

FIRST LANGUAGE RUKWANGALI

6102
Paper 1

GENERAL COMMENTS

In general, the question level was appropriate for the candidates. The candidates could adhere to directions. Most of them completed all of the questions.

COMMENTS ON SPECIFIC QUESTIONS

Section A

Question 1: In general, the majority of candidates provided fair responses, as evidenced by their average marks.

- (a) Ngapi lya zuvhikire ezwi lyoguhwe vaKamatyona eyi ya mu ninkisire a handuke? Gava mauzera **gavali**. [2]

Most candidates were successful in scoring or correctly answering this question. The main issue was that candidates only provided one paragraph or lengthy sentences without the usage of conjunction words when answering to the question. He (Kamatyona) frowns, for instance, at his father's monotone voice, which blares endlessly every morning like the school bell.

Possible responses include:

- kwa kere ezwi lyokurugurura-rugurura.
- Kwa kere ezwi lyokutwarerekeda.
- kwa fene ngwendi ngenzo zosure.

- (b) Yisinke nga gazara Kamatyona nkenye siruwo? [1]

The majority of candidates answered this question correctly; only a small number typed "town" rather than "the city". The possible answer was: Nga gazara kuhamena sitata.

- (c) Morwasinke oguhwe vaKamatyona va karere nosinka kuhamena simbonde ogu ga kere mepya lyaBoss? [1]

Most candidates responded to this question correctly by paraphrasing it.

The possible answers were:

- Boss yige ngava rere.
- yimo ava parukire
- Ngava pe mahangu.
- Nsene nagu zonauka muzangu ngava fa konzara

- (d) Morwasinke Kamatyona ga tjangwilire Kathitu asi "kwa sundukwa ngwendi mburundu?" [1]

Most candidates gave the correct answer to this question and scored a mark.

The possible answer is:

- kwato maulisiro / kwato yimuna
- kwato eyi vana kara nayo.
- kwato eyi va weka.
- kwagu zonagwire rukukutu oru rwa kere ko ure wonomvatura ntano dokulikwama.
- Totununu twa pwa.
- Kwato ya hupa po.
- kwato ya kere mo. (nkenye simwe soyo)

- (e) Elizuvho musinke ga kere nalyo Kamatyona apa ga diworokere vakwawo tava uyungaasi "ame na...ame na" ntani morwasinke? [2]

Most of the candidates failed to earn points on this question because they explained why Kamatyona became upset when his friends boasted about their accomplishments, and some simply copied the passage by listing the specific jobs that his friends were performing, such as "I spray paint on motor vehicles," "I own a cuca shop," "I sell airtime and newspapers," and so on, rather than describing the emotions that entered Kamatyona and explaining why they chose that emotion.

Possible answers were:

- Mfudu / nyengo / kudira kuyihafera / ehandu (one of the emotions)
- morwa vakwawo kuna kuparuka nawa. (reason)

In order to avoid candidates responding with generic terms like “elizuvho lyewa” or “elizuvho lyedona,” teachers are recommended to teach candidates how to recognize emotions when they are asked.

- (f) Kugusa ko nomvhura dendi, morwasinke Kamatyona ga nyokerere kukwara Nangula? Gava nokonda mbali [2]

Only a select few candidates were able to receive all two marks on this question; the majority only received one, and others received none since they simply rewrote the passage they discovered in paragraph 5 i.e ‘Yingombe yivali yokutongama kuvhura kutompora yuma ndi?’ The possible answers were:

- Nangula kapi ga dimba rumwe sure.
- Kapi ngava vhura kulivatera.
- Navenye nohepwe/ruhepo.
- Kamatyona kapi ga here erugururo lyoruhupo meparu lyendi.

- (g) Morwasinke elizuvhonyengo lyaKamatyona lya ligwederere apa ga liworere kugenda a ze keya lyaBoss?[1]

Most candidates were unable to correctly answer this question because they could not comprehend the meaning of the word “elizuvhonyengo” or the purpose of the inquiry. The majority of the candidates responded with this ‘Ngesi ana ligava nokudira ehuguvaro asi yininke ngayi horoka ngamoomu ga yi harere asi yimo ngayi horoka.’ Which was wrong.

The possible answers were:

- Kwa gazarere Nangula ogu va mu sininikire asi a mu kware.
- Kwa gazarere / diworokere ezwi lyoguhwe lyokumupindagura nkenye apa.
- Hambara li mu lyate etuwa.

- (h) Nkareso musinke zina kububuka kuhamena ukaro waBoss Nengushe moruhatjango runa kara komeho zoruhatjango rokuhulilira? Gava mauzera **gavali** [2]

Due to their inability to accurately define Boss Nengushe’s character in that particular paragraph, the majority of candidates were unable to provide the right responses to this question (second last paragraph). Most of them rewrote the phrases in this passage. i.e ‘yisinke no vhura kulya namumvho nsene kapi nani zangura?’ ‘Nampo kuna lidivara asi nyove yilye?’ etc. These answers made them to lose marks for this question. There was no mark awarded for responses such as nkareso zondona, udonadona or nkareso zongwa, uwaawa. Candidates were supposed to give specific characters (nkareso).

The possible answers were: kulimona uhona / nyanya / kulimona untu / kwa lihara mwene / kwalimona mwene mulyo / kwato udidimiki. And also, the candidates that were on the positive side of Boss Nengushe’s characters were awarded marks i.e nkareso zombili/ nkenda / munongo / sinka etc.

NB: synonyms of these words mentioned above were also considered.

- (i) Yisinke ana tamba Boss apa ana kuuyunga asi “ove ono kara siguru somungwa ndi?” [1]

Most of the candidates failed to answer this question because they could not understand the meaning of this part of speech (rhetoric question) used. Most of them copied the answer from the paragraph i.e Ame kuna ya homona nge edugi lyasimbond, nye ove kuna kulikida epirosinka.

The possible answers were:

- yisinke ono kudilira kugenda?
- Genderera ko / ronda / kuligumagura

Mokukwama sitjangwa malizuvho ke gavali va lizuvhire vadinkatu vakwawo siruwo sina va litangwisire oKamatyona naBoss Nengushe? [2]

Due to their inability to accurately describe the teenagers’ feelings during Kamatyona’s encounter with Boss Nengushe, the majority of candidates failed to receive any points for this question. Many of them wrote ‘tuna tuna tovadinkantu navenye ava va kere metuwa kwa kere tuna zahama, omu vana kutara mukwawo Kamatyina omu ana kulikokera mwene kosikero sa hura ko.’ These were not the correct answers to this question. The possible answers were: kwa tetukire/kwa tjilire/kwa tukukire

Ntani simwe soyo: sinka / nkenda/ezuvhiro nkenda / kulivera.

Teachers are recommended to instruct candidates on how to recognize emotions instead of just utilizing basic terminology like “elizuvho lyewa” or “elizuvho lyedona”, because these were not considered to be answers. NB synonyms of these words mentioned above were also considered. [15]

Question 2

- (a) Mosireswa nokonda musinke edi va likida edi adi sininike vadinkantu va tunde konomukunda dokomambo ntani nokonda musinke edi adi va tumangeda va ze mositata? Tjanga malimburo goge morupe rwekamo lyoyitwa. Kapisi o ruganese nonkango danyamoge. [15]

The majority of candidates answered this question correctly because the passage’s content could be related to by them since these events are happening to them, their families, and the places in which they are located. The majority of them were able to write the note summary, and they were able to create relevant points, but some of them were unable to receive marks because they misspelled phrases like “selling airtime in newspapers” and only used the words “taxi,” “airtime,” “marriage,” etc

The possible answers were:

Pushing factors / eyi a yi va sininike va tunde konomukuda dokomambo va ze mositata

- Ezonaguro lyopansitwe: edugi lyasimbonde
- Rukukutu
- Eparu lyoruhepo nonzara
- Kuruganena nondya (nonsako domahangu) momapya gonongawo / va kufute nonsako domahangu
- Epiro yirugana
- Epiro mavango gouturo nomalisiro / mavango / maulisiro nagenye ga ga gusa nokugatura ndarate Boss Tatekulu Nengushe / kwato maulisiro
- Esininiko nonkwara / nonkwara domusininiko / oguhwe kwa mu sininikire a kware
- Erongo kulihagekesa po (ezonagwisopo erongo) / kwato yimaliva yokukafuta kepata
- Vantu va kara nononkondo ngwendi Boss Nengushe kusininika nokutjilisa
- Awo kwato emona / totununu otu va kere nato twa pwa / yimuna yawo kufa korukukutu/kwato ya hupa po

Pulling factors / eyi a yi tumangeda vadinkantu va ze mositata

- ku kara nonombaha davene / na kara nomba zange
- ku ka painda matuwa
- ku ka singa notaxi
- Ku kara yiruwo nayinye monzugo dokulidewira marutu
- Ku ka dana mbara zokomaguru
- Vamwe ku ka va deura ngovatulimarutjeno
- Vamwe ngovatungi
- Vamwe vaforominodopi
- Vamwe ngovarugani wonomuliu
- Nompito derongo
- Emanguruko konompangera dovakurona modoropa
- Nkenye gumwe kuvhura kukondjera eyi ono hara ku kara
- Emoneko lyonoramba domarudi gokulisigasiga kuvakoka
- Vakwawo va hova ku ka tunga moyitata kuvaninkisa nawo va hare ku za mo

NB Candidates were expected to give only 15 points, those that gave more than 15 points did not get marks for the extra points.

- (b) Ngesi ruganese nye yitwa yemepuro (a) o tjange ekamo lina hamene konokonda va likida edi adi sininike vadinkantu va tunde konomukunda dokomambo ntani nokonda edi adi va tumangeda va ze kositata. Elimbururo lyoge lya hepa ku kara morupe rwepansekotwikido ntani li kare mononkango danyamoge. Ure wekamo lyoge u kare pokatji kononkango **100 - 150**. [5]

Most of the candidates used the notes in question (a). They developed the information, structured the sentences well by using conjunctions properly, and wrote the summary in continuous prose (one paragraph) using their own words and they scored good marks, however, those that just rewrote the ideas exactly as they appeared in the passage without paraphrasing and using their own words did not score good marks. Some copied exactly how the ideas appeared in the passage, wrote the ideas into paragraphs and, even wrote more words than what the question asked them. Fewer candidates wrote note summaries instead of continuous prose summaries.

Section B

Passage 2

Question 3

Mosikondovike ko ka kere pepongo lyekoro omu ko ka gwene ko mpito zokuuyunga nomapata gokulisigasiga kuhamena magano gawo gekoro kumwe nerero. Tjangeru kaume goge gomunene mbilive o mu tanere ko eyi ko ka lirongere ko nomu ko ka lizuvhire kuhamena koyo. Ruganesa magano gomosireswa ove o ga kulike neruganeso nonkango danyamoge. Ure wombile zoge u karepokatji kononkango 250-300. [20]

Most of the candidates scored higher marks because they were able to relate to the content of the passage. The candidates were creative enough to extract ideas from the passage, hence they produced an informal letter dedicated to their friends using their own words as expected. On the other hand, there were those that just copied the content from the passage and wrote an informal letter, some did not understand the question and some individuals could not know how to write a salutation, introduction, as well as conclusion which affected them not to score good marks.

Some of the things they might mention in their letter include the ones below:

Yitwa eyi kipasi yelike vana pulisire; kwa yi tambesera tupu yi gave mapukururo kovarongi, varongwa, vakoreki kumwe novataruruli yipo asi magano musinke nava vhura kugava mositjangwa sawo vakandidate. Varongwa kuna kuvandindira va hanesere sitjangwa sawo komagano gokutunda mosireswa ntaniva ga kulike mononkango danyamwawo.

- Ekoru nalinye lyokulikarera: yisinke yina kutanta? (vahekeru, vazinyagona, vazinyakuru ntani noyipwa)
- Epata lyene-lyene: yisinke lina kutanta? (vakurona vawo vene-vene)
- Situmbukira sekoro nalinye lyokulikarera mokurera vanona (vana vene-vene ntani nava wokulikarera sihonena nonsigwe)
- Sitambo serero vanona: va ka kare vakurona wosinka
- Situmbukirwa serero vanona kusiligawinina navenye
- Mulyo go: kusimwitira masanseko, mapuliro gopampo, epakerombili neharo
- Vanona va hepa kukulira membo dogoro siruwo sononkwara, va lironge sinka somonkarapamwe nefumadeko vakwawo
- Kusimwitira masanseko: evega lyopampo, yilye musimwitili masanseko yikaramo yerongo ntani sitambo, eyi vana lirongere mo vanona.
- Ekoru nalinye lyokulikarera kuna kupita mo noudigu
- Epata lyene-lyene kuna kara nomulyo unene momavega godoropa
- Marwanambo pokatji komulyo gompo ntani mparukiso zompe
- Yiretesapo yomaugwanekero gopampepo nediwoyiruganakonentu kovanona
- Ezumbaneso mulyo gompo mokatji kovanona
- Vareli ava ava rere vanona pwavelike kupita mo noudigu mokurera vanona
- Ezumbaneso ekwatesoko kekoru nalinye lyokulikarera

[Magano nkeny gokutunda mosireswa gana wapere ntani gomulyo kuvhura tupu kugatambura]

Mokugava yitwa murongi a ruganese (sigwedoko B) sosirugana setjangovyukiliro (Sipepa 1). Yitwa (15) kereso, ano yitwa (5) ketjango. Varongwa va ruganese nonkango dawo moomu va vhulira.

POSITIVE SUGGESTIONS TO THE TEACHERS

- Teachers should continue teaching or preparing candidates in all aspects of the subject content.
- Teachers should avoid selective teaching of topics.
- Candidates should be taught and be prepared thoroughly on following instructions of the questions, but also identifying the demand of the questions.
- Candidates should be reminded of time management to allow them to attend to all questions per time stipulated on the question paper.
- Candidates should still be taught orthography, spelling, punctuation, language and style, and vocabulary.
- Candidates should be reminded of neatness, legibility, numbering properly, and skipping lines on each part of a question or section.
- Teachers should teach candidates how to properly use their own words in prose summaries and in the shorter piece of writing.
- Teachers should teach candidates how to answer/ write directed writing of all the shorter pieces of writing.

GENERAL COMMENTS

When compared to the previous year, the candidates' Rukwangali First Language work has significantly improved in quality. Candidates were able to follow the instructions because the question paper's standard was modest. Only a small number of candidates misunderstood the directions in certain questions, but the majority were able to correctly grasp them. According to general assessments of the instructions, the majority of the candidates correctly understood and applied them. Problematic areas were found in questions 1, 3, 4, and 5, and they will be further discussed in comments on specific questions.

COMMENTS ON SPECIFIC QUESTIONS

Narrative Essay

Question 1: Several candidates chose this option, and the majority of them were able to tell a tale about the most thrilling day they've ever had in school. Only a small percentage of the candidates changed the story's setting and some of the plot; rather than describing events that happened at school, they wrote about weddings that happened in the villages.

Question 2: The second topic received the fewest votes from candidates and many of those who chose it simply narrated stories without paying attention to the question in order to express their opinions about someone or something they cared about.

Descriptive Essay

Question 3: Was primarily chosen by candidates, and they were able to recount their experience with the significant storm while they were away from home. They could explain what they perceived, heard, and felt. Only a few candidates who selected this topic were unable to fully articulate their experiences; some even modified the character in the story to be someone else instead of themselves.

Question 4: Several candidates choose this topic. Most candidates were able to describe their favorite dish's appearance, flavor, and smell. Few of those who selected this topic misunderstood the question in their own interpretation; for example, some mentioned many favorite dishes rather than only one, while others described their favorite fruits (monkey oranges) instead of a dish or food. Some candidates lost points because they included a recipe for the food in their writing.

Argumentative Essay

Question 5: This was the most frequently selected topic, Candidates had the option of choosing the subject they felt was the most crucial to learning in school, and they then expanded on why they thought that particular subject was the most crucial. Due to their inability to choose just one subject, most candidates chose the majority of subjects they had learned in school as being crucial, which resulted in a few candidates getting the question incorrect.

Question 6: The bulk of the candidates opted for this topic The Candidates had an opportunity to defend their position on the statement, whether they were for or against it. Reasonable emphasis was placed on the causes. There weren't many reasons for those who disagreed to support their decisions.

Magano/mapukururo kovarongi:

***Mukoreki a ruganese/tarurure madi ogo gana kukwama ko mokukoreka mukandidate**

Pasimwitiro

- 1 Tjanga esanseko kuhamena limwe lyomazuva goge goruhafo rorunene posure kupitakana mazuva goge nagenye.
 - Ezuva musinke olyo lya kere.
 - Eyi lya karerere lyoruhafo kupitakana nagenye.
 - Wolye va hamenene mo mosihorokwa oso.
 - Yinke ya retere ruhafo mwendi.
 - Elizuvho lyendi posihorokwa oso.
 - A likide udivi wendi wetotosanseko.

- 2 “Nsene asi wa kara nosinka kosininke ndi komuntu gongandi, wa hepa kuyiuyunga yipo va yi zuvhe.”
Tjanga esanseko lina kulikida usili wosiuyungwa esi.
- Eyi ya horokerere muntu/sininke ya reta sinka mwendi.
 - Ukaro/ntekwiso/nsitwe/emona lyomuntu gongandi.
 - Eyi ga rugene ko eyi yina kulikida sinka mwendi. Ga hepa kusimwitira eyi ga uyungire yina kulikida sinka.
 - Wolye po nawa- nawa ngano owo gayi bubwilire yosinka sendi omu sa mu gumine.

Pasingonono

- 3 Ove kwa kere ure nembo makura tali kugwana ekundungu lyenene. Singonona eyi wa mwene, eyi wa zuvhire nomu wa lizuvhire.
- Mukandidate ana hepa kulitungirakafano a likide asi kupi oku ga kere ure nembo.
 - A singonone eyi ga mwene nomeho gendi, omu lya varekere ekundungu olyo.
 - Nomuhagaro edi ga zuvhire nomatwi gendi.
 - A tunture asi ngapi omu ga lizuvhire momutjima ngwendi kuhamena ekundungu olyo.
 - Makambadaro musinke ga kambadarere apa gamu gwene kakundungu.
- 4 Horowora siyaha sonondya edi wa hara kulya, makura o tjange esingonono lyado lina hamene omu a di moneka, edumba lyado ntani noutovara wado.
- Mukandidate a singonone asi nondya musinke odo ga hara.
 - Omu da fana ndi adi moneka.
 - Omu adi nuka edumba lyado.
 - Omu a di tovara.
 - Ngapi da lisiga nononkwawo dimwe kukwama udivi wendi.
 - Mulyo gwado morutu rwendi kukwama manongonono gendi.

Patatano

- 5 Omu ono kugazara sirongwa musinke somulyo po unene poyirongwa eyi ono kulironga posure? Pameka ehoroworo lyoge.
- Mukandidate a tumbure asi sirongwa musinke oso.
 - Yinke ga si harera oso sirongwa.
 - Mulyo gosirongwa oso.
 - Erwameno lyendi mosirongwa oso.
 - Etomporo lyendi, yinke nga ruganesa udivi wendi mosirongwa oso.
- 6 Yina kara hepero vakurona va ronge vana vawo ukaro wokuvhura kukaresa momagwanekero gopampepo pankarapamwe ndi (social media websites)? Gava ko egano lyoge.

***Mukandidate kuna kumundindira a horowore po mbinga zimwe asi ta kwatesa ko ndi ta patanesa ko.**

Pakwatesoko

- Va va ronge va ture ko mafano gomawa, kapisi gonomuga ndi gokureta eswau komuntu gongandi.
- Va ture ko novideo dokupira kureta nomuga, ndi kapisi va ruganese novideo domuntu gongandi va va fute yimaliva.
- Va ruganese maugwanekero gopampepo mokutura ko yininke yokugava erongo.
- Va va ronge mauwa nomaudona aga reta maugwanekero gopampepo
- Va pitisire ko yininke yekuliko lyavene novanona vakwawo kapisi yelininkiliro
- Kapisi kuguma vantu pamundinda.

Patatano / papataneso ko

- Va ha va ronga owo vana kuhara kulihamesera momagwanekero gopaukonentu, morwa nsene vana diva omu ava ga ruganesa kuvhura va ka ga ruganese mepuko, yi ka rete nonzo meparu lyawo.
- Va ha va ronga yipo va sige vene va lironge kukara nosinka sokuruganesa maugwanekero gopakonentu pwahana mbaro zovakurona.
- Va ha va ronga vasesugona vawo, morwa vamwe nga karera kuhokwa funguna zelize ga ha na kukara nosinka soyirongwa yendi, ndi yininke yomulyo meparu.

Ewapukururo nomafwatururo komapuko nongononi:

Nofaka	-	yirongwa
Sapota	-	kukwatesako/vakwatesiko
Councillor	-	mpitisili gomukunda horowero
Ngororo	-	ngorooro
Monopale	-	mono bani
Soneka	-	tjanga
Yamomu	-	yamoomu
Kuyuka	-	kuvyuka
Yitji nayinye kuna kureremena	-	mahako kuna kuligumagura
Hurundu	-	urundu
Wayi una tameke kurerema	-	wayi una tameke kupekema
Haye!	-	aye!
Nomugegesi	-	nomusegesi (nomulimbasi)
Nzagi-nzagi	-	nzagiza (kutavauka)
Nikwameko nyame	-	ame
Kulikontorora	-	kulididimika
Konuli	-	ko ni li
Nsinzi	-	sinzi
Gaga	-	gaaga
Nyaumoge	-	nyamoge
Watanta ko	-	wa ha tanta ko
Ni tante tupu ame	-	ni tante tupu asi
Awe	-	hawe
Utovara wa dedi nondya	-	utovara wa deedi nondya
Ezuva lyaso	-	ezuva olyo
Navena	-	nafunda
Gavana	-	Nguuru
Sitepe	-	gendere noukeka
Napasa	-	na yombere
Nomukunda dononde	-	nomukunda doure
Krauti	-	Makwateso ko/ kugava mukumo
Iruminate	-	upure
Kuvena	-	kufunda
Dinning hall	-	mosiliro
Sport field	-	sira somaudano
Kuvenena	-	kwato nkango zokukara ngoso nkango zene zoozo twa tumbura opo
(kuvenena	-	kurumbasanena/kufunda)
Kusanga mbara zokonompadi	-	mbara zokusanga
Soli kuyigazara woma	-	nkenda unene/woma kuyigazara
Mara	-	nye
Kuwokesa	-	Kuhwilida
Monogurupa	-	Monombunga
Pira	-	Kwato/Kapi
Certificate	-	Nzapo
Entrepreneurship day	-	Ezuva lyounangesefa
Monodomusi	-	Mononzugo dokurara/Mepondokwa
A dopese	-	A funde
A belele nge	-	A toonene nge
Koffice	-	Komberewa
Sikuwlofu	-	Mukuronasure
Schoolbody	-	Ndango zosure
Nopraktisi	-	Malideuro
Yigames	-	Yidauka
Kuferti	-	Mpunda
Fakanisi	-	Mepwizumuko/mepato
Kusapota	-	Kukwatesa ko
Show	-	Yi likidwa
Saimbol	-	Etomporo mosirongwa/muhanguro goyitwa
Muwini	-	Mufundi
Esesesi	-	Ntumwambudi
Gift	-	Uhwi
Foni	-	Funguna
Term	-	Sinema somumvho
Nonamba	-	Nonomora

Siporiti	-	Maudano
Vakasitoma	-	Varandi
Vasapota	-	Vakwatesi ko
Bisinisi	-	Ngesefa

MADIDLIKO GANA HEPA EWAPUKURURO KOVARONGI

- Varongi tu deureni varongwa vetu ndunganesoraka zi hetekere ko pontambo zopoharade ezi, mokuruganesa ko nonkango dimwe edi atu dili kuhwa kuruganesa, yipo eraka li kure, Sihonena sitji tasi teka unene, morwa ekundungu lya gwene nge.

kuteka	-	kupokoka
kudanauka	-	mantambo
kugazara	-	kuteda
kusinganyeka	-	kulimbwilira
kwa hefe	-	kwa pembwire
- Varongi tu hanyeneni varongwa asi kاپisi hepero kutjanga ko sivaruro sononkango dendi ketjangototo lyendi, morwa kuna kuvaninkisa va tjange yininke yoyisesu unene.
- Varongi va deure varongwa kuhamena mutungo gomaruhatjango unene po etjangototo lyesingonono neli lyelitatano, sihonena moruhatjango mwa hepa kumoneka oyo: edinkango, edintanto, ntantokwatesiko noyihonena ngoso.
- Ehundi kwetweni varongi lyeli asi varongwa komeho va ze mekonakono lyokuhulilira, tuva pitiseni mo nokuvakara popepi, yipo tuva diworokese ntjima -ntjima zosipepa esi.
- Varongwa va dive maruha getjangototo, neyi ava tjanga mo mwankenye ruha, ntani nomu ga lisiga matjangototo morudi rwago.

