van idees • Besonder goeie struktuur en parafrasing 	20-19	18-17	16-15	14-12	11-9	
2	<ul style="list-style-type: none"> • Verken idees uit die leesstuk(ke) in meer diepte • Gee aanlag aan detail • Goeie struktuur en parafrasing 	18-17	16-15	14-12	11-9	8-7	
3	<ul style="list-style-type: none"> • Idees uit leesstuk(ke) getruk • maar nie ten volle ontwikkel nie • Bepredgende struktuur en parafrasing 	16-15	14-12	11-9	8-7	6-5	
4	<ul style="list-style-type: none"> • Opdrag uitgevoer, maar geen deurlopende ontwikkeling uit • Pog om op leesstuk(ke) te fokus • Struktuur en parafrasing nie 'n sterkpunt nie 	14-12	11-9	8-7	6-5	4-3	
5	<ul style="list-style-type: none"> • Blyk nie ontwikkel uit • Sommige idees afwesig • Deurlopende / oorsamehangend • Gebreke in struktuur en parafrasing 	11-9	8-7	6-5	4-3	2-1	

COMMON LANGUAGE MISTAKES

Wrong expressions or spelling	The correct one
meeste	die meeste
inneeming	inname
dihidrasie	dehidrasie
koolidrate	koolhidrate
vlaktes (van kaffeïen)	vlakke (van kaffeïen)
iefekte	effekte
ietems	items
vinning	vinnig
deur om vir ons	deur vir ons
nogsteeds	nog steeds
'n mense	'n mens
inplaas van	in plaas van
in kry	water inkry
meer nuut/ lekker /ongesond	nuwer / lekkerder / ongesonder
die selfde / die selle	dieselfde
laat voel jou angs	angstig
goeie more (of goeie môre)	goeiemore of goiemôre

POSITIVE SUGGESTIONS TO TEACHERS

Even though the language use and vocabulary of this group of candidates was markedly better than that of previous groups, one of the biggest shortcomings remains learners' lack of vocabulary and a flexible use of everyday Afrikaans words. This is a First Language paper, supposed to be taken by learners whose Afrikaans is on First Language level. The fact that English is the medium of learning and instruction in all other subjects should not be a limiting factor concerning learners' vocabulary in the mother tongue. Fact is that learners are not reading wide enough to expand their vocabulary sufficiently. The same learners most probably also suffer from a limited vocabulary in English. Acquiring a wide and flexible vocabulary in any language is also not something which can be achieved within the last two years of secondary school; it has to be attended to right through the senior primary and secondary school years.