POSITIVE SUGGSTIONS TO TEACHERS/MAKORANGEDO KOVARONGI

- Tu pandure varongi navenye kelituromo lyeni/lyetu mokupisura varongwa mosipepa esi. Ndongesorongo kwa zi tura moyirugana, tu twikireni ngorooro noyirugana yowiwa yomutompo.
- Varongwa va gwana edeuro kuhamena sipepa sauvali, marudi gomapuro nagenye gatatu, varongi mwa lipyakidira kugadeura varongwa, tusi ininkeni ngorooro.
- Ko ve li varongi vetu vamwe va deura nawa- nawa varongwa mutungo gomagano momaruhatjango.
- Ntjangeso zovarongwa muna kara ewapukururo hansa.

Tatu mu harere erago noudameki melima eli lyepe.

GENERAL COMMENTS

- When compared to last year, the standard shows improvement in relation to the range of candidates' work that was created.
- Many candidates constructed paragraphs in relation to the bullet points given.
- The majority of candidates were able to quickly read through text for details to be used for a particular bullet point.
- It was obvious that they were directed by the bullet points in terms of understanding what to extract from a text.
- In addition, although not all candidates did so, those who did were able to do so were able to explain the author's purpose, cite appropriate passages to support their arguments, and critically critique the paper's major demand in great detail.
- It was excellent how the candidates drew on their personal experience to support their arguments.
- Some candidates showed a high level of linguistic proficiency by creating their own vocabularies, phrases, idioms, and metaphorical devices to make their views more understandable
- However, there is a serious struggle with this paper.
- Some candidates are still approaching this paper using some of the reading and directed writing abilities they used in paper 1, which is never the case with this paper.
- Some candidates accurately copied facts as it appears in a text to retell the story.
- Some candidates provided in-depth explanations of certain bullet points in order to summarize them rather than use them to determine the author's meaning.
- This paper demands that candidates offer a critical response to a given text, however many candidates did not base their responses on that requirement. There is still room for improvement and greater focus in this critical area.
- Some candidates are misinterpreting this paper by approaching the literary questions in the same manner as they did in the previous curriculum (NSSCH- HIGHER LEVEL).
- Some candidates constructed subheadings to denote the provided bullet points and placed lines to separate the bullet points, which is also incorrect.
- Candidates wrote large, wordy paragraphs, which demonstrates a lack of paragraphing ability.
- Some candidates used strong vocabulary to support their answers, which was excellent and they were recognized for it. However, they must first understand what those words imply because some of them made their claims more confusing, presented contradictory meanings, and occasionally weren't even clear.
- Many candidates were unaware that the third bullet point had two sections; instead, they concentrated on one of them while omitting the other.
- Some candidates failed to find the necessary information in a text, and others misplaced it. For instance, the information for bullet two was written on bullet one, or vice versa. When reading the text, they did not read it more carefully.

COMMENTS ON GUIDING POINTS AND INDICATIVE CONTENT

When evaluating, scorers are quite aware that candidates may frame their responses in a variety of ways. They wanted the candidates to provide compelling textual proof. The suggested subject points are not all-inclusive; rather, they are just factual starting points for candidates to build their responses. There are many ways to address the guiding material in order to satisfy the question's requirement.

POSITIVE SUGGESTIONS TO TEACHERS:

- Take additional time to consider the function of the bullet points provided in a question; they should be viewed as guiding points, signaling to the candidates what to extract from a text and on what their responses will rest.
- Train applicants to perceive the question as a summary of the issues they will address in their response.
- Candidates need to be more exposed to various literature and relevant experiences in order to better understand what critical thinking is all about.
- Train applicants to find the author's intended meaning in a text in order for them to be able to use something to make a point.
- It is imperative that all teachers understand the right way to respond to a question, which is to state a point, use a citation from a text, and then explain (criticize) the argument in their own words. All of the preceding bullet items should be approached in this manner, and this is the format for a paragraph. Realizing the full significance of a statement, phrase, idiom, vocabulary, or some metaphorical sentences is what it means to state a point. A passage from a text is used as support for the argument, and when you criticize it, you are expressing your opinion by pointing out the positive or negative effects of a certain scenario.
- Because this is a ticket and an introduction to AS LEVEL, critical responses must be treated seriously. It encourages the top caliber candidates' critical thinking abilities
- Candidates need to learn how to properly quote from a text and not just choose any sentence from it.

- More instruction should be given to candidates on how to respond to questions using their own words rather than paraphrasing text.
- Train candidates also, on word limit, they must understand that they are expected to produce words in a range of 250 – 300 words.
- Finally, it is past due for teachers to review the syllabus and gain some insight into this paper. Just as a highlight, the reading text in this paper can be translated into Rukwangali from sources that are in other languages.

The assessment Objectives for paper 3 are different. Paper 3 does not target the same skills as paper 1. This is not a factual Reading Comprehension; thus, candidates are assessed on how well they:

- Comment on the meaning of the text
- Demonstrate appreciation (how the author uses language/ conveys...)
- Give a personal/ critical response.

NB: Teachers have to explain the following points to the candidates when teaching them paper 3 aspects:

- What are the ideas/ themes/ author's intentions in the passage?
- What does the author want the reader to think/ feel?
- What language/ ideas might candidates notice?

Teachers should teach candidates how to answer all the above questions by using any passage/text/poem when teaching to acquaint them and built their confidence in approaching examination questions at the same time while clarifying to them how they should approach such questions in the examination.

- The assessment objectives for paper 3 are different, thus teachers have to prepare candidates on how to approach the questions in the examination.

Malimbururo kusikura kepuro.

Epuro:

Ngapi omu mutjangi ana kulikida komuresi oyo yina kukwama ko?

Ruganesa madidiliko ogo gana kukwama ko, pokulimburura epuro:

- Ukaro waMarthin
- Ukaro waJohn
- Ukwawo wopokatji kovamati nomu ya gumine John

Ure welimbururo lyoge u sike kononkango 250 – 300.

[20]

Elimbururo lyomorupe rwetjangotwikido li ka hamene nye, kweyi yina kukwama ko:

- Ukaro waMarthin
- Ukaro waJohn
- Ukwawo wopokatji kovamati, nomu ya gumine John

Ta pa sikura malimbururo aga ga kere asi ngano yigo vava ndindilire varongwa mokusikura kwankenye edikwamo (edidiliko). Eyi kاپisi kuna kutanta asi ngano yiyo yelike, nye nokomagano govarongwa nako kwa tere ko. Simpe hena murongwa kwa mu ndindilire asi a tumbure ko asi ngapi omu ana kupandura mutjangi kosireswa ngwendi sesi, si kare sininke sina kupitisira ekuyauko lyendi.

Ukaro waMarthin

- Munambili
- Munakenda
- Kwa linunupika
- Kwato nkoko
- Kapi ga lizerura
- Kapi a tengwida udona koudona
- Kutambura mapukururo govakurona

Murongwa ga kona kukara noumbangi womalimbururo ogo gana kara peguru. Ga kona kutara nye asi nonkango, ndi nontanto musinke edi ga ruganesa mutjangi edi dina kugava malimbururo gokufana ngoso. Maumbangi gamwe aga ga monekere mosireswa yigo aga:

- John ta taura sipepa simwe mobuke zendi, kwa katukire ta zi komurongi a ka hundire ko raima a ya raimise ko sipepa sendi, ga ha na kumuhandukira.
- John kwa lire nondya dendi nadinye, nye ta mu uyungisa mombili a mu hundire ko nondya dendi.
- Onane kutantera nge asi, nsene o zuvhisa mukweni kukora komutjima, oko kukora ta ku tengura koge, ku ya ligwederere.
- Kapi ga yi pulire asi Marthin kuna kumenyuna tupu.

- Kuvhura o pe nge ko nondya doge ni lye po? Nzara nina kuzuvha.
- Kwa kere munona gomunongo unene age hena kapi nga lizerura kovakwawo asi mutompoli gomunene.

Ukaro waJohn

- Esandu
- Nonkedi donondona
- Kwato efumadeko
- Kapi a tjira yininke, nowoma kwato
- Mukorokotji
- Nyanya
- Ntarerera
- Murunde
- Mupote
- Ndino
- Seke
- Kuhepeka vakwawo

Nontanto odo dina kukwama ko yid ova ndindilire movarongwa di kare ngoumbangi womalimburo gawo.

- Nonkedi donondona gokudira kufumadeka nesandu lyedona.
- Ezuva lyendi lyokuhova ta taura ekende lyononkondwarongerero.
- Kwa rwene hena novarongwa vakwawo, vamwe oku tava zundagura nokutezagura yininke yawo.
- Eyi kwa kwete sivike nasinye mokuzura!
- John ta li nondya daMarthin nadinye.
- Kulizuvha nawa, nsene ta mono mukwawo ana handuka.
- John ta taura sipepa simwe mobuke zaMarthin.
- John kapi ga vhulire kulididimika kompepo zongwa zaMarthin, yipo ga hetekerere ko kumulisindagwisa momarupe gokulisiga-siga a handuke.

Ukwawo wopokatji kovamati nomu ya gumine John

- Wouwa
- Wousili
- Wokulihuguvara
- Wokulitumbwidira yoyiwa

Omu ya gumine John

- Maliverero
- Kulipa usima
- Kwa mu ninkisire a pure egusiropo.
- Kwa lilire po

Nontanto edi tadi kwatesa ko malimburo aga peguru.

- Inh, ngani hageka maukaro nagenye gomadona aga ani rugana.
- Ta menyuna nosipara sougeni.
- Ta lidingire mawoko naJohn.
- Ezuva lyokukwama ko awo monkondwarongerero, nkenye gumwe kwa tetukire, John kwa zire zovakwawo ta pura egusiropo kwanayinye eyi ga va rugana.
- Nokutumbwidira asi ngava likida asi age ana kara muntu gomuwa kwankenye guwe.
- Ta wiza kwange a ya pandure nge kweyi na mu ninkire a hingire nzega kwaMarthin.
- Yiso sikando sokuhova momenho gaJohn mu kare tuhodi.

Mbudi ezi zina tamba kovarongi:

- Mumvhopita kagu kere mumvho gwautatu komutwe gondongeso zompe zoRukwangali.
- Mokutara koyirugana yovakandidate, hansa erunduruko po lyongandi, nsene tu yi hetakanesa nomalimapita.
- Vakandidate vamwe mo va vhulire kunogona mo mosireswa nontanto edi va vhulire kuruganesa komadikwamo.
- Sinzi sawo va dimbwilire asi madikwamo yigo nag ava pitisira va dive asi, malimburo gawo ta ga hamene kosinke, ntani yinke eyi nava nogona mo mosireswa.
- Vakandidate vamwe kwa ruganesere maudivi gawo aga va diva, mokuretesa po yihonena yongandi, yipo matumburo gawo ga zere.
- Sinzi sovarongwa va dimbwilire asi epuro eli kulilimburo morupe rwetjangotwikido, omu va vhulire kutjanga momaruhatjango gokuliisiga-siga, ngosina yimo nye!
- Vakandidate vamwe va vhulire kukuyauka ko koyitjanga yomutjanga ngositambo esi sa teza nsingo zosipepa esi.
- Vakandidate vamwe to ka mona omu vana kusareka nonkango donondigu va likide udivi weraka.
- **Ani nampili yi kare ngoso**, simpe kuna kumoneka asi simpe mekondjo tuna kara.
- Elimburo lyosipepa esi lya kona kukara lyopakuyako, esi yiso kamana kandongo. Elikwamo eli lya kara po

pokulimburura epuro kwa kara asi: Kuhova kutuntura **egano lyomutjangi, Umbangi walyo**, ntani **ekuyauko lyalyo**. Eyi yiyo nye va ndindilire movanona, nye awo mwapeke va yi tjanga.

- Varongwa kwa damagwire tupu nontanto tava ka tupaika pomadikwamo, nontanto odo da hana umbangi wongandi.
- Vamwe kwa tjangwilire sireswa moomu sina kara.
- Kutunga maruhatjango aga gana hanzere unene.
- Vakandiate vamwe kwa limbwilire mapuro aga ngwendi momwina vakuru vawo omu ngava limburura yipepa younongotjango yontambo zepeguru, eyi yina kara asi epuko.
- Kuruganesa nonkango donondigu yene-yene yiwa sili unene, ayo hena mukandiate tava yi mu pandwire, nye odo nonkango di lize neyi ono hara kuuyunga, kاپisi kudabwaika tupu, dimwe kuna kutjindja ntanto zi tante yopeke.
- Vakandiate vamwe kwa ruganesa mo nomusunda va tende ko pokumana kutjanga edidiliko lyongandi, eyi ya dira kukara po, ntani ngayi dira kukakara ko kosipepa esi.
- Vakandiate vamwe kapi va divire asi edikwamo lyauvali kwa kere noyininke yivali, awo kwa demenena po tupu simwe.

GENERAL COMMENTS

The centres gathered data on a wide range of cultural topics. The centres' efforts are much appreciated. Comparatively little recorded informant voices and photographs from the candidates' fieldwork were used this year. Several centres submitted typed (word processed) reports this year as fewer centres submitted handwritten reports.

Compared to last year, the reports' (essays') quality were average. The candidates from the previous year were able to specify the goals and purposes of their initiatives. For example; Nkurusiparatjangwa; masimwititi;

siparatjangwa; "kuzamba mvhura".

Sitambo sosinene; kouhura womakonakono gange nina hara ku ka diva omu ngava zamba mvhura nare neyi ngava zi zambere.

Nkurusiparatjangwa; Nondya dopampo;

Siparatjangwa; Ndumbo

sitambo sosinene; kouhura womakonakono gange nina hara ku ka diva eyi ngava terekere ndumbo pwanare. This is commendable. Although few candidates could hardly do so for example; siparatjangwa; Ndumbo sitambo sosinene; kouhura womakonakono nina hara ku ka diva omu ava tereke ndumbo. Kehagero lyositambo sekonakono ku ka zuvhika ngwendi siterayika tupu.

It was crystal clear that candidates were not guided properly for the project. Few examiners appeared to have no clue of the project and what was expected of them.

In response to the teacher's comment, several candidates wrote things like "nawa unene, ono rugana nawa" rather than commenting on how well the candidate performed or whether or not their project was outstanding within the context of their research questions, purpose, and data collection methods. The majority of centres did not regulate the research projects thoroughly; some put ticks on paragraphs, while others did not mark the projects at all and merely gave candidates their grades. Varongi va kwame sikorekeso sosipepa saune oso va tjanga; Mpo nonkarapamwe, yiruganarongo yopatjangwa. Yitwa yi lize nomasingonono gomadikwamo.

At some centres, candidates copied the examples of reports in the coursework and submitted these; yihonena eyi kwayi va rongikida varongi ngwendi kuvandurukira muzaro goyikaramo yekonakono lyoyipupwida ndi lyoyifukunywa. This is not recommended.

1. Sampling

Similar to last year, the majority of centres failed to use the requisite asterisk to designate the individuals who made up the sample. The moderating procedure was made challenging by this.

NB: Ano pomuzaro gomadina goyitwa va didilike po nosididiliko sokambungururu, vakarelipo (sample) va hepa kuvahorowora ponosure noku- litulira yitjangwa yawo yomakonakono ntere.

2. Interpretation of the Assessment Criteria

Some examiners either ignored or misapplied the evaluation criteria. Many centres placed candidates in higher bands than they actually deserved. Yihonena; Varongwa kwa va pa yitwa nomurongombali nayinye (20) nampili kapi vana yi koreke ndi yitjangwa yawo yisupi, neraka lyokudira kuwapera. Varongwa vamwe kapi va hamesera mo yitjangwa.

- **Sitjangwa sefukunyo sa kara nomaruha ronazimwe (11)**

- 1 Siparatjangwa – siparatjangwa sa hepa kutanta yuma. E.g is the topic researchable or not; siparatjangwa sa fira kusikonakona ndi hawe. Nkenye siparatjangwa sopampo si kare sesaneko, nondya ndi yilika sa pulisira kukasikonakona, apa yina limbire pokutunga sitambo ntani mapuro gositambo (research objectives and questions). Mapuro gositambo ga kare gatatu tupu, ano mapuro gekonakono (research questions) kuvhura ga kare gatano. Mapuro gatatu gositambo yigo na tura murongwa keguru a gwede ko gavali ga kare gatano mokukaruganesa ko yifukunywa yendi.
2. Elikidoyipupwida; pwa ha moneka si mapuro nomalimburo, nye pa kare tupu malimburo aga ga ka gwana komarunone gokulisiga-siga moomu va ka ga mu pa, mosiruwopita.
3. Eliyongo nensansununo/analysis of findings
 - Mapuro gositambo gatatu murongwa ta ka ruganesa yiparatjangwa.
 - Murongwa kuna ka mu ndindira a horowore usili momarunone ogo ga ka gwana nokugatjanga kukwama omu ana pompeke mapuro gendi gositambo, yipo nkenye epuro ligwane elimbururo. Mehageso murongwa a tjange asi, sitambo sosiparatjangwa sendi sa ka limburukwa, ngapi omu sa ka limburukwa, a gusemo gamwe gomalimburo gouhunga a pamekeseko Nsene kapi sa ka limburukwa. Nsene kapi sa ka limburukwa a tjange simpe yitambo omu ya kere ntani malimburo aga ga ndindilire ngapi ga rumbwangerwa kuga gwana, noku gusa etokoro asi mvhura ke, kwedi, mazuva omu nga ka twikira ekonakono lyendi.

4. Positive suggestions

- Yiwa unene kuhorowora varongwa wokukarera po vakwawo ponosure nokuvadilika nokambungururu.
- Ya wapera murongi kukoreka yitjangwa yovarongwa komeho zokuyituma.
- Yitjangwa yovarongwa nayinye vayisikene (scan) komeho zokuyituma, vayipatwilire forda (folder).
- Yiwa unene murongi a rongikide varongwa posure va ka rugane efukunyo oloyo, va ka likwateke, ruuyungo rwawo, [mazwi] marunone [mafano gawo kumwe novantu, mavango] ogo va ka dingura pa kare hena efwatururo lyoyo yina kuhoroka kاپisi mafano tupu nye g alikide yihorokwa.
- Yiwa unene varongi kurongikida varongwa yipo va tunture marunone gawo kاپisi kutjanga ngesaneko tupu.
- Yiwa unene varongi kukeverera varongwa va ha gava si yirugana youhesi, nye uhaya kuna ka u ndindira.

GENERAL COMMENTS

The centres gathered a variety of data on cultural matters. Although many centres included the recorded voices of informants, films, images, USBs, etc., some centres did not, despite their considerable effort under challenging conditions. As proof that the candidates participated in fieldwork, it was crucial for section A of the presentation.

1. Quality of recordings

- The candidates, the examiners, and what the candidates played were heard;
- The recording was often of acceptable quality. We commend centres for doing this; a big thank you.

2. Range of sample

- Some centres only sent the sample and not the whole cohort, it was impossible for moderators who wanted to check on certain candidates in such cases.
- The guidelines are clear that both the sample and the whole population of candidates must be sent for moderation.
- A number of centres did not indicate the candidates who were in the sample with an asterisk * on the summary form as required and this made the moderation process difficult especially for those centres that did not make a sample but instead sent the whole cohort.
- Examiners should familiarize themselves with the instructions.

3. Comments on specific sections

- The oral examinations consist of two sections: Section A: presentation (elikidoyipupwida) and Section B: discussion (nzogera). The two should be treated apart. Most centres conducted this examination as one with the traditional “warm up” for candidates who appeared to be nervous.
- It was a good observation that examiners were generally sympathetic towards the candidates and made a good effort to let them feel at ease, however, these need not be recorded.
- At some centres Oral Examinations were very short: 3-5 minutes.

2.1. Section A (elikidoyipupwida)

- A number of candidates were unable to briefly present the main findings of their research; but instead gave detailed reports.
For example: murongwa ga ha varekera kosiparatjangwa dogoro kehageso lyomaumbangi gendi omu melikido yipupwida, nye oyo ngano ta yi ya kara yoku ya mu pulisa murongi (mupuli). Murongwa kuna ku mu ndindira a ka uyunge monominute mbali tupu omu ana katuntura siparatjangwa sendi, enyeneno kosiparatjangwa, sitambo ntani elikidoyigwana yendi pausupi tupu.
- A great number of examiners posed questions as candidates mostly appeared to be under the impression that they will be expected to respond to the examiner’s questions. For example; “ove kwa horowora siparatjangwa Ndumbo, simwitira ko nye asi yinke ndumbo ntani yinke wa horowera siparatjangwa esi?”

NB: Murongi moruha oru kapi vana ka mu ndindira a ka puragere varongwa mapuro, nye a gave mpito kovarongwa va gave pausupi yipupwida yawo.

2.1.1 The quality of presentations

- Despite the fact that most candidates are generally fluent native speakers, quite a number of them needed their presentation skills polished. For example; moruha A kuna ka ndindira mo nontumbwiso donongwa doytija yeraka nga moomu, “ tava kulike nzugo keguru,” mevango lyokuninka asi tava tulike nzugo. Elindagurozwi lyokuzira mo mokukatumbura nkango mouhunga, nye ga ha zi teza.
- Murongwa a nomene kompi neraka mokuyiruganesa mouhunga kapi yina fire mokuruganesa nonkango donontwe, nye nonkenga kuna ka di ndindira. Sihonena: “Kapande upote wa mwene wa mu ninkisa a hwilire momunyondo. Varongi - vadeure varongwa kuruganesa nonkango donongwa ngwendi; kukara kumwe, kumupirikira, kugwanekera “Kapande mwene ga likokerere udigu, mevango lyokutjanga asi “Kapande upote wa mwene.”

2.1.2 Interpretation of the assessment criteria

Some examiners appeared to misinterpret the marking grid at all.

Some examiners placed candidates in higher bands which were not correspond with their presentation. It is important for examiners to familiarize themselves with the description in the marking grid.

NB: Dididlika asi vakandidate vaava ngava uyunga patamunuko nokutuntura mapukururo gokomarunone yiwo vana wapere kugwana yitwa yekeguru.

2.2 Section B: Nzogera (discussion)

In the discussion section it is expected of the examiner to challenge claims made by the candidates in their reports and probe them to expand on their coursework while testing their speaking skills at the same time.

Give candidates more open-ended questions that will allow answering in full sentences.

2.2.1 Examining techniques

- The atmosphere was generally good and most candidates were calm and composed. Centres are applauded for this.
- Murongi kuna ka mu ndindira a ka ruganese mapuro gokuranya nokurava murongwa yipo nzogera zi twime kuhamena koyo ana uyunga moruha A.
- Mapuro ga kare gokuninkisa murongwa a limburure patamunuko; sihonena: Morwasinke ga hwililire Kapande momunyondo? Morwasinke ya karerere nare asi mvhura ntudi va zi zambe ntani nazi roka? Ngapi omu ava zamba mvhura? Mulyo musinke gwa kere mondumbo eyi ngava zi lire? Nye ga ha kara asi “ngapi ava tereke ndumbo?”
- Varongwa va uyunge nomminute 8-10, ngoso.

2.2.2 Interpretation of the assessment

- Examiners generally did not apply the assessment criteria correctly.
- Candidates were in most cases placed in higher bands which did not correspond with the quality of the discussions.
- The higher bands are not for candidates who narrate what they were told by their informants, they are for candidates who extend their topic, candidates who are confident and who analyses and evaluate different perspective. A number of candidates could not do these.

For example: Kukwama muuyungi gwange gokuhova nogu gwauvali awo kwa ka tanterere nge yokulifana asi, “Kapande kwa ka hwililire momunyondo nongoma, morwa upure ga ka lire koDjwaine, ano ogu gwauvali age kwa tente asi vahompa va mu filire mfudu yiyo va mu dipaga noupure. Ame tani ka kwatesa ko vauyungi vavali, morwa yousili kuna kumoneka asi awo va diva ko yoyinzi kuhamena esanseko eli, kukwama ediwo eli na mwene mwawo, ano muuyungi gwautatu kwa monekere asi kuna kusinganyeka nage ntudi kwa yizuvha tupu nye ediwo kwato.

FIRST LANGUAGE RUMANYO

6103
Paper 1

GENERAL COMMENTS

Most candidates seemed to engage pretty okay with both Section A and Section B. For most of those that understood the passages, and provided correct answers, there was an evident level of clear detail and accurate understanding of the passages and in turn expressed themselves accordingly, for example in **1a, b, c, f, and h, 2a** and **question 3**.

There were relatively few instances of response areas being left blank. When this did occur, it was **2b**.

On some scripts, there was a noticeable difference in the successful conveying of points in written Rumanyo between those questions requiring close reference to the material and those asking for a candidate's own ideas. In some instances, the answers requiring their own ideas lacked sufficient clarity or precision to gain any credit.

As instructed by the mark scheme, the vast majority of candidates failed to differentiate the demand of the questions for **1e, 1h, and 1j**. As a result, the answers were observably similar which was not supposed to be the case. There was evidence to suggest that some candidates found the material quite challenging, especially where 'own words' were required to show understanding of the passage in **question 1** this also included **1d** and **1h**.

Copying of material was the most common reason for marks not to be awarded in some instances of the questions. For **question 1g** for example. Questions that require understanding and implying of the text, little to no credit can be gained in this way. It is recognised that certain vocabulary items like in **question 1h** have few synonyms. In such cases, the original term can be used but then needs a context of the candidate's own, in order to show understanding and thus gain marks. Most often, this requires changing certain words to fit the context. However, these cases were sometimes inaccurate and/or had contrived or contradictory meanings to the original meaning so an appropriate and meaningful link of the question, text, and how the answer was to be provided is needed to demonstrate that what is copied is fully understood.

In **question 2b** and **question 3**, there was a tendency to offer too many words in those questions with a specific word count, though not entirely strict, it is still edged that words are within the proximate limits. Replication of the same facts should also be avoided for a candidate to gain credit. This should go in the same breathless that required word limits do not earn a candidate more marks. Appropriating the questions to fit the question asked for **2a** and **3** is vitally important. With **2b**, although not badly performed, should still be emphasised that own words where and when necessary, punctuating and transitional words (correct linking words) be utilised as it does not allow for top band(s) if those are not observed.

COMMENTS ON SPECIFIC QUESTIONS

Section A

Candidates did not grasp the central theme of the passage.

That is why question **1g** for example was a bit tricky as the immediate disappointment or annoyance of Kamatyona could not be detected.

Lipuro 1/Question 1

(a) Shingi shava candidate vavhulire kuliwana muuhunga lino lipuro nampiri ngoli valifire vavasheshu.

Vinke nane vyakuhamena kuliwi lyavashe vaKamatyona vyamudjanyaukiro? Tapa maumbangi maviri.

Malimbururo ne ghano:

- Kwakalire shininke shakuvhukurukavyukuruka
- nakushagheraposhi
- yira ngendjo yashure

[kungcoroka kwakupira kushagha nakutapakoshi shitwa]

- (b) Vinke kavi kuwedererango kehe pano muvighayadara vya Kamatyona?
Lilimbururo:
- Nkurumbara/kurota nkurumbara
- (c) Vinke vakalilire vashe vaKamatyona nashinka kuhamena Limbonde kulifuva IyaBoss?
- Boss gha va panga ndya
 - Boss kuvapa mahangu
 - Ntjeneshi muyangu mwato nga va fa kundjara
- (d) Morwa nke Kamatyona ana kushingonwena Okathiyu ashii “kwashuntuka yira mburundu”?
- Kundereko malitiro ghahupopo/kwato vimuna/kwato ovyo vakara navyo
 - Kwato viwana/rukukutu
- (e) Likuyuvo munke ana kara nalyo Kamatyona kuhamena vaholi vendi vana kughambo ashii “Ame ...
Ame ...”, ntani morwanke?
- Mfudu,nyengo,lidiro kukumwa, liguvo
 - Vaholi vendi kughamba ashii kwaparukanga nawa munkurumbara/vaholi vendi vatundo pamukunda vakakare munkurumbara kukaparuka liparu lyahashako.
- (f) Kughupako mwaka dendi, morwanke a pililire Kamatyona kukwara Nangula? Tapa konda mbiri.
- Nangula kapi a yenda (yimba) kushure mpiri kadidi (Ndiposhi)
 - Nga va karerera muruhepo/kapi nga va vhura kukuvatera
- (g) Vinke vina kumonekera ashii linyanyeno IyaKamatyona kwakuwedelilire muruku rwakukuranga mundjira yendi yakuyenda kulifuva IyaBoss?
- Hambara kasha shimumbwande shihauto sha Boss
- (h) Weni vana kuunegheda ukaro waBoss Nengushe mulighanoteto lyakukwama kweli lyakuhulilira?
Tapa maumbangi mavir.
- (ghuye ne) kwakutumba mwene/a nyanyena/untu/kwakuhorera vyaviwa/kwakumona mwene mulyo/ mupipi
- (i) Vinke ana kutamba Boss opo ana kughamba ashii “Una kutitunuka ngoli livhongwa Iyamungwa ndi?”
- vinye una kudira kuyenda? Kwangurako, ronda
- (j) Kutwara mushivarura; makuyuvho maviri munke vakuyuvhire vanantjoka vakuhupako opo va kutuntakanine vaKamatyona naBoss Nengushe?
- va tetukire/ghoma/va tukukire
 - Ruguvho/nkenda/ghoma/makuverero

Lipuro 2

- (a) Mushivarura vininke munke vana kunegheda vyatjwayurango vanantjoka vatunde kumambo navivyavakokerango kunkurumbara? Tjanga malimbururo ghoya mulikamo Iya kundomayika. Kapishi hepero kurughanita nkango danaumoye.

Malimbururo ghalikamo Iyakundomayika

Kukehe shitwa vana twenya dogoro 15, kumupa shitwa shimwe.

(2a) Vyakutjwayura vanantjoka va tuned kumambo:

1. Maudito ghapantjitwe: Limbonde
2. Maudito ghapantjitwe: Rukukutu
3. Kurughanena ndya mumafuva ghavangavo – ntjako damahangu
4. Liparu Iyakudira kudjiramo
5. Kundereko livhu-livhu vama kudingirika ndarate vangavo
6. Kundereko virughana kumambo
7. Makushongo kughadjonawita po nakutwikira shi makushongo kumambo
8. Kundereko virughana
9. Kuvapangera nkware dawanuke-wanuke kumambo
10. Kuvatininika nakuvapangera ovo vakaro nampangera padimukunda yira Boss Nengushe

Vyakokerango vanantjoka kunkurumbara

11. Mpito dakuwana virughana munkurumbara
12. Kutameka unangeshefa wanaumwavo munkurumbara
13. Kukuhamitira mumaudano
14. Likudeghuro lyavanantjoka mumavango ghakukudewira nakukulika lidjindjo ntipa
15. Limoneko lyankurumbara naramba damarudi kukurenkita u vi hore
16. Kwava kokanga vaholi vavo ovo vadirukiro munkurumbara
17. Mpito damakushongo
18. Mudoropa kukara nalimanguruko lyampangera davakurona
19. Kuvhura kukwama lirwameno lyanaumwendi

(2b) Vakandidate kuvhura ngoli kurughanita vitwa vya mu (a) kuwiru mukatjanga likamo lyalitjangoyenderero. Vakandidate vana hepa ngoli kurughanita nkango danaumwavo (Shiwederera A) shikorekito shavirughana vyalitjangovyukiliro (Lipuropepa 1) pakutapa vitwa. Uhaya wakurughanita viyivitovaru vana kona kudjiramo ntani kutapa vitwa vyakuyeruka .

Lipuro 3

Ove kaukakarapalipongo lyaliro mushikondovike, mbyo kaukawana mpito yakutimwitira navakalikoro vyakukushuvashuva kuhamena likuyuvho lyavo kumapata nandelito. Tjanga ngoli ntjangwatumwa kwamuholi ghoye wamunene, u mu tantere ovyo kaukakashongera ko nalikuyuvho lyoye kwavyo. Rughanita maghano ghamushivarura nakughakulika munkango- danaumoye.

Vineghedo vyaukalimo:

Malimbururo ghano (ukalimo) kapishi pantjagho ghakukwama nani ngoli kwagha tambitira tupu ghatape maghano kuvashongi, vashongwa, vakoreki navakenguruli (vanongononi) ashi maghano munke ogho vavhura kuhamitiramo vakandidate mumalimbururo ghavo. Vashongwa kuna kuvataterera vakahamitiremo malimbururo ghavo kumaghano ghamushivarura nakughakulika munkango danaumwavo.

1. Likoro nalintje;likoro munke? (vankwirikwa,vanyokwa,vanyalya)
2. Lipata munke lino? (sha,nyokwa navana)
3. Shitumbukirwa shalikoro nalintje pakurera vanuke (vana vene-vene,vanadara, shihonena: vantiwe)
4. Shitambo shandelito: kurera mwanuke ngakare mukurona washinka.
5. Shinka shakurera vanuke kwashi kukwatitanga
6. Mulyo wakutimuna matimo,vilika vyapampo, shinka shashihoro
7. Vanuke kukara mumundi dogoro nkwaru, kukushonga likukwatakano munkarapamwe, nalifumadeko kwa kehe uno
8. Kutimuna matimo: mavango opo ka vi shorokeranga, ovov kava gha timunango, mashongo nashitambo, ovyo kava kushongerangamo vanuke
9. Likoro nalintje kuna kara muudito
10. Lipata omo mwakaro ashi sha, nyokwa, nyokwa navana tupu ngo ghana vhuko mo mudoropa
11. Lidiro kukuwa pakatji kavyampo namparukito yapashikuwa
12. Viyitita po vyamakugwanekero pampepo navikwamahina muvanuke
13. Likombanito lyavivyampo muvanatjoka
14. Shinene vakurona vakukara ashi pentjendi mulipata kukugwanekera namaudito mukurera vanuke
15. Likombanito likwatitoko mulikoro

(Kehe maghano ghakuwapera naghaghamulyo ghakutundilira mushivarura kuvhura kughapulitira)

Rughanita shikolikito (**shiwederera B**) shavirughana vyalitjangoyenderero (Lipuropepa 1) shakuvarura (15) kutjanga (5) mukutapa vitwa. Vakandidate vana hepa ntani kurughanita nkango danaumwavo momo va vhulira

GENERAL COMMENTS

All the questions were at the candidates's level.

- 1 Some candidates did not adhere to the number of words that they were given. Some candidates wrote more words for example four (4) to five (5) pages and some very few words for example one (1) page only instead of two (2) pages and a half which is **350 - 500** words.
- 2 Some candidates were unable to use parts of an essay in their writing such as: the introduction, body and conclusion. This gives the markers difficulty in grading them.
- 3 Most of the candidates used ordinary language and the few who used figurative language did not use it in the right context.
- 4 Some of the candidates lack skills and knowledge in answering the different types of essays e.g.: Narrative essay, descriptive essay and argumentative essay. For example, Candidates might opt to write an argumentative essay yet ends up writing a narrative essay, most of the candidates managed to write one type of essay from the beginning up to the end.
- 5 Some candidates lack punctuation mark usage in their writings.
- 6 Candidates lack correct language usage for instance the use of foreign languages and unfamiliar words.

COMMENTS ON SPECIFIC QUESTIONS

Narrative

Question 1: Most of the candidates who opted for this question answered it accordingly although few of them misunderstood the question and narrated about their experiences in general at different events which did not take place specifically at school.

Question 2: Extremely few candidates opted for this question and they did not understand it at all. Candidates were expected to narrate a story in which the voice of someone who cares for something or someone supposed to be heard instead of narrating a story based on caring, candidates misinterpreted it and concentrated more on love and truth could not come out clearly based on the question.

Descriptive

Question 3: An average number of candidates who opted for this question could not differentiate between whirlwind and storm. However, candidates managed to express what they saw, heard and felt in a descriptive way.

Question 4: Extremely few candidates opted for this question. Candidates were expected to describe their favourite dish and among those candidates who opted for this question described the preparation of their favourite dish. Even though, candidates also managed to describe the way the dish looks, smells and tastes.

Argumentative

Question 5: Candidates were expected to mention a subject's name they learn at school and justify its importance. Few candidates who opted for this question could not give in details the importance of the subject which they think is the most important. Some of them could only give a single repetitive idea.

Question 6: Few candidates opted for this question. Candidates were expected to oppose or propose to the question and give opinions. Candidates approached the question correctly although few could not give clear and strong arguments.

3 Most confused words in the candidates' work.

Pause	-	rufugho
Rispecta	-	kufumadeka
Cerfificate	-	ndjapo
Gift	-	ushwi
Ngereka	-	nkirishe
Sikiriti	-	mukungi limona
Birifu	-	ntjangwatumwa
Yefrou	-	mitirikadi/mushongi
Shipatera	-	shipangero
Kubela	-	kufungwina/kufunguna
Vanerisa	-	vapangi
Penta	-	vitwa
Muhositera	-	mulipata
Ndjambo	-	ndjapo
Kansela	-	muyenditi mukundatovororo
Bani	-	shira
Musinda	-	mukamaparambo
Bisinisi	-	ngeshefa
Kututura	-	kuputura
Kupiyana	-	kukuyura
Kupiyagana	-	kurungarara
Kukanderera	-	kuraperera
Faka	-	shishongwa
Gurupa	-	mbunga
Programa	-	likukwamo
Nkondwarongero	-	nkondashongero
Sikolofu	-	mukuronashure
Viruwana	-	virughana
Livhango	-	livango
Nkehe	-	kehe
Nkene	-	ntjene
Pira	-	kwato/kapi
Kupira	-	kudira
Dokoro	-	dogoro
Mara ngoli	-	ano ngoli
Ene ngoli	-	ano ngoli
Nampindi	-	nampiri ndi
Vindumbandumba	-	urumba
Rughanga	-	rughananga
Kuvura	-	kuvhura
Shayeka	-	shagheka
Diyamemo	-	dighama mo
Mushirongwa	-	mushishongwa
Muhaku	-	mupangi
Kuyuva	-	kuyuvha
Ruwane	-	rughane
Terefona/foni	-	funguna

POSITIVE COMMENDS TO TEACHERS:

Teachers should prepare their candidates well on how to write different types of essays (narrative, descriptive and argumentative) based on the NSSC syllabi for the final examination. They should teach the candidates the correct usage of the figurative language and the use of punctuation, grammar and tenses. Teachers should encourage candidates to improve on handwritings.

GENERAL COMMENTS

- Although this is the third year for the grade 11 candidates to sit for the National Examination (**NSSCO**), still there were some difficulties in responding to this question paper (**paper 3: critical response to a text**).
- Many candidates did not have a full understanding of the text's content; hence, they almost copied the whole passage given during examination.
- Many candidates did not read the passage thoroughly, hence, they narrated different stories of their own.
- Some candidates did not comprehend the passage's content, consequently; they found it challenging to extract information from it and critically use it in their responses.
- Many candidates did not pay attention to the question and guiding points to extract the required information from the passage.

COMMENTS ON GUIDING POINTS AND INDICATIVE CONTENT

When assessing, markers should be aware of the fact that there will be different ways in which candidates may structure their responses. There should however be adequate textual evidence to reward responses. The guiding content points are not exhaustive; these are only fact points that candidates are likely to use to construct their answers. These are alternative responses to the guiding content fulfil the demand of the question.

POSITIVE SUGGESTIONS TO TEACHERS:

- There are many language skills which need to be enhanced in critical response to a text (**paper 3**) and teachers should diverse creative and critical ways of coaching and practicing these skills.
- Teachers should train candidates to master the following three elements when approaching paper 3 (critical response to a text) questions: First **state**; the statement that is addressing the question; for example, the poet used figurative language or the poem used a simple language or the poet felt bad or happy about...; secondly the candidate should always **quote** that figurative expression from the poem or text then thirdly the candidate should **explain, elaborate** and **expand** more in his/her own words.
- Critical response to a text should not be seen in isolation as a component of the Rumanyo ordinary level examination. It is a vehicle for improving critical thinking skills, developing high-order thinking and reasoning skills, building up vocabulary and improving understanding of the evolutions of style, purpose and tone in language.
- Candidates should always be encouraged to read and understand the instructions and guiding points given before attempting answering the question during examination.
- Teachers should always explain the difficult words in the poems or in the text and simplify them to the extent that candidates can find alternative expressions and synonyms in their language (**Rumanyo**).
- Teachers should teach candidates that by all means they should not reproduce or replicate (**copy**) the content of the passage or text, they should rather use the information in the text to critically respond to the questions.
- Teachers should teach candidates on how to structure paragraphs when answering the question (**paragraphing**).
- Teachers should train candidates to **always** write in paragraphs (**prose form**) rather than in point or note forms.
- Teachers should always teach candidates on how to extract evidence from the text (**passage or poem**) to support their answers and give their personal response to the question asked.
- Teachers should train candidates on how to extract the information from the text and critically expand it.
- Teachers should train candidates how to brainstorm the information from the text of which they should later use to in their writings grounded on the given bullet points.
- Teachers should give variety of activities to the candidates on how to approach both poem and passage questions.

The assessment Objectives for paper 3 are different. Paper 3 does not target the same skills as paper 1. This is not a factual Reading Comprehension; thus, candidates are assessed on how well they:

- Comment on meaning in the text
- Demonstrate appreciation (how the author uses language/ convey...)
- Give a personal/ critical response.

NB: Teachers have to explain the following points to the candidates when teaching them paper 3 aspects:

- What are the ideas/themes/author's intentions in the passage?
- What does the author want the reader to think/ feel?
- What language/ideas might candidates notice?

Teachers should teach candidates on how to answer all the above questions by using any passage/text/ poem when teaching to acquaint them and built their confidence in approaching examination questions at the same time clarifying to them on how they should approach such questions in examination.

- The assessment objectives for paper 3 are different, hence; teachers have to prepare candidates on how to approach questions in examination.

NKUMBU KUVITWANEGHEDO VYAUKALIMO:

Lipuro kwa kalire ngoli: ‘Weni ana kuneghedea mutjandi vino vina kukwamo kuvavaruli?’ Vitwa vino vina kukwamo ko vi kuvatere pakulimbura:

- Ukaro waMarthin
- Ukaro waJohn
- Likutundakano lyavamati vanya vavivir naweni omo vyakundamine John

Shitjangwa shamukandidate shika demenene ngoli pavitwa neghedo vino vina kukwamo ko:

- Ukaro waMarthin
- Ukaro waJohn
- Likutubdakano lyavamati vanya vavivir naweni omo vyakundamine John

Vakandidate kwava tatililire ngoli mukukahamitira mo vino muvitjangwa vyavo:

Katjangurura ukaro waMarthin nawaJohn, omo avi neghedo mutjangi kuhamena maukaro ghavo ghakukushuva-shuva ntani muruhulira kukatapa nka shimpe ashi weni lyaya kalire likutundakano lyavo ntani weni ghakalire maparu ghavo vanya vamati muruku rwanavintje vinya vyashorokiro.

Koneka: Vino kapi vina kutanta ngoli ashi mukandidate nkwardi aka vi kwamite yira momo vana vi yara kuwira, mulyo unene ashi a sha kapempuka ko ntani ana hepa nka kulimbura kutwara omo lina kara lipuro.

Mukandidate ana hepa kehe pano kuneghedo maungambi ghamushivarurwa ndi ghamumutango, rupandu kwamutjangi ndi mutangi mushitjangwa shendi pakutjanga; vino kavatera mukandidate a ka wane vitwa vyakuwapera ndi vyamumutanga wakuwira; **mutinga 2** vikandwite dogoro **kumutinga wa 1**.

MAGHANO OGHO KASHA VA RUGHANITE VAKANDIDATE KUKEHE SHINO SHITWANEGHEDO:

Ukaro waMarthin

- Munongo
- A turumuka
- Kapi a kara nkoko
- Mudidimiki
- A kara nautapi
- Mutuliti po mpora
- Mukoshononi wamaudito
- Kapi a vyutanga udona kuudona
- Kushenduka maudito
- Mutapi maghano
- Kapi a rughanitanga nkango dakukeka ndi dadidona
- Kapi a kara na mfudu
- A ghomoka

Ukaro waJohn

- Mukorokotji
- Nyanya
- Murunde
- Kapi a tamburanga mapuko ghendi
- Mutjiliti vaunyendi
- Lishandu
- A kara nasheke
- Ndino
- Kapi a yiva kukushighura
- Shighambereyuvhu
- Mudjonauli
- Kukughayara tupu pamwene
- A kumona untudjuni
- Kurenkerera mo vaunyendi
- Kundereko nkenda

Likutundakano lyapakatji kavamati vanya vaviri naweni omo lyakundamine John

- A mahukire pandunge ntani a yivire ashi weni mwakukoshona maudito
- A kushongilire ko kuvaunyendi
- A kupulilire undjoni wendi kuvirughanadona vyendi

- A kupire mwene undjoni
- A tjindjire nkalito yendi
- A va ya kukwata ukwavo naMartin

MBUDI YAKUVASHONGI:

- Vashongi vana hepa kuyiva nakushonga vakandidade ashi nga pa karanga shivarurwa shi mono ndi shi yivo ntani nalipuro limwe oyo lyakaro navitwaneghedo oyo nga va pura ko.
- Koneka ashi shivarurwa kuvhura kukara shakutunda kukaruvambi kangambodami (**mutango, shitimwitirafupi, shidanauka**) osho pamwe va toroka shi tunde murunone rwaliraka lyapeke **NDI** shitjangwa shamakukanano parumwe shakushongaghura shakuhamena viparatjangwa vyapampo ovyo vyakaro navishewe ndi liraka lyangambitofano.
- Mpo vina karere ngoli mulyo unene ashi vashongi vana hepa kudeghura nakupishura vakandidade va vhure kukara naghuyivi kuhamena vitambo vyamulyowaneko vino mukondashi lino kwa kara lipuropepa lyalitedolimburo kushitjangwa.
- Vashongi vana hepa kudeghura vakandidade va yive nakuvhura kukumburura ko kushitambo, vitantwa vyapantunda-ntunda ntani nantjimatjima yaukalimo washitjangwa.
- Vashongi vana hepa kudeghura vakandidade va yive nakuvhura kunegheda rupandu ashi weni likuyuvho, maukaro ndi po nkani omo va di tapanga nawa.
- Vashongi vana hepa kudeghura vakandidade va yive nakuvhura kukugwanekera mulilimburo **patedo, uhe ntani napadjuni pamundinda**.
- Vashongi vana hepa kudeghura vakandidade va yive ashi kehe pano pakulimbura vana hepa kutjanga murupe **rwalitjangoyenderero**, kapishi kundomayika malimburo ghavo.
- Vashongi vana hepa kudeura vakandidade omo va dira nga kukatura ngamo nka vishewe mukondashi lipuropepa lino kukataterera mukandidade a ka fwaturure vishewe ndi ngambito odo ana wana mo mukatjangwa.

Lipuro kwa demenenine kumaukaro ghavamati vanya vaviri, kumwe nka na kafwaturura ashi weni va ku kwatakanine vamatviri kuruku rwanavintje vinya vyashorokiro ntani naweni vyakundamine John:

- Kuruha rwavitwaneghedo mukandidade a sha katunda ko, mposhi a ka witirange ngoli ashi weni omo avi negheda mutjangi mukawananga umbangi mushivarurwa.
- Vakandidade kwaka va tatililire vaka tjange ngoli murupe rwalitjangoyenderero kapishi vaka ndomayike nka yira momo vina kara vitwaneghedo kuntji yalipuro.

Shihonena:

Ukaro waJohn

- Uye ndino unene
- Uye manyami
- Uye ukenya

Lipuko lyalinene! Vashongwa vana hepa kuvitjanga pashinauntjangwatimwira mumatetoghano kapishi yira likamo lyavindomayika lya mulipuropepa 1.

- aVashongwa va kalire naudito wakutjanga ovyo lina shana lipuro

Yira: Mulivango lyakunegheda maukaro, vavo kutjanga ovyo va rughanine vaJohn naMartin.

Shihonena:

John ne kwa rwanitire vaunyendi liyuva lyendi lyakutanga pashure. Uye nka a li ndya daunyendi a hana kudiromba ntani a taulire lipepa mumbapira yaundendi.

Navintje ovyo ana tjanga ngoli po ne, virughana! Mukoreki kuna kataterera mukandidade aka tede nakuwana mo ukara waJohn.

Yira wemo:

John ne mwanuke **waliderengo** lya djanyi, kapi akara ugenda uye. Yira momo ana kumunegheda mutjangi mushivarurwa ashi, 'A rwanitire vaunyendi mu liyuva lyendi lyakuhova kalyata pashure yayipe kumwe nakutjora shikugho shakulikende.' Ovino ne kuna kunegheda ngoli liderengo lyendi, mukondashi muntu wandunge ne awapera kukushingimika ko nampiri kayuva kamwe ntani nga ghu yongorora ovyo wakalita. Shimpe nka John kutu ka mutjangurura ashi mumati **wandino namutindedi** wawina-wina vene. Ndi vinke ovyo ghu upira ndya da muntu wa hana kuromba, yira momo ana kuvinegheda mutjangi pakunyangura John shibaki sha ndya da Martin. Ameshi ndjo ndino namutindedi wakahuro ko.

- Vashongwa vamwe mulivango lyakuteda shivarurwa vavo kushitimwitira ko munkango danaumwavo.

Lipuko lyalinene, **litedelimburo kushitjangwa (Critical response to a text)** kutaterera mwanuke **aka tede** shitjangwa kovyovo vana mupura, kapishi aka shitimwitire munkango dendi.

- Vashongwa nka vamwe kutjindja madina ghavadani vamushivarurwa va ture mo vavo.

Madina ghadani ghana kona kukara momo gha wapera ntani momo vana ghatjanga mushivarurwa, akareshi mulirakapeke ndi ghamuRumanyo, nakughatjindja shi.

Shihonena:

John akare ngoli **John** kapishi Djoni ndi a mutjindje akare **Kahare**.

- Vashongwa vamwe kutimwitira tupu vyavyo navyo (vyapeke-peke) ovyo vina diro kuhamena ko.

Ngoli mushongwa kapi ana kunegheda unkurungu walitedolimburo kushitjangwa.

- Vashongwa vamwe kuyita mo ovyo vana diri kupura.

yira:

- Mutjangi kwa rughanita lirakadjuni ndi liraka lyaudito atu neghede maukaro
- Mutjangi kwa negheda rupe
- Mutjangi kuna kutetura vavaruli
- Mutjangi ana rughanita nkango ndi liraka lyaureru atu neghede ukaro

Vashongwa kuva deura nawa, nageshi kapi vina hama kulipuro kapishi hepero kuvitita mo.

- Vashongwa vamwe kapi va yiva likushuvo lya mutjangi namutangi.

Vashongi vana hepa kudeura nawa vashongwa va yive ashi kuni oko kwa wapero **mutjangi** nako kwa wapero **mutangi**. (**Shivarurwa-mutjangi ano Mutango-mutangi**)

- Vashongwa vamwe kutjanga nawa malimburo ngoli nakuvhurashi kuupa umbangivateli mushivarurwa apamikiteko malimburo ghendi. Kukara ngoli yira kuna kutimwitira tupu vyendi.

Vya weyo kushwedita mushongwa a kombanite vitwa. **Mushongwa ana hepa ntani kukuyenda kumwe namutjangi** mposhi aneghede **ashi kapishi vyendi tupu ana kutjangaura nani ngoli kuna kuteda pashitjangwa sho ana varura.**

- Vashongwa vamwe ne kapi va yiva ure washirongwa ndi mwara nkango dashitjangwa shino.

Mwara nkango 250-300, nakupitakanashi mapepa maviri!

Vashongwa vamwe kuyuda mapepa mane (4) ano vamwe kuyuda mapepa matutu (3) naukahe ko. **Lipuko lyalinene!**

- Vashongwa vamwe kutura ko shiparatjangwa shendi osho ana shana.

Kapishi hepero, kumana tupu ruvede rwavo.

- Vashongwa vamwe nakuturashi shitjangwa shavo mumatetoghano.

Nampirindi ngoli sha kara ashi kushitjanga pashinauntjangwatimwitira, nasho sha wapera kutura mumatetoghano momo tupu vyawapera.

- Udito umwe nka ogho kava gwanekere nagho vakandidate ogho vana hepa kuwapukurura vashongi ne

***Ntjangitito naweni omo va vhura kuteta nkango** davo ntjeneshi vana tiki kuuhura wandjira ndi mutunda wakurulyo.

*Muliraka lyetu lyaRumanyo kuteta nkango yoye pakutjanga nkandi yi kare ko ndandashagharo: a, e, i, o, u

Shihonena: Vantu vana hepa maghano dju-

i. (**Lipuko**)

Vantu vana hepa maghano dju-

ni. (**Uhunga**)

- Lipuropepa lino lyalitedolimburo kushitjangwa, lyakutanta kare lyene, mposhi vashongi va sha kashonga vakandidate vaka ture mo nka navo vishewe, vitegho ndi ngambito (**ndughanito yaliraka**) yakuvanda.
- Vakandidate kuna kava taterera vaka tede, kufwaturura, kushingonona nakutapa makonakono djuni kuhamena mutango ndi shivarurwa osho vana va pa kumwe nakalimburo lipuro kukwama kuvitwaneghedo.
- Vakandidate kuna kava taterera ngoli vaka neghede vighayadara vyamutangi ndi mutjangi, liraka lyarupe munke a rughanita mo, ukaro, likuyuvo navimwe ngoweyo.
- Vakandidate vana hepa nka kukwama manangwiro mposhi va sha pemuka nga kulipuro, vino **mulyo** shiri unene.

LIRUGHANITO LYANKANGO / NTANTO MULIPUKO:

Nkango dalipuko	Nkango dauhunga
Nkene	Ntjene
Kuruwana	Kurughana

Shivarura	Shivarurwa
Shiruwo	Shirugho
Kuronga	Kushonga
Kuneyeda	Kunegheda
Kushayeka	Kushagheka
Vanane vendi	Vawina
Vavava vendi	Vashe
Owo	Ogho
Ghuye	Uye
Kusimba	Kuupa
Enengoli	Ene ngoli
Kuterera	Kutegherera
Twahepa	Tuna hepa
Runyenyoye	Runyeghenyo
Teete/teyete	Teghete
Kutanguna	Kutangura
Mpili/mpindi	Nampiri
Livhango	Livango
Yavho	Yavo
Vhendi	Vyendi
A honine	A honinine
Pandwire	Pandulire
Mara	Ene ngoli
Pira	Kapi
Kwashepanine	Kwashepaghanine
Nanke	Ntjene
Mora	Morwa
Kondashi	Mukondashi
Matighona	Mumatighona
Mati	Mumati
Ghana	Ana
Streyi	Mutindedi/ kanwa
Dokoro	Dogoro
Gha hora	A hora
Hampara	Kasha
Kufoka	Kuhepeka/ kurenkereramo
Shene	Ntjene
Mbili	Mbiri
Kupira kuyuva	Kudira kuyuva
Mahano	Maghano
Nge	Ndje
Uvili	Uviri
Kukandaika	Kukandayika
Huguni	Uguni
Liupiropo	Lighupiropo
Faka	Shishongwa
Ghukorokoshi	Ukorokotji

GENERAL COMMENTS

It can be seen that there has been a significant improvement by looking at the overall performance of all centres. The majority of candidates could demonstrate some proficiency in all areas of papers 4 and 5. In orature, the majority of the candidates were able to gather data, discuss it, and analyse it. The data gathered is referred to in order to support the viewpoints and interpretations put forth. There were a few opinions scattered about, as well as interpretations that were provided. On the basis of the information gathered, the candidates were able to formulate thoughtful individual responses. However, a small number of candidates were unable to articulate and describe the study topic, explain their interest in the subject, and clarify their key research aims, discussions, and conclusions. In the oral test, the candidates did a good job of concisely outlining the key findings of their research. Some candidates have shown an understanding of audiences and the use of suitable linguistic and stylistic elements.

COMMENTS ON INDIVIDUAL QUESTIONS

1: Introduction

Most candidates could not formulate their research topics correctly. Examples:

a. Correct formulated topics	Wrong formulated topics
- Kudjamba mvhura	nyambi-nyambi mvhura
- Litembu	kudilira vakadona litembu
- Nkwara	kurughanena mukwarero
- kudika litamu	lihoreko
- Ndjambo yamuyangu waupe	ndjambo yalipemba

In this section, candidates have to formulate their research topics and be able to explain it briefly and clearly. Example:

Litamu shilika omo valiro ovo vana kombanito wavo va ponganga kumwe mukulira nakukuyonga ashi weni omo va ka vhukuma wavo oghe ana fo. Pakare-kare litamu ka va li dikanga murukku rwakumana kuvhumbika mufe, ano litamu ntani litwikira kumeho ano vinya ka va vi renkeranga morwa manashi shi djonauka shimpu shanakufa ...

2: Interest in the research topic

In this section, candidates were supposed to explain their interests or what made them get interested in the research topic. Most candidates could not be able to explain their interest in the topic. Candidates were expected to explain their interest in their research topics. Example:

Ngomunantjoka oghe a horo vitimwitira vyakushikuru shakare, kwateghereranga unene kuvamama opo va ntimwitiranga kuhamena liparu omo lyakalirepakare ano muvitimwitira vinya kudika litamu navyo vimwe kava ntimwitiranga. Opo naya kuru mbyo naya dimburura ashi kudika litamu vina kushuvu ngudu namo kava vi ntimwitiranga vamama. Vinyo mbyo vya ndjilire shihoro shashinene ni ka konakone mwamunene ashi weni nani omo kava dikanga litamu pakare kumwe nakukashetakanita namo vina kushoroka lyanamuntji lino ...

3. Main research objectives

Candidates were expected to explain what they really want to achieve at the end of their research. Only a few of them managed to state out their aim for conducting the research. Example:

Ame na kara nalitokomenoshi kuhura walikonakono lyande nashana kawaneka ukenu wakuhamena ashi weni omo kava dikanga litamu ...

4. Research objectives/questions

Candidates were supposed to formulate researchable, informative, and resourceful questions from their research topics. Questions that require elaborative responses. Example:

- (a) Morwa 'nke ka va dikiranga litamu?
- (b) Weni omo kava lidikanga litamu?
- (c) Weni rulilito rwantantani omo runa tjindji mpo yakudikal itamu?

Research objectives

- (a) Ovyo kava dikiranga litamu.
- (b) Omo kava lidikanga litamu.
- (c) Omo runa tjindji rulilito rwantantani mpo yakudika litamu.

5. Sources of information

Candidates were expected to list their source of information here by providing who their sources of information were. Example:

Ame kwakawaninine maungambi ghande kuvakurona vano vana kukwamoko:

- (a) Vamama Katikunkuru a yuvhiko ashi Tuuyendere.
- (b) Foromani Lyangoma Tauro
- (c) Muholikadi Waramba Pauline

Virughanitawanekombudi

Ame kwakarughanitire vino vina kukwamoko mposhi ni vhure kuwaneka mbudi yakuyulilira.

- (a) Funguna yakushimba-shimba.
- (b) Kukara pashishorokwa/Kukukeya shishorokwa
- (c) Kutegherera kuradio wato
- (d) Kuvarura mbapira

6. Presentations of findings

Most candidates did well in this section because candidates were able to refer to their sources of information to substantiate their opinions and interpretations of the data collected. More candidates have articulated informed personal responses on the basis of their data collected. There were also some candidates who have shown a progression of the theme and are connected to major components. However, some candidates could not write their presentations at length and lacked proper usage of language, style, and accurate. Candidates were supposed to present the information collected as it was spoken by their sources (raw information) and not in their own words or opinions. Example:

Litapo vitundwamo

Katikunkuru kwafwaturulire ko weno ashi atwe kwa vi monine, opo va doghorokire vamama Shiputa nkwirinkwetu Kayunde a kughu kulipata lyendi a katutantere mbudi yamfa davamama vavo kwadohorokilire mundjugho yavo yakurara. Kutundapo a vatwara vanuke navantje vakakare kumunkandjo wavaNaneghona Mpingana ava vatantere va shungire nkokunya kadidi morwa mpovili vana kukuyongerako vakurona. Kunyima yashirughoghona tu kuharukeko mudi wambuu vakaparambo ano malirankali pentjagho mumundi. Vanuke mpo vavatantilire ashi nyakulyavo lina twara limbungu mbyo vana kukulilira vantu. Vavo kwadohorokire ngurangura ano ava tumu mbudi kuva ndambo navaliro ovo vatungiro papepi vaye vava kupakerere navaunyavo vawapaike lihoreko ano mpo vakavhukumine kushitenguko opo vakamanine kuvhukuma vakashe vaviro vyavo mpo vahwamikire mudiro ano lyakukyako ava dipagha ngombe yakulya mulitamu ano litamu linya kwadumwinine nyuku murongo ndi vivike viviri vyakuyura morwa nakufa kwakalire ndje nkuruhupa ano vana hepa kumulira nyuku dadiyingi ...

Foromani Lyangoma Tauro mpo a kafwaturulireko ashi katu vimonanga nange muntu ana dohoroka mumukunda kavi shorokanga weno ...

Muholikadi Waramba Pauline kudika litamu omo kavishorokanga ne nange muntu ana dohoroka mumundi ...

Muruha runo mukandidate ana hepa kutjanga mbudi yakugwanena oyo a kapongaika yira momo vakayitapire vaghambi vene hana kuyitjindja munkango danaumwendi.

7. Discussions and analyses of findings

Candidates were expected to discuss and analyze in detail using their research objectives. It was noticed that most candidates were still giving their presentations of findings in this section where most candidates referred to their sources of information, hence this is a discussion and analysis, candidates could only use their research objectives (make them

sub-headings) and then discussing their own words and views. Candidates are supposed to use their first personal pronouns to show their involvement in the discussions and analyzing their findings.

Apano mukandidate kulimburura ngoli mapuro ghendi mukurughanita maukeni ogho vakamutantilire ano mapuro ghano kughatjindja ngoli muvitambokonakono. Ana hepa kurughanita ngoli nkango danaumwendi mumukengurura ngoli mapuro ghanya a konakone viwaneka vyendi ano mukandidate ana hepa ngoli kurughanita lirakadjuni.

(a) Ovyo ka vadikiranga litamu

Pakare muntu nange ana dohoroka volikoro kuya ponga ngoli mumundi wendi omo vavhura kumulira nakukuyonga ashi weni omo vakavhukuma wavo ...

(b) Omo kava dikanga litamu

Nange vana kamana kuvhumbika mufe wavo ntani ngoli vonkwashi vaviro vendi kuhwameka muniro morwashi mbo vamu vharo, ano vavo kuyita ngoli ngombe yo vavhura kuya dipaghera mulitamu ano nangeshi mwene naye a wekire vintu ndi volikoro navo kuvhura kuwedererako ngoli ngombe yimwe nayo yiferemo mulitamu linya ano litamu lyanturagumbo ndi ngcongokadi ka lidamunanga vivike viviri ndi nyuku murongo ...

(c) Omo runa tjindji rulilito rwantantani mpo yakudika litamu.

Ntantani vininke vina kutjindji morwa vantu vana kaghura ngoli mpo yashikuwa mukulira mfa ...

8. Conclusion

Most of the candidates did not do well in this section because candidates were supposed to draw their conclusion in brief and offer some research recommendations.

POSITIVE SUGGESTIONS FOR TEACHERS

- Some research topics were pertinent to the tasks at hand and included a range of cultural expressions. Thank you for your effort!
- Most of the examiners interpret the assessment grid correctly
- It was observed that examiners have encouraged candidates to maintain the progression of the theme and connect to major components. Keep doing wonderful work!
- It was also observed that some examiners have put more effort to motivate candidates to write their report in length.

SUGGESTIONS FOR IMPROVEMENT

- Examiners should read and mark the candidates' work effectively instead of ticking the paragraphs.
- It is the responsibility of examiners to guide the candidates on how to formulate the research topics.
- The examiner should guide candidates to write their research in the correct format of the research.
- Monitoring of candidates' work should take place to help them write their research correctly.

COMMENTS ON INDIVIDUAL QUESTIONS

Quality of recordings

- The recordings were very clear.
- The quality was audible although there were noises and cellphones ringing in some centres.
- It was observed that some recordings of certain centres were disturbed by the candidates' audio which was playing in the background while busy presenting.

Range of Sample

- Some centres submitted a good range of samples that includes all levels of the weaker, middle, and good candidates. Thank you for submitting such a wide range of abilities.
- However, it was observed that some centres only included middle and good candidates. They left out the weaker candidates.
- It would have been informative to listen to a couple of the weaker candidates.

SECTION A: Presentation

Most candidates briefly presented the main thrust of their research well although there are a few centres that could not be able to present their findings correctly. It was observed that in some centres the examiner disturbed candidates during the presentation process, hence the examiner should give a chance to the candidates to finish before asking questions.

Vashongwa ndi kufwaturura ashii shinke shiparatjangwa shendi, kuni oko a yendire a karughane likonakono lyendi, nange a kakugwanikilire namaudito ghendi ana hepa kugha ghamba nagho, virughanita ntani kunegheda maungambi yira mafano ndi kudana vikwataywi ovyo a kakwatilire ntani ngoli mbudi nayintje oyo a kawanine.

Candidates use the given time to present their findings and only when they do not finish within the specified time can the examiner prompt them.

SECTION B: Discussions

Most candidates were able to answer questions posed to them by the examiner and were able to elaborate in detail. The candidates responded very well because the examiner asked thought-provoking questions of them. Some candidates were able to give reasonable extended responses and expanded their knowledge. However, candidates could not show awareness of audience and use appropriate styles and language devices.

OTHER RELEVANT COMMENTS

- The transferring of marks from OASF or OSF should be done correctly.
- The centres must conduct all administrative checks.
- Please mark with asterisk* those candidates who are on the sample list on the Orature Summary Form or Oral Assessment Summary Form.
- Pictures, interview transcriptions, videos, and any other types of data gathered during the research process, should all be saved under the applicant's specific folder in the same folder as the scanned reports.
- The MS1 excel should be printed out after entering the marks be send to DNEA.
- The research reports should be packed in numerical as on MS1. Some centres mixed up samples with the rest of the research reports and thus, gave more work to the moderators to arrange them in numerical order.

SUGGESTIONS FOR IMPROVEMENT

- Examiners should make sure that they avoid noises and use cellphones during recording or put the cellphones on silent.
- The recording devices should be placed between the examiner and a candidate so that voices can be heard clearly.
- Examiner should make sure that the sample for moderation should include all levels.
- It is a candidate who should display their evidence to the examiner while explaining the evidence and not vice versa.
- Section A (Presentation) should be given to the candidates to present their findings without any interruptions, only when candidates are stuck in the process can the examiner prompt them.

POSITIVE SUGGESTIONS TO THE EXAMINERS

- Most examiners interpret the assessment grid correctly
- Some examiners considered the candidates' opinions and interpretations.
- Most examiners conducted the interview with a positive and calm attitude.
- Most candidates responded well because the examiners posed very good questions.
- Thank you for a job well done. Good luck!

FIRST LANGUAGE SETSWANA

6104
Paper 1

1. GENERAL COMMENTS

The examination paper was up to par overall, however several candidates appeared to be unfamiliar with the style of the questions and had trouble appropriately reading and responding to them.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Section A

Question 1: Reading Comprehension

- (a) E ne e le eng ka lentswe la ga rraagwe se se kgopisitseng Kamatyaona? Neela dintlha tse pedi.

Most candidates answered it correctly.

Answer:

- Le ne le sa kgatlhe
- Le ne le ipoeletsa / a sa fetse go bua
- Le etsa go lela ga tloloko (any two)

- (b) Ke eng se Kamatyaona a se ipotsang thata dinako tsotlhe?

Most candidates answered it correctly.

Answer:

- Motse-mogolo

- (c) Ke ka ntlha ya eng rraagwe Kamatyaona a tshwentswe ke tsie e e mo tshimong ya ga Boss?

Answer:

- Boss o a ba jesa
- Boss o ba neela mabele
- Fa thobo e ka se nne batla bolawa ke tlala (any one)

Most candidates answered it correctly.

- (d) Ke kantlha ya eng Kamatyaona a tihalosa Okathitu a re “o mosetlha jaaka sepoko”?

Most candidates got it right by writing drought.

Answer:

Ga gona lefatshe la mafudiso le le setseng / ga gona leruo /ga bana sepe /ga bana dithoto.

- (e) Ke maikutlo a fe a a mo go Kamatyaona fa a gakologelwa tsala ya gagwe e re “Nna Ke ... nna ke ...”ke ka goreng?

Candidates answered it very poorly.

Some mentioned something like he couldn't play soccer by not even attempting to answer the last part of the question to obtain 2 marks.

Answer:

Lefufa /go eletsa /go sa kgotsofala

Ditsala tsa gagwe di na le botshelo jo bo siameng mo motse – mogolo / ba na le botshelo jo bo botoka

- (f) Kwa ntle ga dingwaga tsa gagwe, ke eng Kamatyona a ne a sa batle go nyala Nangula

Most candidates answered it corrected by only giving one point of:

Answer:

- Nangula ga a ya sekolong
- Ga ba kitla ba kgona go thusana / ba tla tshwarega mo lehumeng, the candidates failed to pick it up instead they wrote, age didn't allow him to marry Nangula.

- (g) Ke ka ntlha ya eng okare go tenega ga ga Kamatyona go ne ga oketsega morago ga go fokotsa motsamao a ya kwa tshimong ya ga Boss?

Not well answered by **all** candidates instead the wrote, he is now pessimistic and determined as he never believed he would be.

Answer:

- ratilwe go thulwa ke koloi ya ga Boss
- Lentswe le le neng le sa kगतthe
- Rraagwe go mo kganela go ya sekolong

- (h) Ke mokgwa o o supiwang ke Boss Nengushe mo temaneng ya bofelo? Neela dintlha tse pedi.

Most candidates answered it poorly.

Answer:

O ne a le bo poo /boikgogomoso /bopelotshetlha /mabela /o a ipona / o pelo khutshwane / o itumedisa batho / o boikobo

- (i) Boss o raya jang fa a re "A o fetogile pilara"

Only 3% of candidates answered it correctly, most candidates came with different answers like are you mad, deaf or are you cursed.

Answer:

- Ke eng o sa tshikinyege?
- Itlhaganele

- (j) Go ya ka tema, ke maikutlo a fe a mabedi a basha baneng ba a ikutlwa fa Boss Nangushe a omana le Kamatyona?

Well answered by most candidates.

Answer:

- Ba hakgametse /ba tshogile / ba gamaregile /kgathala /tlhomoga pelo / utlwela botlhoko / ikotlhaa

Potso 2 (a)

Only a few candidates tried to come up with points from the side of pushing young people away from rural areas and pulling young people to the city. Some candidates provided a few points in paragraph form, some of which were incorrect, causing them to lose a lot of marks because the question was worth 15 points. Others simply stacked up and said they were trained as electricians, builders, bricklayers, and plumbers, while others jumped the question entirely.

Incorrect answers of the candidates

- Monotonous voice of his father;
- Two lean cows, where did they help each other;
- The narrow two tracked dirty road to avoid being bumped by Boss;
- Okathitu, is pale like ghost.

Answer:

Go kgarametsa basha go tswa mo magaeng:

1. Dibetso tsa tlholego: lesogodi la tsie
2. Dibetso tsa tlholego:leuba
3. Go berekela dijo mo ditshimong tsa bahumi – kgetsi tsa mabele
4. Go tlhoka lefatshe jele ageletsweng ke bahumi.
5. Ga ba na dithoto
6. Ba pateletswa manyalo a a rulagantswe ba le bannye kwa magaeng
7. Go tlhokafala ga mmereko mo magaeng

8. Ba a pateletswa ba bo ba tshosediswa ke diganka tsa mogae tse di dipelo di maswe thata jaaka Boss Nengushe.
9. Go tlhoka lefatshe le ageletswa ke bahumi

Go gogela Basha kwa motse - mogolo

10. Ditshono tsa mmereko mo metseng - mogolo
11. Ba simolola dikgwebo tse dipotlana mo metseng mogolo
12. Ditshono tsa dithuto
13. Basha ba ikatisa mo mafelong a ikatiso ba nna diphotomane
14. Bokgoni jwa go tswaledisa bokamoso jwa bone.
15. Ba tsaya karolo mo metshamekong

Potso 2 (b)

Some candidates showed evidence of focus in the summary, although there was a lack of clarity. Own words were not used as they should have been. Facts and ideas were not presented in an orderly manner. For some candidates, there is at times evidence of focus in the summary, although there are unnecessary, irrelevant, or inappropriate personal opinions and long explanations. Some copy the paragraph from the text.

KAROLO YA B

Potso 3

Most of the candidates' responses show proficient reading of the passage. Ideas from the passage were explored at some length. Some of the candidates' ideas from the passage were considered but not fully developed, but the question was well answered by the candidates.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should follow the syllabus, interpret it correctly, and make sure to prepare the candidates for examination at all times.
- Teachers should select passages that will test the candidate's insight, not simple passages, which do not challenge the candidate's ideas at all.
- The teachers should always assist the candidates on how to use the points in question 2(a) to answer question 2(b).
- Make the candidates aware of how this paper is marked, especially questions 2(a), 2(b), and 3, by giving them the marking grid and explaining it to them.

1. GENERAL COMMENTS

- Thank you for teaching these candidates and getting them ready for the examination, teachers. There are some issues that need to be ironed out in order to improve the results of Setswana First Language.
- Candidates should be taught how to correctly write their center numbers, and the invigilators should also ensure that the candidate's numbers as well as their center number are correctly written on the cover page of their answer scripts.
- Candidates should be taught figurative language and how to use it correctly. Proverbs should not be placed in inverted commas and should match what they are trying to express.
- Teachers should teach their candidates the format for different types of essays and that they should have a heading and paragraphs divided based on their ideas.
- The names of places (Metsweding), tribes (Batswana/Setswana), days of the week (Labone), and months (Phukwi) should be written in capital letters. Godly names should also be written in capital letters, e.g., Morena, Modimo, and Ramasedi.
- Candidates continue to have grammatical and spelling errors in their essays and here is an example:

WRONG

- malwa
- lwalisa
- fetogisa
- makhua
- mo bolelela
- bonne
- tšhikela
- mmemogolowa me
- rakgadi wa me

CORRECT

- mmalwa
- lwatsa
- fetola
- makgoa
- mmolelela
- bo ne
- fetoga
- mmemogolo
- rakgadi

- The correct vocabulary should also be used and teachers should stress on the use of Setswana First Language when writing e.g.:

- | | |
|---------------|---------------------|
| - Parents day | letsatsi la batsadi |
| - Certificate | setlankana |
| - Storm | sebetso sa tlholego |
| - Subject | serutwa |
| - Report | pego |

2. COMMENTS ON SPECIFIC QUESTIONS

NARRATIVE

Question 1

Write about the most exciting school day you've ever experienced. This question was answered by 38% of candidates. The task required the candidates to describe a day at school that was more fascinating to them in writing. They were expected to write a really well-structured, exciting story that was also creative and inventive. The reader needs to be persuaded by the story. Most candidates answered the question succinctly.

Question 2

If you care about something or someone, you should let your voice be heard. To prove that the information was legitimate, the candidate was required to conjure up a fascinating tale. Only 3% of the candidates have responded to this question. A story was expected to have a well-developed, coherent structure with excellent paragraphing. The candidate was expected to either meet an interesting person or write about it. It was expected that interesting facts about that specific thing or person would be made explicit.

DESCRIPTIVE

Question 3

You experienced a big storm when you were far from home. Describe what you saw, heard, and felt. Candidates were supposed to write about a storm that caught them when they were far from their homes. The storm could either be heavy rain, a strong wind, or floods. The story should be descriptive; it has to create mental pictures for the reader. A lot of descriptive words should be used in order to create an effect. 18% of candidates have answered the question. Candidates who answered this question did not answer it well. They were not familiar with the word “storm” (dibetso tsa tlhologo) in Setswana.

Question 4

Choose your favorite dish to eat, and then describe it in detail, including how it looks, smells, and tastes. 21 percent of candidates have answered the question. The candidates who answered this question answered it well. They have described their favorite dish very interestingly using descriptive words. There was thoughtful language; the use of pronouns was evident in some candidates. The content is interesting and competent for most candidates.

ARGUMENTATIVE

Question 5

What do you think is the most important subject you learn at your school? Justify your choice. This question was answered by 5% of the candidates. They argued about the topic. Some candidates agreed with the topic while others disagreed, which was shown at the beginning of the essay. The choices were interesting, original points to support their stand. The vocabulary was sound, with consistent paragraphing.

Question 6

Should parents teach children how they should behave on social media websites? Give your opinion. 15% of candidates attempted this question. The candidates were supposed to argue whether parents should teach children how to conduct themselves on social media. Their argument was supposed to be based on security. They were supposed to warn children about things like pornography, revealing their locations, entertaining strangers, and also fraud.

3. POSITIVE SUGGESTIONS TO TEACHERS

- Essays of various genres should be covered by teachers, and students should be given more of them to practice on.
- To help the candidates understand what will be covered in the exam, the marking grid and syllabus should be discussed.
- Candidates should be reminded of the required length of their essay.
- Candidates ought to write clearly.
- More Setswana vocabulary exposure is needed for candidates.
- The teaching of rhetorical strategies and figurative language should increase.
- Candidates should be instructed on how to develop original, catchy ideas based on the question.

1. GENERAL COMMENTS

- Most of the written work submitted was neatly and legibly done.
- Make sure that the information on the cover of the answer script is fully and correctly completed.
- The candidates should be taught to write in prose, not in point form.
- Candidates did their best to answer bullet point number one correctly, but most candidates struggled to interpret points two and three correctly.
- Candidates still need to be encouraged to write their answer in a critical response way, whereby they should not only copy answers from the text without explaining but also infer or write their analysis as an additional reference they copy from the text.
- Candidates should always be encouraged to read and understand the instructions and guiding points given before attempting to answer the question during the examination.

2. COMMENTS ON SPECIFIC QUESTIONS

- Some candidates failed to read the text with understanding.
- Some candidates failed to provide evidence from the text and provide their judgments.
- The content of the text is full of figurative language, and none of the candidates comment on it.
- This paper is made up of one question only, supported by sub-bullet points to lead the candidates to respond to the question in depth.

The candidates should be able to:

- Comment on the intention of the author, meaning, attitude, language use and detached critical overview and judgement of the text and evidence from the text.
- Demonstrate appreciation of how feelings, attitude and argument effectively conveyed.
- Communicate a critical, sensitive and informed response.
- Give a personal critical response.

The question in this year's question paper is based on Dineo's attitude, her feelings, and the result of her attitude and how it affects her.

Tse ke dintlha tse di botlhokwa ka boitsholo, maikutlo le ditlamorago tsa boitsholo jwa ga Dineo jaaka di supywa ke mokwadi. Jaanong motlhatlhojwa o tshwanetse go kwala dintlha tse ka tatelano mo dipolelong tse di tlhamaletseng go bopa tema, kwa ntle ga go kwala ditlhogwana tse o di neetsweng.

Boitsholo

- Dineo e ne e le mongwe wa basetsana ba ba itaolang ba re ba ijesa monate
- Ka go tlhoka lesego o ne a remeletse thata mo banneng
- A sa lemoge fa a ineelela e bile a itatlha
- O ne a phirimelelwa nageng
- A sa reetse barutabana le batsadi ba gagwe fa ba mo buisa
- O ne a se ka a reetsa dikgakololo tsa batsadi
- O ne a rata madi a lebala fa a ka mo tsenya mo mathateng

Maikutlo

- Ga itse ko a ka yang teng
- Moipolai yo o sa lelelweng
- Letswalo la gana
- Ga go ope yo o ka mo reetsang
- Ga go ope yo o mo utlhwelang botlhoko
- A ineela go swa senku
- A ingwaba fela

- A nna le tsholofelo gore a kwale ditlathobob
- A ithotloetsa gore boimana jwa gagwe ga bo ya go mo kgoreletsa mabapi le thuto ya gagwe
- Aparara ke bodutu

Ditlamorago

- Dineo o ne a lebetse gore monate wa botshelo o kgona go felela ka botlhoko
- A simolola go nna le dikai tsa bolwetse, kwa kokelong ditlathobob tsa supa fa a imile
- Makau a gagwe a mo itatola, a simolola go nna le tsietsego e kgolo, dilo o di itirile
- A lemoga gore go ile fela jalo, a bona go le botoka go itidimalela
- O ne a le bodudu mo go belaetsang bana ba sekolo ba tshaba go mmotsa ka a ne a le dipuo di maswe
- A kubugelwa ke bolwetse fa a kwala pampiri ya bofelo mme a lela selemo se se botlhoko
- A tabogisetswa kwa kokelong mme a tshola ngwana wa mosimane
- Ngwana a bidiwa Mompoti yo e tla nnang mopoti wa gagwe
- Dineo a tla a falotse ka matshwao a a kwa godimo
- A lemoga fa botshelo bo tlhakatlhakane
- O ne a tshwenngwa ke gore ga a itse gore a o tla bona sekolo go tsewedisa dithuto
- Tiragalo e, e ne ya mo ruta go itshola sentle
- A ikana gore ga a kitla a boela magaleng gabedi
- Ngwana yo o sa utlweng molao wa batsadi o tla utlwa wa manou

3. POSITIVE SUGGESTIONS TO TEACHERS

Teachers should train the candidates on the approaches to answering Paper 3, Critical Response to the Text.

- First, state the statement that is addressing the question, for example, the author's use of figurative language in simple language or the author's feelings and how the candidate felt about it;
- Secondly, always quote that figurative expression from the text.
- Thirdly, the candidates should elaborate and expand more in their own words.

Teachers should train candidates on how to structure paragraphs when answering the question.

Teachers should always teach candidates how to extract evidence from the text to support their answer and give their personal response to the question asked.

Teachers should train candidates on how to extract information from the text and critically and extensively expand it.

Teachers have to explain the following points to the candidates when teaching paper 3 aspects.

- What are the ideas, themes, and author's intention in the passage?
- What does the author want the reader to think /feel?
- What language, ideas might candidates notice.

Teachers should give variety of activities to the candidates on how to approach passage question.

GENERAL COMMENTS

The centers should always try by all means to effectively mark the candidates' work instead of ticking the whole paragraphs. The candidates were making a lot of spelling mistakes. The centers should always prepare the candidates for the questions they are going to ask during the interviews so that they can collect more information for the research.

Some centers did not guide the candidates accordingly to follow the structure of the report as outlined in the syllabus.

In some centers, candidates did not pose for photographs with interviewers, as was expected. Instead, the candidates downloaded the pictures from the internet, which were even out of touch with the Batswana culture. It is expected that the candidates must also be part of the pictures with those interviewers.

Some centers had the candidates go to the extent of talking about pictures, which was not even part of the written coursework. The purpose of the research and questions were well stated by some centers.

The centers should encourage candidates to use correct language and to write lengthy research papers. The centers should teach the candidates to differentiate between items when writing.

They should avoid personalizing items, such as clothing. "Mmidi" o ka se re ke ne ke moja – one o oja. Some centres' candidates were really personalising "Mmidi".

COMMENTS ON INDIVIDUAL QUESTIONS

The purpose of the research and questions were well stated by some centres. Topics selected by centres were pertinent to the tasks at hand and included a range of cultural expression.

- Hints of some of examples of topics selected and expectations.

1. Moaparo wa Batswana.

- Bogologolo Batswana ba ne ba apara jang?
 - Ba ne ba apara matlalo ka go ne go sena dikhai.
- Ke ka ntlha ya eng Batswana ba ne ba apara matlalo?
 - Ke ka gore bane ba sena madi a go reka dikhai
- Moaparo wa Setswana one o dirwa ka matlalo a diphologolo di feng?
 - Matlalo a dinku.
 - Moaparo wa kgosi ya Batswana o ne o farologanya le wa batho ba bangwe, baki ya morafe e ne e dirwa ka letlalo la kgomo, mme baki ya kgosi yone e ne e dirwa ka matlalo a diphologolo tse di bogale jaaka tau, lengau le nkwe. Se se ne se supa gore kgosi ke mogale ke ene tlhogo ya morafe. Hutshe e ne e le letlalo le diphofa tsa ntshe.
- Moaparo wa bomme le basetsana o ne o farologanya jang?
 - Basetsana bogologolo ba ne ba apara makgabe. Bomme ba ne ba apara dikhai, mo tlhogong ba rwala dituku tsa matsela go shupa tlhomp.
- Moaparo wa borre, basimane le makolwane o ne o farologanya jang?
 - Basimane bogologolo ba ne ba apara diope.
 - Makolwane ba ne ba bofelela dithipa le dinkgwana tsa metsoko mo melaleng.
- Banna ba ne ba dira tiro efeng ka matlalo le basadi le go reng?
 - Banna ba ne ba dira dirampheetshane go itshireletsa letsatsi fa le fisa le go suga matlalo go dira diphate go alwa mo fatshe.

- Matlalo a diphologolo tse, a ne a dirwa jang gore a seka a nkgā?
 - A ne a tshasiwa mafura a kgomo le go tshelwa letswai a be a bewa beke gore a seka a nkgā.
- Moaparo wa segologolo le wa segompiano o farologanya jang?
 - Batswana ba ne ba apara matlalo bogologolo, mme segompiano ba apara dikhiba le ditsale ka ba nale madi le ditlhabologo ditsene.

2. Bojalwa jwa mmidi

- Bojalwa jwa mmidi bo ne bo dirwa jang go ya ka ngwao ya Setswana?
 - Mmidi o ne o thogiwa o bo o omisiwa beke.
 - Mmidi o ommelwa mo metsing gore o bonale o kare o tlhoga dithito o bo o omisiwa o thogiwa
- Mmidi o ne o bewa nako e kae gore o mmele
 - One o bewa sebaka sa beke gore o ome
 - Morago o bo o alwa mokgetsing
- Bojalwa bo ne bo apewa nako mang?
 - Bone bo apewa ka makuku gore bo tle bo bele letsatsi lotlhe.
- Ke ka ntlha ya eng bojalwa jwa mmidi bo ne bo tlhotlha?
 - Gore matlhotlho a seka a nna teng batho ba ba bonwa ba bonwe ka lorato.
- Bojalwa bo ne bo nowa morago ga sebaka se se kae bo sena go dirwa?
 - Morago ga malatsi a le mabedi kgotsa beke.
 - Ba ne ba dumela fa e le nako e siameng bo le bogale sentle bo ka itumedisa banwi.
- Mosola wa bojwala mo motswaneng ke eng?
 - E ne ele go ijesa monate le go kgobokanya batho go supa lorato gantsi jang fa go na le ditiro tse di farologanyeng jaaka go lema le manyalo.
- Pharologanyo magareng a bojalwa jwa segompiano le jwa segologolo?
 - Bojalwa jwa segompiano jo ga rekisiwa batho ba shebile kgwebo, bogologolo bojalwa bo ne bo sa rekisiwe.

3. Lenyalo la setswana

- Lenyalo ke eng go ya ka ngwao ya Setswana?
 - Ke go batlela ngwana wa mosimane mosetsana go tla go mo nyala.
 - Gape ke maikano a monna le mosadi.
- Dithulaganyo tsa lenyalo e ne e le difeng?
 - Go romiwa malome ko ga bo mosetsana go tla go baya lefoko.
 - Monna o baya letsatsi gore o batla go ntsha mokwele leng ka tsatsi le le beilweng borra mosimane ba etela borra mosetsana go batla ngwetsi.
 - Mokwele o ntshiwa ka nku, mosese, tsale le tuku.
 - Ditlhako tsone ke moila go ne go dumelwa gore di phatlalatsa nyalo.
- Patlo
 - Go romiwa malome ko ga bo mosetsana ka e le moja ditlhogo.
 - Borre ba gagabo mosimane baya go kopa sego sa metsi ko gabo mosetsana.
 - Ka nako eo monyadiwa o laiwa ke ba gagabo mmatsalagwe ba reeditse.
 - Monyadi e ne o laiwa ke borre ba gagabo ko kgotlheng ya gagwe.
- Bogadi
 - Bogadi ke sesupo sa tebogo mo bogogadi.
 - Fa bogadi bo ntshiwa ga bo a tshwanela go nna setholo botswa ka bobedi, bone, borataro jalo jalo.
- Letsatsi la lenyalo
 - Gone go tlhajwa kgomo phakela ko ga rra mosetsana.
 - Ngati e ne e jewa ke bomme mme manyetana a jewa ke borre.

- Goreng mosadi le monna ba ne ba laiwa le gore balaiwa ke mang?
 - Ba ne ba laiwa go itse gore ke ngata e le nngwe, monna ke tlhogo ya lelwapa mosadi o tshwanetse go tlhokomela monna wa gagwe ka dinako tsotlhe.
- Go ya ka ngwao ya Setswana go ne go jewa dijo di feng ka tsatsi ja lenyalo?
 - Bogologolo go ne go jewa mosuthwane, mabele, borotho jo bo apeilweng ka pitsa le nama.
 - Mo segompieno go jewa dijo tsa sekgowa jaaka raese, macaroni le diselae tsa mefutafuta.
- The questions below ke dingwe tse baithuti batla dibotsolotsang bagolo ga ba dira dipatlisiso go direla gore ba nne le patlisiso e tiileng.

Melemo ya setso.

- Ke melemo efe ya setso e Batswana ba neng ba e dira?
- Bogologolo batho ba ne ba itshireletsa jang mo malwetsing?
- Melemo ya setso e ne e dirisiwa jang le gone ke bomang?
- Ke ka ntlha ya eng Batswana ba ne ba dumetse thata mo melemong ya setso?
- Ke eng basha ba sa rate melemo ya setso?
- Melemo ya setso e farologanya jang le ya segompieno?

POSITIVE SUGGESTIONS

- The centres should always communicate in order for them to share common information and same interpretation of the syllabus that will benefit all the candidates.
- The centres should always try to bring the candidates together for more knowledge in the subject.
- Thank you for well job done.

GENERAL COMMENTS

The centers collected a great deal of information on a variety of cultural aspects compared to last year. It was indeed a great effort by the centers, which deserves applause. The administration of the centers was satisfactory.

However, some centers did not give candidates enough time to express themselves, especially in Section A.

1. Quality of recording

The centers' recording was very clear; the examiners and candidates could be heard well. Thank you very much for making the moderation process easier.

2. Range of sample

The centers sent a good range of samples, as the strongest candidates as well as one of the weaker candidates were recorded. It was also good to hear most of the theme being used. Most of the centers are applauded for recording all candidates as required by the syllabus.

COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). The two sections should be treated apart.

1.1 Section A: Presentation

Some centres included warm-ups in their recordings which is not a bad image. However the warm ups should not be part of the time allocated the sections. The examiners should follow the syllabus' instructions for administering the speaking and listening.

1.1.1 The quality of presentations

Despite the fact that most candidates are generally fluent native Setswana speakers, it transpired that some centers needed their presentation skills polished. The candidates pronounce some words very poorly, and it is so disturbing.

1.1.2 Interpretation of the Assessment Criteria

The centers interpreted the marking grid well, and the examiners placed the candidates in the correct bands, which corresponded with their presentations.

1.2 Section B: Discussion

In the discussion section, it is expected that the examiners ask the candidates stimulating questions. Some of the centers' discussions were a bit short.

1.2.1 Examining Techniques

The assessment was accurate. Some centers asked relevant and stimulating questions. The examiners were well prepared and conducted the interviews with confidence. **1.2.2**

Interpretation of the Assessment Criteria

Some centers placed the candidates in bands (1 and 2) as the candidates were well prepared and analyzed their topics accordingly with confidence. Centres is applauding for that!

RECOMMENDATIONS

- The microphone should be placed closer to the candidates.
- The examiners should study the candidate's written report and set stimulating questions.
- Examiners should always read the previous year's moderator's report to avoid making the same mistakes.
- The centers should always make sure that all the forms are well completed.

FIRST LANGUAGE SILOZI

6105
Paper 1

GENERAL COMMENTS

- The standard of the candidates' work was moderate compared to the previous year. Candidates could answer atleast most of the questions
- Most candidates could cope with the questions that were asked in this paper even though a lot of them wrote an address on the part of the letter.
- Some candidates could not interpret some key words in questions and thus ended up giving wrong answers.
- Question 2(a) some candidates could not write in a point form on the part of the summary.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) The question was well answered. Only few candidates were unable to answer the question correctly instead they answered: Kamatyona, Kamatyona! Le haki lifasi la baba ozela. Ki lifasi la linyumywani zepakela.

Kalabo yene lukela ki: - Neli utwahala kamanzwi aswana zazi
- Neli kutakutela/Neli safukuzehi
- Neliswana inge mulangu wasikolo

- (b) The question was clear though few candidates misinterpreted the question. The question required them to mention the city, instead they answered: Na lola musihali kaufela.

Kalabo ye swanela: - Mueneñi
- Litolo za kwamuleneñi

- (c) It was well answered, candidates were able to answer it correctly.

Kalabo - Boss ki ya bafepa.
- Ki ya ba fa makonga.
- Haiba kutulo isabi teni baka shwa tala.

- (d) It was well answered as most candidates answered it correctly.

Kalabo - Hakuna mafulisezo asiezi.
- Hakuna likomu
- Hakuna seo bana ni soma
- Hakuna seo baluwile
- Bunjebwe
- Limanga

- (e) The question was partially answered as most candidates wrote answers before expressing Kamatyona's feelings.

Kalabo: - Muna/Kuikumbuta/Malakaza
- Balikani bahae (Nebali) bama ni bupilo bobunde kwamulemeñi. (Bene bazwile mwahae)
- Banani bupilo bwa bweshabweshwa/mbubo.
- Na ikutwa bumaswe.
- Na hupula balikani bahae.

- (f) It was well answered as most candidates were able to identify the correct answer from the text.

Kalabo: - Nangula na sika kena sikolo.
- Ne basike bakona kuyo tusana.
- Nebakayo siala bali kukakatela mwa bunjebwe.

- (g) Partially answered as most candidates stated different opinions, such as:

- Na hupula za kuhapezwa kunyala Nangula.
- Kuyo beleka mwasimu ya bo tate kulu nengushe.
Kalabo ye swanela - hanyinyani fella acaisiwe ki simbayambaya sa boss.
- Na bata kucaisiwa ki simbayambaya sa boss.

- (h) The question was partially answered as most candidates mention Tate kulu Nengushe's expressions

as he was addressing them: - Kisikamañi sesi kukeni mwatoho yahao?

- Kele ufetuha licwe la lizwai nji?
- Mwendi ki kale ulibala kuli ki wena mañi?

Kalabo ye swanela: - Umanimgana yakukwemdanisa unami buinuneki

- Unani buitati
- Habilaeni ni babañwi
- Uikunga kuba wa butokwa hahulu kufita babañwi.
- Hana pilutelele.

(i) Few candidates managed to answer the question correctly; instead they answered

LT: - Kuli u shwile.

- Ufetuhile licwe mji!
- Uomelezi.

Kalabo ye lukile: - Kiñi na usazamai

- Kuyema sikankuka.
- Kuyema asazamai.

(j) It was well answered, except for a candidates who mentioned: bondataho ni bomaho baka pila cwañi, hauhana musebezi otisa kuli wena ni bashemi bahao musike mwano labala ni tala.

Kalabo ye lukile: - Kukomoka/kusabahahulu
- Kubilaela/Makeke/kuinyaza.

Question 2

(a) The question required candidates to list push and pull factors of youth migrating to the city.

- Most candidates couldn't distinguish between the two factors instead they were mixing them at random.
- Some candidates were answered in paragraph form instead of point form.
- Teachers are expected to teach candidates to answer this question in point form:

Kamatala:

Lika zekatha babanca kuzwa mwalibaka zamatakanyani

- Kupila mwamayemo abunjebwe ni tala
- Hakuna misebezi mwalibaka zamatakanyani (mahae)
- Kutokwa mubu kmt - mubu ubeiswa makwakwa ki babafumile.
- Kufapelezwa kunyala/kunyaliwa inge basali banana mwamahae.

Lika zehahela babanca kwalibaka zabukwa/muleneñi

- Misebezi ikona kufumaneha mwamikeneñi
- Bakona kuitatekela tupisinisi twabona beñi mwamibeneñi
- Kuitenga mwalipapali zematafeza mibihi
- Kunani sibaka sakuntenga mwalituto
- Mwatolopo kunani tukuluho yakusa zamaiswa ki bashemi
(Nizeñwi zentsahala ni kuzamaela zezwafa likandenyana libonelwe)

[15]

(b) The questions required candidates to summarise the push and pull factors listed in 2 (a).

- Many candidates could answer this part of the question, but some of the candidates wrote answers that were not in question 2 (a). Some candidates still do not know how to summarise instead they just copy and paste.

Recommendations to the teachers:

Maluti balute baituti mwakuñolela kusufazo kmt: Baituli basebelise memzwi abona habañola kusufazo. Kusufazo inoliwe kamukwa wasfiha/timana.

SECTION B

Question 3

The question was well approached despite a few mistakes such as: Instead of writing a letter, some candidates wrote an article while others wrote an essay or a diary entry. Other errors encountered were as follows: - Word length of the letter was not adhered too. Some wrote four pages. Few candidates went out of topic, instead of writing about family gathering on how to raise children. No use of punctuation marks. Few candidates wrote an address which is not necessary. Some letters had no recipients and writer's names.

Teachers are cautioned/advised to teach clarifications on shorter pieces writing, (the formate, content, wording/length).

Candidates should be trained on how to approach the question (Topic) thoroughly.

POSITIVE SUGGESTIONS TO TEACHERS

It is appreciated that Teachers efforts and hardwork was observed as candidates were able to interpret questions correctly, However, few of them misinterpreted some questions.

Therefore Teachers are urged to teach and train learners on how to approach specific questions. for example: Questions **1 (e), (h), and (g)**. Teachers should train learners on how to identify feelings from the text, instead of giving reasons only.

Puzo 2

- Teachers are encouraged to teach learners on how to answer note form summary. Instead few candidates wrote a prose form summary.
- Learners to be taught on how to write a prose form summary. It should be a one paragraph only. (**100 - 150** words)

GENERAL COMMENTS

- The overall impression with regard to the whole question paper is that, the question paper was up to standard because the candidates were able to answer a wide range of all questions.
- Some candidates were unable to write an essay of about 350-500 words as indicated on the instruction of the question paper.
- Some candidates struggle with poor handwriting and lack of appropriate use of punctuation marks.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative (Kukandeka)

- 1 Write a story about the most exciting day you ever had at school.

Ñola likande kuamana nilizazi leneli kutabsize hahulu kwasikolo.

- Most candidates selected this topic and were able to show understanding of the instruction of the question, as they were able to give ideas about the day. However some candidates were unable to understand the question as their stories/essay were out of topic or irrelevant to the topic. Some essays had nothing to do with school activities or events.

- 2 “If you care about something or someone, you should let your voice be heard”. Write a story that shows the truth of this statement.

“Haiba ubilaela ni sika sesifiwi kapa nutu yomuñwi, ulukela kutumusa maikuto ahao.” Ñola likande lelibonisa buniti bwataba ye.

- Few candidates choose this question and most of them did not understand what was expected of them.

Descriptive

- 3 You experienced a big storm when you were far from your home. Describe what you saw, heard and felt.

Neukile waba mwaliñugwatuna haneuli kwahule ni hae. Talusa seo neuboni, neuutwile nikamo neuikutwezi.

- This question was clearly understood by most candidates as they were able to describe what they saw, heard and felt.

- 4 Choose your favourite dish that you like to eat, then write a description of it that includes the way it looks, smells and tastes.

Keta sico seo ulata hahulu, mi kasamulaho utaluse kasona kakuungelela kamasi bonahalela, mosi lupelela (muunko ni mosi lupela).

- Most of the candidates that selected this topic understood the question as they were able to describe a type of dish including the way it looks, smells and taste.

Argumentative

- 5 What do you think is the most important subject you learn at your school? Justify your choice.

Kituto mañi yofumana kuba yabutokwa hahulu kuzeo uituta kwasikolo? Yemela keto yahao.

- Few candidates that selected this topic some of them could understand it while others were unable to understand it. Those who did not understand were unable to differentiate between a subject and education. Some candidates wrote about education in general without focusing on any subject. Some candidates wrote about two or three subjects as they were not specific.

- 6 Should parents teach children how they should behave on social media websites? Give your opinion.

Kana kikuli bashemi balukela kuluta bana babona kamitwa yebaswana kubonisa habali fakanyandi kalifasi? Fitisa maikuto ahao.

- Most candidates who selected this topic were totally out of topic. They did not follow the prompts as they wrote about respect or traditional norms in general, they did not write anything related to social media. And those who were writing about social media were just listing types of social media such as whatsapp, facebook etc.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are encouraged to teach candidates/learners the types of essays.
- Teachers should teach candidates to be able to formulate a topic from a question, candidates should not re-write the question as it appears on the question paper.
- The new way of writing (orthography 3) should be taught to candidates.
- Teachers should encourage candidates to read and follow instructions.
- The standard of handwriting must be improved.
- Candidates must be taught months of the year in Silozi.
- Teachers should motivate candidates to use idioms instead of abusive language.
- Teachers should seriously warn candidates not to express ideas which are not matured thoughts or irrelevant such as love issues, using drugs and many others.

GENERAL COMMENTS

The standard of the candidate's work in relation to the previous years was good. The question paper was not difficult but it was moderate, as most of the candidates were familiar with the topic about witchcraft which is very much common in all African tribes. In most cases candidates were able to follow the instructions given on top of the question paper even though a few of them could not comply to them (i.e) some candidates wrote less than 250-300 words and some exceeded, which should not be the case some candidates copied the poem. Candidates were unable to analyse (critic) the story but could only generalise everything. All candidates are advised to respond to the three prompts given and they should not do planning (i.e) writing introductions and conclusion.

COMMENTS ON INDIVIDUAL QUESTIONS

The first prompt of the question was well answered by most of the candidates, even though some got it wrong, and they did not critic on the question but they only copied word by word as they were used in the poem. Most of them wrote in prose form and only a few who only copied the poem as it was.

Some of the expected answers were:

- Kubulaya kasitalifi
- Kulyanganisa banana ni ngana
- Kueza masilamusi kabutali bobuipitezi
- Kubulaya balata kubulaya ni kusiya basalati kuli bashwe.
- Kusabulaya baloi kayena. ncc

The second prompt of the question was also well answered by some candidates who were able to pick points on the poem and elaborate more and even went to the extent of including their own ideas and giving examples. Some candidates did not elaborate on the points they picked from the poem.

Some of the expected answers were:

- Buloi habuzibwi kobusimuluhela hande
- Muloi hazibwi kapa kifolofolo kapa mutu.
- Hazibahali kuli ki mezi kapa moya.
- Likezo zahae hali zibahali kuli zayaha kapa kuyahulola.
- Muna
- Kulata hahulu liñaka ncc

The third prompt of the question was answered correctly by most of the candidates, only a few got it wrong, even though some candidates could only pick out the points as it was from the poem and some could pick points and also bring their judgements on the ideas picked from the poem. Some candidates were still copying the stanzas of the poem as it is while it was suppose to be written in a prose form.

Some of the expected answers were:

- Ufetula pula sifanu
- Haki lifanu zeikemezi, kono zelaelwa katato yamuloi.
- Kuzamaisa lifolofolo ni linyunywani kamukwa wabu loi.
- Kuzamausa lihalimu ni zèwi limpo, zeo lufilwe kuitusi ga mwalifasi ncc

POSITIVE SUGGESTIONS TO TEACHERS

- Candidates should be informed that they need to write 250-300 words and not more than that.
- The teacher should make sure to train the candidates to write paper 3 in one hour 20 minutes which is according to the syllabus
- Teachers are advised to give more practical activities to prepare for paper 3 final examinations.
- Most of the candidates did well in this paper. Thank you for your great efforts please keep it up.

GENERAL COMMENTS

- Candidates be guided by the examiner when choosing their research topics. Kamutala: batatubiwa basike bañola lito ho zeswana sina; lico, mizamaelo yabaikale, kambendekela ncc.
- The examiner should guide candidates to fill in all the necessary details on their research papers. Zecwale linani kumamelwa: Libizo lamutatubiwa, nombolo yamutatubiwa, libizo lasikolo, nombolo yasikolo ncc.
- All research papers should include a table of contents, reference list and an appendix.
- Batatubi batuse batatubiwa kuli bakone kutisa bupaki bobutezi ili bwaniti bobuama lipatisiso zabona, basike batuhelela kuswanisa maswaniso abupaki bwalitaba zebañozi mwalipatisiso.
- The examiner should encourage candidates to write their research at length. Batatubiwa basusuezwe kibatatubi kuñola mazwi amwahalaa likiti zesupile (700) kuisa fa manzwi amwanda (1000)
- The examiner should be aware that those 10 samples selected for paper 4 are the same samples to be used for paper 5.

COMMENTS ON INDIVIDUAL QUESTIONS

- Candidates should fill in all parts of the information required on the cover page.
- The examiner should guide candidates to choose topics in conjunction with the theme.
- The examiner should make sure that all candidates' research papers have a table of contents, questionnaire, and bibliography.
- The examiners should mark the candidates' research papers using a marking grid from the syllabus.
- All candidates must include objectives for their research topics.
- The examiner should choose at least 10 research papers to be used as samples and tie them together
- The examiner should moderate the samples together with the MS1 and OSF forms at the Centre.
- The examiner and the head of Centre should make sure to include the head of the examination Centre certificate and checklists.
- The range of samples should include 3 good, 3 middling, and 4 weak candidates.
- The examiner should inform candidates that all their research papers should have evidence of data collection (pictures, including the interviewer)
- Please indicate on the OSF with an asterisk (*) those candidates on the sample.
- The examiner should make sure to be present when the HOC is packing all the necessary documents required before they are sealed in an envelope and dispatched.
- The examiner should send research papers for all candidates.
- Where the candidate is absent, this should have been indicated on the OSF.

POSITIVE SUGGESTIONS TO TEACHERS

- Thank you for your neat and tidy work. It was a pleasure moderating your work. Keep up the good work.
- Your hard work and patience are appreciated. The administration tasks were excellently done. It made the process of moderation so much easier. Thank you

GENERAL COMMENTS

- The examiners should inform candidates on time that they need to speak during interviews which are 15 minutes.
- The examiners should inform the candidates of the stages of the oral interviews.
- The examiners should look for a quiet place where they should conduct their oral interviews.
- The examiners should be polite when conducting oral interviews. Some examiners were not so friendly to candidates which may lead to candidates not speaking well during interviews as they will be afraid of the examiners.
- The examiners should make sure to record only the presentation and discussion during oral interviews.
- The examiners should make sure to choose 10 candidates for their samples.
- The examiners should award marks according to the marking grid.

COMMENTS ON INDIVIDUAL QUESTIONS

- The examiners should make sure to pack checklists, a head of centre examination certificate, an oral assessment summary form, a printout of MS1, and a USB in the sample envelope.
- The examiner should indicate on the Oral Assessment Form with an asterisk *, for those candidates who are on the sample.
- Administration checking should take place at the centre.
- The entries on the OASF must be in numerical order according to the MS1.
- Where a candidate is absent, this should be indicated on the OASF.
- There were a couple of marks transferred incorrectly from the OASF to the MS1, also a few calculation mistakes. This is unacceptable.
- Some examiners were too lenient towards candidates with a higher range of abilities.
- The examiners should avoid interrupting candidates during oral interviews.
- Some interviews were far too short and some too long. The maximum time for oral interviews is 15 minutes.
- The examiners should make sure to include recordings for all candidates and for their samples.
- The examiners should include the lowest and highest candidates in their sample.
- The examiners should make sure to give time to the candidates to speak for the whole 15 minutes and not ask them a lot of questions.

POSITIVE SUGGESTIONS TO TEACHERS

- Thank you for your neat and tidy work. It was a pleasure moderating your work. Keep up the good work.
- Your hard work and patience are appreciated. Thank you for a job well done.
- The administration tasks were excellently done. It made the process of moderation so much easier.
- The assessment for paper 5 was done accurately.
- The examiners were well-prepared and conducted the interviews with confidence.
- Thank you for your friendly approach during the interviews.
- The examiners considered the candidates' opinions and interpretations.
- Candidates were assessed accurately. Relevant and stimulating questions were well stated.

FIRST LANGUAGE THIMBUKUSHU

6106
Paper 1

GENERAL COMMENTS

Most candidates seemed to engage pretty okay with both Section A and Section B for most of those that understood the passages, and provided correct answers, there was an evident level of clear detail and accurate understanding of the passages and in turn expressed themselves accordingly, for example in 1a, b, c, f, and h, 2a and question 3.

There were relatively few instances of response areas being left blank. When this did occur, it was 2b.

On some scripts, there was a noticeable difference in the successful conveying of points in written Thimbukushu between those questions requiring close reference to the material and those asking for a candidate's own ideas. In some instances, the answers requiring their own ideas lacked sufficient clarity or precision to gain any credit.

As instructed by the mark scheme, the vast majority of candidates failed to differentiate the demand of the questions for 1e, 1h, and 1j. As a result, the answers were observably similar which was not supposed to be the case. There was evidence to suggest that some candidates found the material quite challenging, especially where 'own words' were required to show understanding of the passage in question 1 this also included 1d and 1h.

Copying of material was the most common reason for marks not to be awarded in some instances of the questions. For question 1g for example. Questions that require understanding and implying of the text, little to no credit can be gained in this way. It is recognised that certain vocabulary items like in question 1h have few synonyms. In such cases, the original term can be used but then needs a context of the candidate's own, in order to show understanding and thus gain marks. Most often, this requires changing certain words to fit the context. However, these cases were sometimes inaccurate and/or had contrived or contradictory meanings to the original meaning so an appropriate and meaningful link of the question, text, and how the answer was to be provided is needed to demonstrate that what is copied is fully understood.

In question 2b and question 3, there was a tendency to offer too many words in those questions with a specific word count, though not entirely strict, it is still edged that words are within the proximate limits. Replication of the same facts should also be avoided for a candidate to gain credit. This should go in the same breathless that required word limits do not earn a candidate more marks. Appropriating the questions to fit the question asked for 2a and 3 is vitally important. With 2b, although not badly performed, should still be emphasised that own words where and when necessary, punctuating and transitional words (correct linking words) be utilised as it does not allow for top band(s) if those are not observed.

COMMENTS ON SPECIFIC QUESTIONS

Section A

Candidates did not grasp the central theme of the passage.

That is why question 1g for example was a bit tricky as the immediate disappointment or annoyance of Kamatyona could not be detected.

That is why question 1g for example was a bit tricky as the immediate disappointment or annoyance of Kamatyona could not be detected.

Dipwero 1/Question 1

- (a) Thingi thawahati mumakonakono ha konine kudihutha thiwana dino dipwero ngambi kenge ha pিরিরে কুটিজথানা থিওয়ানা হাময়েয়া হোহাপু অ্যা হা পিরি কুওয়ানা পেন্দা.

Yinye yokuhatera kudywi dyawihe eyi ya mu tokotithire Kamatyona? Tape yinu yiwadi.

Ngo mahuthero ne ghano:

- diywi dishakutokotitha,
- dyokukuhukuruka
- yira ngendjo dhoshure

[dhishishagheka kungendjura mbadiko penda]

- (b) Thingi thawahati mumakonako, ha konine kuhutha mughuhunga kudipwero dino.
Yinu munye eyi gha ghayaranga Kamatyona thingi thorovedhe?
Ngo mahuthero ne ghano:
- fiurumbara/kurota muñurumbara
- (c) Pashanye ghana kukarera wiha Kamatyona nothinga kudimba edi didi mudipya dyaBoss?
- Boss gha wa panga yidya
 - Boss kuwapa tumbi
 - Ngeshi mbadiko muyangu hana kufa kundhara
- (d) Pashanye ghana kushingwenena Kamatyona Okathitu “ghokukutu yira mudiyana”?
- Mbadiko madyero ghoyimuna/mbadiko yimuna
 - Mbadiko yi ya kara mo/ mbadimo yiwana
- (e) Yikuyuva munye ghana kukuyuva Kamatyona pakuvuruka hayendhendi hana kughamba “Ame na... Ame na...”, no pashanye?
- Nya, thinyenganyi, kukutovoha
 - hayendhendi kuna kupara thiwana muñurumbara/ hashere wendi wa ha tunda kumambo kuna ka para thiwana
- (f) Kutundithako myaka dhendi, pashanye gha shwenene Kamatyona kuyeka Nangula? Tape yinu yiwadi.
- Nangula mbadi gha yenda (ghemba) kushure (Ngambi)
 - mbadi ha kukukona kukughamwena/ mbo hana kara vene mughuhepwe
- (g) Pashanye dha kuwedherere toko-toko dhaKamatyona apa gha tangire kukuranga mundhira dhokudipya dyaBoss?
- Momu gha mumbwande Boss nothihaghuto
- (h) Thishwi thoghukaro munye waBoss Nengushe oghu ghuna kukunegha muthiparatjangwa thokuranda kothoghuhura? Tape yinu yiwadi.
- (aye ne) ghuhona/ndhino/kukununeka/ngo yodighe/gha kumona mudyo/shitaterera
- (i) Yinye eyi ghana tamba Boss pakughamba “Ghudi thithiki ndi?”
- yinye ghuna kupira kuyenda? Tambuke
- (j) Kutwara muthitoya, yikuyuva munye yiwadi ha kuyuvire hamuregheya hamweya pakukutambaghuranga haKamatyona naBoss Nengushe?
- ha tetukire/homapire/ha tukukire
 - yikundhundha/ thiñeke/ woma/ makwerero

Dipwero 2

- (a) Yinu munye yina kuwaningitha hamuregheya muthitoya ha shwaghe kumambo no kuwakokera kuñurumbara? Tjange mahuthero ghoye mumuhingo ghoyindjomadheka. Mbadi wa nyanda kurughanitha mañando ghoye ghothinda.

Yitaterera yomahuthero yoyindjomadheka nomakamweneno

Kutapa dipenda dyofotji, kukehe dino dighano ghana tapa kungoyo dhokukuma ku 15

- (2) (a) Kuwashwaghitha hamuregheya kumambo
1. Divetuvetu dyokaye: Dyanda dyodimba
 2. Divetuvetu dyokaye: Rukukutu
 3. Kurughanena yidya mudipya dyawatungi – mashaka ghotumbi
 4. Kupara mughuhepwe nondhara
 5. Mbadiko ghuturo – dyango dyodiheya gha di tura mundara hatungi
 6. Mbadiko yirughana kumikunda dhokumambo
 7. Makuhongo kughadhongera no kughashaghekitha kumikunda dhokumambo
 8. Mbadiko yiwana
 9. kuwathineneka yiyeka yowanukewanuke kumikunda dhokumambo
 10. kuwathineneka no kuwayapitha hanu awa ha kara nombangwa mangcamu mumikunda yira Boss Nengushe

kukokera hamuregheya kuñurumbara

11. mbenene dhoyirughana mumañurumbara
12. kutameka tungeshefaghana twawo mumañurumbara
13. kukuhathithera muyipepa
14. hamuregheya kukudewera mumadjimu no kutumba yigoma
15. rumonekitho norukutjekuritho romaramba mumañurumbara ne kumoneka thiwana
16. kuwakokera kuñurumbara hashere wawo awa ha dhiruka
17. mbenene dhomakuhongo
18. mumadoropa horo kumiragho dhawareri
19. kukona kukundjera ghutho wawo

- (2) (b) Muhati ghana ka rughanitha yindjomadheka yidi mu (a) kuwiru mukatjanga makamweneno mumuhingo ghokuthimwetwedha. Muhati mumakonakono ngo gha kona kurughanitha mañando ghendi thinda popa gha hurera. Rughanithe thikorekitho (**Thirameka A**) thoyitjangatambithera (dipepa 1) pakutapa mapenda. Yitoyadimukitho, mañandonunga ghokuroghera nokughombatera kuthirughana ne ghoghundondoro ghumweya ghokuroghera.

Dipwero 3

owe ne ngo kara pathigongi thodiko mungoyovike no nga ghuwana kambenene mukughamba nawakamadhiko ghokukuthya-thiya kuyikuyuva yawo yomako norureritho. Tjange mbapira kwamushere ghoye omu ghuna kumutongwera koyi nga ghu ka kuhongera po no ngepi nga ghukuyuvu. Rughanithe maghano ghomuthitoyamingwa no gha rundurure thiwana.

Nongonone eshi **nga ghu ka kuhongera po no ngepi nga ghukuyuvu** yoyitaterera yoyikuru mumbapira dhino. Kutoya (matjwathaneno, ghughomba ghokuthirughana, mahungekero) dyodidhi mu ka wana mapenda mwene.

Yitaterera yomahuthero ne yino:

Agha maghano mbadi ghomanangwero keho; agho kuna gha tambithera kutapa maghorwero kwawahongi, hakashure, hakoreki nohakengururi eshi ngo rudhi romaghano munye ngo ghokukona kuroghera mumahuthero ghamuhati. Hakashure kuna ka wa taterera ka kundeka yitjanga yawo kumaghano ghomuthitoya no ka gha rundurura mughuhunga mumañando ghawo.

(Mbadi popañaro)

1. Diko: yinu munye? (hedya, nyokoghana, nyoko ghomukuru, hanyakudya noyiro)
2. Didhiko: yinu munye? (haretu nawanawo)
3. Yitumbukera yodiko mukurera hanuke (hokureta nohokurera, thit. hathighana)
4. Thitambo thokurera: mukarera mwanuke gha kume mughuta waKora.
5. Thitumbukera thokurera hanuke thawaheya
6. Mudyo gho: kuthimwetwedha, matawero ghoyothitjo, kutapa ruvedhe noruhakitho
7. Hanuke kukara mudighumbo kate hana kuteti momu ka yeko, kukuhonga yitumbukera yomumukunda no kukutekera hamweya.
8. Kuthimwetwedha: mumuhingo ghothitjo, yidye muthimwetwedhi, yikaramo yoyihonga noyitambo, yiretedherapo mwawanuke
9. diko kukara noghukukutu
10. didhiko kuna kuyerana, thikumapo mumadoropa
11. ndwa pakatji kothitjo mwene noyipara yoghuye ghuno
12. yiretedherapo yopamupepo notekinolodji mwawanuke
13. kuyongaritha thitjo mwene mwawamuregheya
14. Haretu hopithawo ha di nothikakata mukurera hanuke
15. Mbadiko makwatithithoko kwawakadiko.

All of the topics on the question paper were open to candidates' selection, while some topics were preferred by the majority of candidates before being picked by the least number of candidates. The candidates were asked to react thoughtfully and creatively, displaying their proficiency with the spectrum of knowledge and skills.

The numerous forms of essays and how to write them must be understood by candidates, and they must receive training on how to approach the various types of essays. The correct context for vocabulary and idiom use must be taught by the teachers.

COMMENTS ON SPECIFIC QUESTIONS

Narrative topics

- 1 For this assignment, candidates were asked to describe the most exciting day they've ever had at school. They were asked to write about an exciting occurrence that happened while they were there. Given how thrilling the occasion was, it was expected of the candidates to write about their personal excitement as well as the feelings of others (coworkers, teachers, parents), as it was described in some candidates' writing.

The vast majority of candidates selected this option, and their answers revealed various exciting topics that they found to be intriguing. like; school award ceremonies, entrepreneurship day, African child's day, sport day, and cultural day. The candidates did a great job of describing what happened that day and describing the many activities they either engaged in or took part in. The candidates wrote a chronology of occurrences over various days. Instead of displaying their own joy, candidates focused on describing the day and the excitement of others.

- 2 This topic required candidates to write about something or someone they care about and they were supposed to show in their writing the truth about a statement that says "If you care about someone you should let your voice be heard."

Only a small number of candidates chose to answer this question. Candidates who chose to answer this topic wrote about caring, and this showed across powerfully in their responses. Some candidates were narrators who spoke about other people. The candidates offered counsel to a close friend or family member. The candidates were expected to concentrate on caring about something or someone while addressing the veracity of the assertion in the question and supplying proof in the form of examples and evidence. Additionally, candidates could write about thanking someone or doing good.

Descriptive Topics

- 3 The candidates were expected to write about a storm they experienced when they were far away from home. This question required the candidates to say how the storm was by describing what they saw, what they heard and what they felt.

Some candidates handled the question well; descriptions could be seen in their written responses. They were able to articulate the storm, their senses, and their sounds. Nevertheless, some of them narrate rather than describe. Candidates wrote as though they had experienced the storm at home rather than away from it, as the question required. The candidates were initially expected to be distant from their homes. Writing descriptions or including aspects of descriptions was expected of the candidates. giving a description of what they felt, what they heard, and what they saw during the storm.

- 4 This question required candidates to write about their favorite dish, they were expected to tell how the food look(s) by describing, how the food smell(s) and how it taste(s). This question required candidates to

The candidates who answered this question tried to describe their favorite dish and they were able to say how the dish looks and how it smells. Some went to an extent of writing the method of preparation. Some candidates wrote about fruits or wild fruits and described the fruits as per the demand of the question. They were supposed to describe a dish being in an African setting or in a European setting.

Argumentative

- 5 The question required candidates to write about the most important subject of all the subjects they learn at school, they were expected to say what subject it is, and why is the subject important compared to other subjects they do not value the most.

The candidate who selected this question provided a thoughtful response. Candidates had the opportunity to choose their preferred subjects and justify their selections. Candidates performed admirably and turned in quality writing. The candidates were required to select one subject-their best subject-out of all the subjects they study in school and to explain their decision.

- 6** This question required the candidates to support or not support that parents should teach their children on how to behave on social media platforms.

The majority of candidates who answered this question wrote about the benefits of social media platforms and even provided examples. Candidates had to answer if they thought it was a good idea for parents to teach their kids how to use and behave on social media platforms. The candidates were asked if they agreed or disagreed that parents should teach their kids how to behave on social media websites and how to utilize social media websites, as well as why they thought it was a good idea.

POSITIVE COMMENTS TO TEACHERS:

Teachers should prepare their candidates well on how to write different types of essays (narrative, descriptive and argumentative) based on the NSSC syllabi for the final examination.

They should teach the candidates the correct usage of figurative language and the use of punctuation, grammar, and tenses.

Teachers should encourage candidates to improve on handwriting.

GENERAL COMMENTS

- We appreciate every center's commitment to helping candidates understand how to tackle the questions on paper 3 through their efforts.
- It was found that all candidates followed the proper format or structure of the paper 3 way of writing answers, but what was lacking in their responses was largely the same as it was the previous year: they omitted to go into greater detail about the meaning of the statements they only took verbatim from the text. Examiners are urged to constantly remind candidates that paper 3 has a different goal than paper 1 in order to avoid confusion.
- The difficulty level was little because most candidates appeared to comprehend what was required of them.
- In general, the candidates did a great job of following directions.
- Only the critical reaction to a text on bullet point number three presented a challenge for the majority of candidates. Few of them were successful in earning points for bullet 3. In addition, there were a few candidates who didn't match the personalities of the characters in the text. Candidates should be urged to take their time when responding in order to prevent such errors.

COMMENTS ON SPECIFIC QUESTIONS

Yitambo yoYikonakona

YY4 Yitjanga

Kuhutha ghudheghetera kuyitjanga.

Hanuke hakona

Yit 1: Kutapa ñumbu kuthitambo, yitongora yonunu noyikaramo yoyidhungi yothitjanga.

Yit 2: kuneghedha matambwero ghokushwaghitha thiwana yikuyuva, ghukaro no ngambi ñanani.

Yit 3: kuyareka ñumbu mwene ghuthotera awa yina kundama.

Pakukonakona ñumbu kudipwero di, hakonakoi ha kona kuthotera eshi hahaterimo kukona kuhutha dipwero di mumihingo dhimweya. Ngambikemo, ñumbu dhawo dha kona kukuninga noghushemwa ghothitoyamingwa mukuwana dipenda. Yitwa yomaghorwero ne mbadi popaguhura ghomahuthero- oghu ne ghushemwa ghumweya ngenyu ghokukona ha rughanithe ha haterimo mu kutenda mahuthero ghawo. Pa karakaro mayira ghamwe ghoñumbu mu ku kumitha mo yinyanda yodipwero di.

Maghorwero ghorukorekitho

Ghukaro waMartin

- Aye ne gha ku mbirupitha
- Mbadi gha huthanga ku mvo
- Mbadi gha turanga ñore kumutjima
- Mbadi gha ghambanga mañando ghomamango kwa wanu
- Aye ne mukathiraro, mbadi gha haka mvo
- Aye ne mushuturi maghukukutu
- Aye ne mwanuke mwene, kukumithamo oyi ha mu hongha hakuru wendi
- Aye ne kughamba mañando ghokuhengaghura pakughamba nawanu
- Gha dimukire eshi ngepi gho kungandeka maghukukutu muthipore
- Gha karire nomihingo dhokukuthiya-thiya mukushutura po maghukukutu
- Aye ne munu ghothiñeke
- Aye ne munu ghomonongo

Ghukaro waJohn

- Aye ne gha nyanyena kwa keheyuno
- Mughadhi
- Mbadi gha ku dhejera keheyino, gha pira woma
- Ghakununeka, mbadi gha monanga hayendhendi mudyo
- Ndhino dhamuyarera
- Gha hora
- Aye ne dishanga
- Ghahaka kutokotiha hayendhendi

- Mushedho wa mu yarera

Ghushere pakatji ko wa hashere hashawadi no di wa mu kundamine John

- A wo ne hashere wa ha ku kutekera
- Ghushere wawo ne mbadi wambango ene ghoshemwa ghomwene.
- Pakutanga ne mbadiko yi yak u tjindire po muyikara yendi yoyimango
- Jonh ne gha tetukire kughukaro wa Martin
- Ghadire john pamurandu ghomakwerero kughukaro wendi aye John.
- Ghushere wawo wamuningithire gha ku tjindjurre ghukaro wendi
- Gharombire John mathiyerero ko hanu wahe mungonda.

COMMENTS ON SPECIFIC PROMPTS

Since bullet point number 1 was about analysing Martin's behaviour, it was clear that Martin was a well-behaved boy, was kind, and had the power to influence people for the better. The majority of candidates made an effort to respond to this prompt question, however, a few candidates simply repeated textual assertions without considering their context. Examiners are encouraged to always encourage candidates to support every interpretation with textual evidence, or if they start with a quote from the text, they should again clarify what the quote refers to, as failing to do so will prevent the work from being completed.

Of the three bullet points, bullet point number two had the best response. Despite the fact that John's characters were quite upsetting, only a small number of candidates revealed their emotions when explaining their interpretations. This resulted in several candidates utilizing derogatory language and unsuitable word choices. Of course, their goal was to score higher, but some words, including ghorwa yighano, kukupiritha maghano, and dihuna, are unacceptable. Candidates should be encouraged to make their responses worth points, but they should think carefully about the language they use.

A two-part question appeared in bullet point number three. Candidates were supposed to evaluate their friends' relationship and then discuss how it influenced one of the characters. Candidates failed completely in some situations because they did not appropriately respond to the prompt question. It is unclear as to whether there was a misunderstanding of how to interpret this bullet point. Nevertheless, some people made an effort to provide a solution.

Mañando gha ghanyanda maghorweo

- | | | |
|----|--------------|--------------|
| 1. | Kamutjangi | Mutjangi |
| 2. | Kudjonaghura | Kuyipitha |
| 3. | Streyi | shanda |
| 4. | Kupembiyana | kupendhiyana |
| 5. | Mumarupe | mumihingo |

POSITIVE SUGGESTIONS TO TEACHERS

- Take additional time to consider the function of the bullet points provided in a question; they should be viewed as guiding points, signaling to the candidates what to extract from a text and on what their responses will rest
- Candidates need to be more exposed to various literature and relevant experiences in order to better understand what critical thinking is all about.
- Candidates need to learn how to properly quote from a text and not just choose any sentence from it.
- More instruction should be given to candidates on how to respond to questions using their own words rather than paraphrasing text.

INTERPRETATION OF ASSESSMENT CRITERIA

This report will serve two purposes; 1st is to explain how centres performed and 2nd is to guide how paper 4 should be interpreted. Therefore examiners are urged to read this document fully. Below is the description of the table of content for paper 4.

1. Research topic/Thiparatjangwa

All candidates managed to write and formulate their research topic although some topics were not proper research topics and some were not supposed to be approved by examiners for candidates to go through and start researching on them. Candidates should propose their topics to their examiners first before they begin with their research so that only researchable topics would go through. To add on, It is the duty of the examiner to train candidates on how to formulate acceptable research topics.

E.g. Kupedhura thitambo thokupanga kambututu ka pirange kupumuna mu thitjo thawaMbukushu and not Kupanga mwanuke mbadi gha pumune.

Candidates should specify whose culture their research is based on.

2. Introduction/Mwingeneno

Most candidates did well in this area.

3. Nundererero dhodirura dyoyifukunya

The main aim of this component is for candidates to explain why they are interested in the research topic they chose. Most candidates did well but a few did not do well because they wrote their paragraphs as though it is a story that was not connected to the topic.

4. Research objective/thitambo thoyifukunya

Candidates did well, more than 70% managed to indicate what they wanted to achieve at the end of the research.

5. Research questions/Mepwero ghoyifukunya

Candidates interpreted this sub-topic well; they managed to list questions that they wanted to be answered in the process of their research, however, short answer type of questions that requires yes or no as an answer is discouraged.

E.g. Pashanye ya karera mudyo kupanga kambututu ka pirange kupumuna mu thitjo thawaMbukushu?

6. Research statement/Yitatumende yoyifukunya

Most centres omitted this sub-topic and the few that included it in their research studies did not do quite well, it seemed like candidates did not understand what to do. In this subtopic, candidates are expected to formulate research statements that they would concentrate on to gather data of things they do not yet know.

E.g. Mudyo gho kupanga mwanuke gha ku pire kupumuna mu thitjo thawaMbukushu.

NOTE: Research questions can also be interpreted as research objectives, and the research statement must correspond with the research questions. See the two examples that were given above.

7. Research tools/Yihongawedhitha

Candidates knew what content to include here; they listed materials that they used to collect data, however, they should not confuse it by including the list of sources or describing how they used the tools in order to collect data. Examples of research tools are; interviews, questionnaires, observation, and many more.

8. Sources/Tunonga

These are the people that candidates approached for a better understanding of their research objectives or research questions so that they can collect data. It could also be books that have some parts where their research objectives were covered; in this case, candidates should write the title of the book and the page also attach a copy of the page in the appendix (yirameka). Candidates should not add any other information apart from only listing sources. Candidates should have at least two or more sources, not just one so that the findings will be complete. They need to gather information from different people to enable them to make right judgment.

E.g of sources/Tunonga

Thivagho Vallentinus

Mughongora Astrid

Kana Ngoro

Ndimi Dhetu Ngara 9/10 mutara 140.

9. Presentation of Findings/Mayarekero ghoyighongawedha

Candidates had the correct interpretation of what they were expected to write under this subsection but the layout seems to remain a problem for some centres. Some candidates presented their findings very well but some did not. It is the duty of the examiner to induct candidates on the acceptable standard or correct format of presenting their findings.

E.g. Kutwara mwa mukuru Kativa Imelda ghopaKake, gha ka ni memwene mo yokuhatera ku mudyo gho kupanga mwanuke gha pire kupumuna eshi maghana ha kavaghura hanuke yikorwa yokukuthiya-thiya nomukuningithera hanuke ha tanare.

Candidates should lengthen their presentation paragraphs by using discourse markers in order to achieve cohesion until the end. The presentation should look like a literature review, the sources must be acknowledged to avoid plagiarism. Candidates should not yet comment on the findings.

10. Data analysis/Magharaveroyighongawedha

Candidates did well in this sub-topic; their efforts are appreciated, however, they are encouraged to put more effort into the length of this particular paragraph. Candidates should analyse their findings; they should say if they agree with what they found out or not while giving reasons. The most effective way to do this is to refer to what they think or feel about what their sources revealed to them, they can also comment in support of the data they have collected.

11. Appendix/Yirameka

Candidates did well in this sub-section but some candidates listed sources. Here candidates should only attach pictures that they took during the interview and they should also attach questionnaires if they used some. Their questionnaires must have different handwriting to avoid suspicion of dishonesty. The 700-1000 words are from the 1-10 of the table of content.

OTHER GENERAL COMMENTS

- Examiners's should read and mark candidates' work effectively instead of ticking through the paragraphs.
- Examiners should encourage candidates to use correct Thimbukushu words
- Candidates should study their first drafts before submission of the final report in order to avoid repetition of information and incorrect grammar.

A list of wrong words which candidates used in their research:

1. Yikarakati yongongo Yitjoro yongongo
2. Kuténda ngongo Kushindha ngongo (kudhishindha yishwaghe moyishu) Ndongo ne yo ha tendanga.
3. Nyama dhokakundhu Yipara/yiñukumuna yokakundhu
4. Kuthisendura Kuthigemuna ghuthirikaniithe
5. Mana Maghana
6. Purayiti Karonga
7. Didhindu eshi meyu ghongongo. This is just meyu ghongongo because didhindu ne yokukukwata, meyu ghongongo kughutho gho ku gha tereka ne mbadi wa ku gheha didhindu.

Candidates should be encouraged to use terms correctly.

GENERAL COMMENTS

1. It was observed that about 99% of the candidates were recorded.
2. Very clear recordings were sent, both the examiners and candidates could be heard well although there was background noise at some centres.
3. The range of samples were well chosen, covering the whole spectrum.

POSITIVE COMMENTS

1. Examiners interpreted the assessment objectives correctly
2. Most candidates were able to present their findings within the stipulated timeframe, job well done.

NEGATIVE COMMENTS

1. Some examiners did not give candidates the chance to play their audio as a backup for their presentation. It is advisable that examiners should always ensure that they give a room for candidates to play their audios in their presentation before moving on to discussion.
2. Please note that, warm up questions should not be part of the recorded audio.
3. Some centres recorded very short audio but awarded more marks, examiners are urged to aim for maximum use of time for proper assessment. Speaking audios should not be lower than 12, 13 minutes.

RECOMMENDATIONS

1. Internal moderation should be done at school to avoid shortcomings like that of missing USB, missing audios for the whole centre and the MS1 forms as it was observed from some centres.

FOREIGN LANGUAGE GERMAN

6112
Paper 1

GENERAL COMMENTS

Speakers/Voices used in the paper were well chosen and varied. Voices were clear and audible with good intonation, overall suitable for the texts in question paper. Different texts were offered to concentrate on a variety of ideas, which the candidates could identify with. English and Afrikaans terminology was marked wrong. Although Questions 1.1, 2.1 and 3.1 were answered moderately well, candidates generally struggled with Questions 1.2, 2.2 and 3.2, as well as 3.3.

Listening exercise practice must commence at an early stage of foreign language acquisition so that the ear is attuned to the language. Sadly, it is evident that not many schools practise Listening. Also, our learners need to upgrade their vocabulary to have a more intimate knowledge of the foreign language.

A sincere word of thanks to all teachers of Foreign Language German for their value-added input and dedication towards the subject German and our Namibian learners. Your work is greatly appreciated. All centres who were involved in the assistance to German as a Foreign Language deserve to be applauded for their work.

COMMENTS ON INDIVIDUAL QUESTIONS

Erster Teil: Erste Aufgabe: Fragen 1 – 8

In this exercise, candidates listened to several short texts and were required to select the correct answer. On the whole, candidates seemed to cope with the pictorial multiple-choice questions, although there is much room for improvement.

- 1 C
- 2 C
- 3 B
- 4 B (Several candidates could not recognise the picture of the onion.)
- 5 D
- 6 C
- 7 C (The term „Haustier“ proved to be difficult for some candidates. As a result, this often resulted in the wrong choice.)
- 8 B (Candidates found it quite difficult to select the correct picture and could not distinguish between A, B and C).

Total: 8

Erster Teil: Zweite Aufgabe: Fragen 9 – 15

The text consisted of a dialogue, providing information on the theme of Recycling, a relevant topic in life today. The candidates were required to give a one-word answer in each case. In general, candidates had difficulty answering the questions, especially 11, 14 and 15, where they showed a limited understanding of the required answer.

- 9 Stadt// stadt/ **NOT** stat/ stad/ Schtadt/ Statt/ Staat/
- 10 Flaschen// flaschen// Flaschn// flaschen/ **NOT** flassen/ Vlasche/ Vlashe/
- 11 Kabel// kable// Kabeln/ **NOT** cable/ Kapel/ caberl/ cabel
- 12 Plastik// plastic// (as well as Plastic/ Plastieck/ Plastiek/ Plastick/ **NOT** Plastich/ plastiek/ Plastish/
- 13 Papier// papier// Zeitung(en)/ **NOT** paper/ papier/ Pappier/ Paper/
- 14 Metall// Metal// metall/ **NOT** metal/ metaal/ mital/
- 15 Garten// garten/ **NOT** Garden/ garden/ gaden/ Gaden/

Total: 7

Zweiter Teil: Erste Aufgabe: Fragen 16 – 21

This exercise required the candidates to distinguish between “Richtig” (correct) and “Falsch” (wrong/incorrect). The text was based on a dialogue between Sandra and John, who plan to move house. Most candidates could answer this exercise quite well.

- 16 Falsch
- 17 Falsch
- 18 Richtig
- 19 Richtig
- 20 Falsch
- 21 Richtig

Total: 6

Zweiter Teil: Zweite Aufgabe: Fragen 22 – 28

Zweite Aufgabe: Fragen 22 – 28

The task consisted of a radio interview between Jürgen, a disabled person and a reporter. The conversation centered on Jürgen’s life after the accident. Candidates were required to identify the word in the sentence that was not part of the interview, i.e. identify the wrong word and write down the correct one as used in the dialogue. **Only one-word** answers had to be written down. In the question paper, the words to be changed, were in bold, to give the candidates a specific clue. Correct spelling, or close to correct spelling was emphasised.

Candidates struggled with the task. While some identified the word without any trouble at all, the majority, unfortunately, either wrote sentences or else left blanks. The question is posed as to whether candidates understood the instruction, or did they lack an understanding of the dialogue.

- 22 Monaten// Monate// Monatn// Monat/ **NOT** Monatin/ Monot/ Monäte
- 23 Parkplatz// parkplatz/ **NOT** Packplats// packsplats/ Packzplats
- 24 Rücken// rücken// Rückn/ **NOT** Ricken/ ricken/ Rücken7 Ruken/ rucken
- 25 Vormittag// vormittag// Vormitag// Formittag/ **NOT** Voormiddag/ Vormiddag/ Vormittag
- 26 Universität// universität// Universitet// Universited// Uniwersität/ **NOT** univarsiteit/ university/ University/ universiteit/ Universiteit
- 27 Zuhörern// Zuhörer// zuhörern/ **NOT** Zuhore/ zuhöre/ Suhören/ Tsuhörer
- 28 Freunden// Freundn// Freunde// freunden/ **NOT** Freude/ Freundin/ freundin/ freude/ Freundern

Total: 7

Zweiter Teil: Dritte Aufgabe: Fragen 29 – 35

This task centred on a discussion between Janetta and her brother, Hangula. The topic covered was their parents’ upcoming 40th wedding anniversary. Janetta and Hangula were eager to find the perfect gift for them. Some suggestions were made. Pros and cons were discussed until they found the perfect gift.

Candidates listened to the conversation and then answered the questions in short sentences. It was the first task where candidates were allowed more freedom in their answers. Full sentences were not expected, but rather phrases. Again, this task proved to be difficult.

- 29 (eine) Kaffeemaschine//Kaffeemaschene// Kaffeemachine// Maffee machine// Kaffeemaschin// kaffeemaschine/ **NOT** coffee machine/ caffee machine/ Kafemasjien/ cafemasjien/ kaffee machiine
- 30 Fleisch// Butter// butter// Vleisch// Fleish// Getränke// getränke// Getrenke// Bier/ **NOT** Vlaish/ Flaisch/ Fleish/ Fleische

- 31 in dem Safariladen// im Safariladen// in einem Safariladen// in Safariladen// Im Safari-laden/ **NOT** Safariladden/ Safarilaten/ Safari-Lader. The preposition has to be mentioned.
- 32 N\$6895. In some cases, the candidates wrote out the word in full. If correct, the full mark was awarded.
- 33 Sie sind noch fit// sie fahren (oft) zum Kampen// Sie lieben das Leben in der Natur// sie lieben ein kühles Bier **NOT** ein Kühlschrank wird ihnen viel Freude machen/ Eltern haben so ein teures Geschenk verdient, or any single words used, e.g. fit/ Kampen/ Campen/ Natur
- 34 Zum Sonnenuntergang// wenn die Sonne unterging// wenn die Sonne unter geht/ **NOT** Sonne geht (gang) unter/ Sonnen geht unter/ Sonnenuntergehen
- 35 Am 10. Oktober// 10 Oktober// 10. Oktober/ **NOT** October/ Oktober/ 25 October

Total 7

Dritter Teil: Erste Aufgabe: Fragen 36 – 41

The exercise consists of an interview with young people, in which they discuss their relationships with their parents. The multiple-choice questions pose three possibilities from which the candidates choose the correct answer. It is a rather challenging exercise as the options are mostly in the form of full sentences, so the candidates need to listen closely to select the correct answer.

The section was answered quite well, with very few candidates struggling to find correct answers.

- 36 C
37 B
38 A
39 A
40 B
41 B

Total: 6

Dritter Teil: Zweite Aufgabe: Fragen 42 – 49

Candidates listened to a speech given by the Superintendent of the hostel, in which he envisages developing a vegetable garden, where vegetables are planted for the benefit of the hostel children.

The final set of questions has proven to be the most challenging for our candidates.

- 42 Das Leben wird immer teurer
- 43 Mit einem Zaun (zaun)
- 44 Blumenkohl/ Blumenkol// Bohnen/ bohnen// blumenkohl// Blumen Kohl/ **NOT** Blumenkohl/ Blumenkull// Blumenkühl/ Blumenköhl/ Blütenkol/ Blumenkol/ Blumenkool
NOT beans, Bonnen, bananas, Mais, Tomaten or Kürbis
- 45 Den Boden verbessern// die Farmer/sie finden das Projekt toll/ sehr gut// dass sie sich die Mühe machen wollen
- 46 Alle Schüler// Heimkinder// Jungen/ Jungs und Mädchen/mädchen (both should be mentioned) If Mädchen is not spelled correctly, no mark is awarded.
- 47 (i) das Unkraut raus ziehen// unkraut wird raus gezogen/ gezieht// Unkraut rausnehmen/ **NOT** rossiehen/ rosziehen

(ii) im Garten harken/ **NOT** im Garten haken(im Gaden harken

48 Schaufel// schaufel// Schaufl// Schauvel/ **NOT** showel/ shoufel

Spaten// spaten// Schubkarre// Schiebkarre// Schubkarren

49 Zusammen auf einen Haufen legen// Kompost machen// Komposthaufen// kompostieren/ **NOT** in Ecke legen/ Blätter trocknen

Total: 9

RECOMMENDATIONS AND SUGGESTIONS TO THE TEACHERS OF THE FOREIGN LANGUAGE GERMAN (FLG)

After careful consideration and in view of the *Paper 1 Listening* results, the following recommendations/ suggestions are made: that teachers of German Foreign Language make a concerted effort to:

1. ensure that the audio equipment at school is intact and at the disposal of the teacher to use
2. carefully study former Listening papers to become familiar with the text forms, possible topics and variety of question types
3. make learners aware of the importance of listening to and following instructions. This needs careful practice. For example, Question 31 required candidates to mention a preposition along with the noun to follow. Very few candidates followed the instruction and most merely wrote down the noun
4. point out the importance of using German spelling. For example, Question 35 required candidates to mention a date. Several candidates wrote 'October' and not 'Oktober'
5. pass on knowledge gained in this way, to the learners, starting with basic knowledge before moving on to the more intricate
6. regularly expose our Grade 8 to Grade 11 learners to shorter or longer listening tasks. These can be in the form of (a) brief questions relating to themes/ topics dealt with, which the learners need to answer, either in full sentences or single words or phrases. Learners may also like to listen to (b) shorter or (c) longer passages, (d) dialogues, (e) interviews or (f) poems, and then answer questions based on these, or (g) identify particular aspects in the texts mentioned. Furthermore, the teacher can make use of a (h) story with multiple-choice questions to answer
7. draw learners' attention to numbers in German as compared to their mother tongues. For example, Question 43, required learners to write down the answer N\$6895. In spoken German, the '5' is mentioned first, i.e. before the '9'. In English, the '9' is mentioned before the '5'. Several learners were confused and wrote down the amount wrongly, i.e. N\$6 859, not N\$6 895
8. activate and practise vocabulary daily. New words can also be written on vocabulary cards or displayed in the form of learning posters on the wall
9. encourage learners to listen to the Namibian German radio stations.
10. expose learners to podcasts and listening exercises specially developed for German as a Foreign language, which are widely available at no cost on the internet or through the Goethe Institute in Fidel Castro Street in central Windhoek
11. consider the possibility of creating a WhatsApp group for all teachers of German as a Foreign Language, as a platform to share ideas, discuss questions/challenges and exchange teaching and learning materials
12. create a digital platform for all FLG teachers on which a collection of relevant teaching materials, teaching tips, and FLG teaching-related topics of interest, are continually uploaded and made available for all to discuss, share and use.

GENERAL COMMENTS

A sincere word of thanks to all teachers of Foreign Language German for their value-added input and dedication towards the subject German and our Namibian learners. Your work is greatly appreciated. All centres who were involved in their assistance to German deserve to be congratulated on their work.

Many candidates had shown a general lack of basic language structures and vocabulary. This is evident in the majority of schools involved in the examinations.

Besides that, in 2022 for the first time the new Syllabus has been implemented in Foreign Language German.

For the vast majority of candidates from all centres Paper 2, Reading was a challenge. For especially the weaker candidates it was quite difficult to **answer seven different questions in only 60 minutes**. However, all texts were rather short and the questions straight forward so that the candidates managed to the best of their ability.

Fragen 6-12 [5 marks], Fragen 18-27 [10 marks] as well as Fragen 38 – 42 [8 marks] have a new form and in many centres this type of exercise was totally unfamiliar to the candidates so had a rather big influence on the marks obtained.

COMMENTS ON INDIVIDUAL QUESTIONS

Erster Teil: Erste Aufgabe: Fragen 1 – 5

- 1 B
- 2 A
- 3 D
- 4 B
- 5 C

[5]

Zweite Aufgabe: Fragen 6 – 12

- 6 ----
- 7 A
- 8 E
- 9 ----
- 10 D
- 11 G
- 12 F

[5]

On page 4 the instructions clearly are:

Zwei der Anfänge aus **Spalte A** werden **nicht** verwendet. **Zwei** Endungen aus **Spalte B** werden auch **nicht** verwendet.

Daraus ist deutlich zu erkennen, dass der Kandidat **nur in 5 Kästchen** einen Buchstaben schreiben soll. Daher gilt die Regel beim Korrigieren: Wenn in allen sieben Kästchen ein Buchstabe eingetragen worden ist, werden nur die ersten fünf korrigiert. Wenn der Kandidat nur sechs Buchstaben eingetragen hat, werden alle Buchstaben angeschaut und die korrekten (5) dann benotet

Dritte Aufgabe: Fragen 13 – 17

- 13 Falsch
- 14 Richtig
- 15 Falsch
- 16 Richtig
- 17 Richtig

This type of question is a new exercise and quite demanding. This exercise with "Spalte A" and "Spalte B" should be explained to the candidates as it requires attention and practice.

[5]

Zweiter Teil: Erste Aufgabe: Fragen 18 – 27

- 18 Sprache
 - 19 wichtig
 - 20 verstehen
 - 21 kann
 - 22 positiv
 - 23 Essen
 - 24 Länder
 - 25 zwei
 - 26 Sprachreise
 - 27 Beruf
- [10]

This is an information transfer exercise and, therefore, only the **correct** spelling gained a mark. It is very important that candidates concentrate on the **first letter of a noun** in the German language, meaning it should be written in a capital letter.

Diese Form der Frage ist auch eine neue Aufgabe aus dem Syllabus. Man muss den Schülern das Prinzip dahinter erklären und durch mehrfaches Üben werden Schüler das schnelle Umsetzen an Information leichter bewältigen.

Zweite Aufgabe: Fragen 28 – 37

- 28 Er hat seine erste Schlange gefangen// Er hat eine Schlange gefangen. [1]
- 29 **Von** Buschmännern. Präposition **muss** dabei sein
NICHT mit Buschmännern // während seiner Zeit beim Militär [1]
- 30 1997 / vor 25 Jahren NICHT: Seit 25 Jahren [1]
- 31 Die Namibwüste / die Tiere / die Pflanzen / die Dünen / das Chamäleon / den Palmatogecko [1]
- 32 Der Palmatogecko / das Chamäleon [1]
- 33 Einen (großen) Sack für Müll / einen Müllsack // Müllbeutel
NICHT: Müll / sein Auto/ Touristen/ [1]
- 34 Weil viele Besucher Verpackungsmüll (nach einem Picknick) **liegen lassen**. [Das trennbare Verb muss korrekt im Satz angewendet werden]. // Viele Besucher lassen Verpackungsmüll liegen.

NICHT: Der Picknick lässt den Verpackungsmüll liegen// [1]
- 35 **in der** / Weihnachtszeit / **um** Weihnachten [1]
- 36 **mehr als** 2500 Schüler (alle drei Wörter) [1]
- 37 Dass Touren durch die Wüste für mehr Schüler **möglich werden**//
Dass Schulen mehr **über** die Umwelt unterrichten [1]

NICHT: Dass die Schüler/die Touren mehr über die Umwelt unterrichten.//
Dass Schulen mehr für die Umwelt unterrichten//

Diese Art Fragestellung ist den Schülern vertraut, zumal die Fragen mehrheitlich mit dem W-Wort beginnen.

[10]

DRITTER TEIL: Erste Aufgabe: Fragen 38 – 42

- 38 Falsch ----- (in) einem Klassenzimmer(n) -----
NICHT: alle Schüler zur gleichen Zeit unterrichtet // Die Schüler werden in einem Klassenzimmer verschiedentlich unterrichtet // Der Lehrer verschiedene Klassen zur gleichen Zeit unterrichtet//
- 39 Falsch ----- die Lehrer -----
NICHT: Die Schüler haben nur geantwortet // Die Schüler mussten mitschreiben.
- 40 Richtig
- 41 Richtig
- 42 Falsch ----- eine halbe Stunde -----

[8]

Auf Seite 10 steht: Achtung: **Zwei** (2) Aussagen sind **richtig** und **drei** (3) Aussagen sind **falsch**.
Fernerhin wird darauf hingewiesen, dass das Modaladverb NICHT nicht in der Antwort vorhanden sein soll. Daher bekommt der Schüler keinen Punkt, wenn er den Satz/ die Behauptung in der Frage neu formuliert und ein "nicht" oder „kein“ verwendet.

Wenn der Schüler das korrekte Richtig /Falsch- Kästchen angekreuzt hat, wird das positiv bewertet. Wenn aber das Beweiswort / die Beweiswörter nicht korrekt sind, bekommt sie/er dafür keinen weiteren Punkt.

Diese Aufgabe muss im Unterricht geübt werden, damit die Schüler mit diesem Typ Fragen vertraut werden.

Zweite Aufgabe Fragen 43 – 49

- 43 **Am** Montag Präposition muss dabei sein [1]
- 44 (Aus) Metall NICHT: Metallkoffer [1]
- 45 Zehn Prozent (10%) **vom gestohlenen Geld** // 10 % von 2, 3 Millionen // N\$230 000 [1]
- 46 Die Räuber haben sie mit Waffen bedroht // Weil die beiden Männer sie mit Waffen bedroht haben. [1]
NICHT: Beide haben mit Waffen bedroht.// Die Zeugen konnten die Räuber mit den Waffen stoppen
- 47 Bankarbeiter // Mitarbeiter //
NICHT: Die Bankarbeiter haben den Räubern die Karten gegeben.//
Die Räuber haben die Bankkarten von den Bankangestellten bekommen. [1]
- 48 Weil nur die Manager die Karten bekommen werden // Nur das Management bekommt die Karten // Es wird für alle Türen weniger Schlüsselkarten geben //
NICHT: Weil die Räuber keine Schlüsselkarten bekommen werden. [1]
- 49 Die Einwohner sollen Information über die Bankräuber der Polizei mitteilen./ Die Einwohner sollen mithelfen, die Bankräuber zu finden. [1]
NICHT: Mit der Polizei die Bankräuber verhaften// die Einwohner sollen die Kriminellen finden und verhaften.

[7]

GENERAL COMMENTS

Most centres conducted the Speaking Test well and most examiners aimed to bring the best out of their candidates, examining them in an efficient, yet friendly manner.

In the Topic or General Conversations, most teachers asked appropriate questions. However, some examiners asked for points of general knowledge, which is inappropriate in this type of examination, whilst some phrased the questions at a level which was too basic.

Examiners must ensure that they always ask questions in both conversations to obtain responses in both past and future tenses. If they do not obtain a past/future construction straight away, they should ask more questions of a similar nature, until they are satisfied that the candidates have done the best they can. It is also possible to rephrase questions, such as by changing *Was wirst du nächste Wochemachen?* to *Was möchtest du nächste Woche Machen?*

It is essential that examiners carefully consult the instructions in the Teachers' Notes, as some examiners incorrectly awarded a mark in the satisfactory band or above for language to candidates, who did not convey past and future meanings. It is worth reiterating that examiners should ensure that both past and future tenses are used by the candidates in both conversations.

Most centres kept to the stipulated timings, which are approximately 5 minutes for each of the conversations. The timing for the Topic Conversation includes Presentation lasting a maximum of two minutes. Examiners should intervene and start a conversation if the Presentation goes over two minutes. The role plays are not timed and should take less than 5 minutes, but some examiners allowed or even encouraged candidates to elaborate and expand on the required utterances. This is counter-productive as essential points may be missed out or changed, and thus not counted and there are no marks for any extra information. If the conversations are too short, the mark for Communication is likely to be high and if they are too long the candidates may tire and their performances deteriorate. Unfortunately, there were a small number of examiners who did not indicate a transition from the Topic Conversation to the General Conversation, which makes it difficult to award marks separately for the two different conversations.

Most centres forwarded the appropriate sample for the Centre (specified on Page 4 of the Teachers' Notes), on labelled memory sticks, with each candidate's digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher or examiner name. Before memory sticks are dispatched, spot checks must be made to ensure that every candidate is clearly audible.

Even though many recordings were of a good quality, a few examiners continue to place the microphone too far from the candidates and it was difficult to hear them.

COMMENTS ON SPECIFIC QUESTIONS

Role plays

Full guidance on the conduct of role plays is given on pages 5 and 6 of the Teachers' Notes. Most examiners had prepared well, enabling candidates to deal successfully with the tasks, especially in the first situation.

Role Play A

The role plays were often performed in a realistic and lively manner. Good examiners kept to the rubric, did not elaborate the role plays or miss out the tasks and were willing to prompt candidates by repeating or slightly rephrasing the question, if they were struggling. The examiner should read the introduction to the situation aloud to the candidate. However, candidates should be encouraged to look carefully at the information in the introduction during their preparation period. In general, candidates performed well in this section, as all the tasks were realistic. It is important that the examiners allow candidates to respond to the first part of a question to ensure appropriate credit can be awarded. Most candidates managed to use accurate pronunciation, as well as the correct register and the past tense responses were on the whole successful. Question formation again proved challenging to some candidates and this is an area where candidates would benefit from further preparation.

Some centres marked the Role plays too generously. Candidates can only be awarded 3 marks for a correct answer if any errors are minor. If a verb is used, it has to be correct for 3 marks. A clear answer but with a verb error or other major mistakes, can only be awarded 2 marks. The maximum mark is also 2 if an inappropriate register is used but the candidate is only penalised once in the whole Role Play. If the answer is ambiguous or only addresses part of the task, 1 mark should be awarded.

Role Plays A

There were some pronunciation problems with feiern and Euro. Nur was sometimes mispronounced. Examiners should read questions on the Role Play Cards and not replace them with any suitable words.

A1 (1, 2 and 3)

This role play proved fairly straightforward and, for the majority of candidates, caused very few problems. Most candidates used 'Ich möchte' or Ich will' successfully in E2.

A2 (4, 5 and 6)

This role play was managed well by most candidates who followed the instructions on their card.

A3 (7, 8 and 9)

This role play proved fairly straightforward and was completed successfully by a large number of candidates. Some candidates find it difficult to formulate questions and, therefore, C5 ii proved to be a challenge for some candidates (the same point applies to all three B role plays with regard to C5).

Role Plays B

These tasks require the ability to use a range of time frames, to give explanations and justifications as well as justifications and a reaction. It is assumed that candidates are aware of the Sie form of address. It is advisable for the examiner to make a clear pause in the middle of any two-part questions, otherwise the candidate may fail to react.

B1 (1, 4 and 7)

In C5, several candidates had difficulty both with forming the actual question and with expressing the time frame.

B2 (2, 5 and 8)

Some candidates used the informal address 'Du' in this question, despite the instruction that this role-play takes place between two strangers.

In C3 '2 Dinge' in the question required the use of two different activities, usually with the use of two different verbs, in order to gain the full 3 marks.

B3

In this role play (as well as the two other role plays in Section B) candidates did well in formulating their past tenses. Here also, formulating the question in C5 proved more challenging.

Section B: Conversations

In both the topic and General Conversations, examiners should ask questions which prompt more extended answers. Asking questions which require short answers can lead to answers which are purely factual and often do not give relevant opportunities for expressing ideas, opinions and justifications. It is also crucial not to ask for points of general knowledge or to ask questions which are beyond the candidates' own experience.

In this part of the examination, most examiners asked appropriate questions and most conversations were spontaneous. Many candidates' answers contained explanations as well as a wide range of language and structures. Justifying their opinions would be a splendid way to enhance their marks. A question technique which required the candidates to just give a series of (sometimes unconnected) short answers is not a good strategy for achieving high marks.

Most examiners asked questions in both conversations to elicit responses in both past and future tenses. When candidates did not form correct past/future constructions initially, most examiners continued to rephrase questions until they were satisfied that the candidate had done the best they could.

Most centres kept to the stipulated timings, which are approximately 5 minutes for each of the conversations. The timing for the Topic Conversation includes a Presentation lasting a maximum of two minutes. If the presentation is longer than two minutes, it is important to intervene and start asking questions.

Assessment for each conversation stops after 7 minutes. On the other hand, if the conversations are much too short, the mark for Communication is unlikely to be high. Unfortunately, there were a few examiners who do not indicate a transition from the Topic Conversation to the General Conversation, which makes it difficult to award marks separately for the two different conversations.

Topic Presentation/Conversation

The choice of topic for the Topic Presentation was mostly appropriate and most candidates showed a genuine interest in what they were presenting. It is helpful if candidates start their presentation by saying what their chosen topic is.

In a small number of centres where topics were too general, the examiner had the difficult task of finding questions which focused on the candidate's chosen topic. It is important that the Topic Conversation does not sound rehearsed and fewer centres than in previous years seemed to have over-prepared their candidates for this section. The conversation should sound natural and a listener should not perceive a lack of spontaneity. Many candidates gained Language marks for producing correct past and future tenses.

General conversation

Candidates should be encouraged to link their ideas in a logical progression and develop their answers with a view to using more complex language and structures. In some centres, too many topics were only slightly covered. Covering fewer topics in depth helps to create more developed conversations than frequent changes of topic. Most centres focused on 2 topics in depth, which meant that candidates gave more detailed answers and opinions. It is also advisable that questions requiring answers in past and future tenses are asked near the start of the conversation to allow the candidate an increased chance of producing correct verbs and tenses.

Mark for General Impression

The marks for General Impression were generally appropriately assessed, but some examiners tended to be a little too generous. To achieve a very high mark, candidates must consistently have very good pronunciation, intonation and fluency with only an occasional hesitation or error. It is important to try not to focus on grammar accuracy when awarding this mark as that is assessed elsewhere.

Administration

The administration at centres was generally very good and the adding up of the marks on the WMA was, in most cases, accurate. The quality of most recordings was good. Centres should make sure before memory sticks are dispatched that they carry out spot checks to ensure that every candidate is clearly audible. This year, there were no problems with outstanding recordings. It is essential that recordings are saved on to labelled memory sticks, with each candidates' digital file saved individually. Files should be named according to the centre and candidate numbers rather than the teacher's or examiner's name.

Administration at centres was generally good but many centres made errors in the addition of the candidate's marks on the working mark sheet (WMS). Also some centres did not send all the pages of the MS1.

Internal moderation, when there was more than one examiner, was usually carried out satisfactorily. It is essential though that the marks for each marking category on the Working Mark Sheet are the final internally moderated marks.

GENERAL COMMENTS

This is the first time that the learners were confronted with the new format of the National Examinations for Writing, Paper 4.

As could be seen, the approach to the format of the paper with regards to writing is more learner-friendly.

Candidates who related their answers to the different bullet points had a good chance of completing the task more successfully with the requested number of words and the requested contents.

It is important that the candidates read the questions very carefully. They can let themselves be guided by the correct spelling of some words to avoid unnecessary mistakes if they should use that specific word in an answer, e.g. Familie instead of family.

The range of questions covered the entire spectrum of the syllabus for the A2, B1 level and allowed the candidates to show their potential in using “Präsens – Perfekt and Futur” Tenses in the correct context.

The range of difficulty was covered from word answers, Part 1, Exercise 1, to a shorter piece, Part 1, Exercise 2, and then a longer piece, Part 2, Exercise 1, Language and Content was evaluated to give the final marks.

Some of the following issues are of particular concern: the use of the capital letter for the pronoun “ich” within a sentence; starting sentences with small letters; not using punctuation when ending sentences; neglecting the nouns in German should be written with capital letters and not being able to distinguish when to use “haben” or “sein” correctly.

Some candidates used Afrikaans or English words which cannot be allowed when being requested to show their ability to write an essay in German. Some essays were written completely in English and the candidates indicated in their writing that they do not know German at all to be able to respond to the tasks.

Part 1: Exercise 1

Candidates were required to list only 5 items in Foreign Language German and were guided by 8 pictures plus one picture as an example.

Possible answers for Question 1: Wochenende am Damm were:

- 1 Schuh, Schuhe, **Not:** Stiefel, boots, Schue.
- 2 Flasche, flasche, Wasser, Trinken – **Not:** Waser, Flash or Flasch,
- 3 Holz / holz, Feuerholz, **Not:** Hölz, hout, Feuersachen, Holzen
- 4 Brot / brot, **Not:** brood, Broten, große Brötchen, großes Brot.
- 5 Tisch / tisch, **Not:** Tish, Tischen, tafel, großes Brett.
- 6 Zelt / zelt, **Not:** Tent, Zelten, Zält,
7. Badehose, Schwimmhose, Schwimmshorts, Badeanzug, Schwimmkleidung, **Not:** Badenhose, Schwimmenhose, Schwimmkostüm, Bikini, Schwimmkleider, Badhose.
- 8 Taschenlampe /taschenlampe, Lampe, Leuchte, **Not:** Licht, torch, tashen, lamp, Lampfe.

Korrekte Plural formen wurden akzeptiert.

Einige Lerner haben Wörter geschrieben, die zwar zum Wortschatz „Campen“ zugeordnet werden können, aber die nicht auf den Bildern dargestellt waren, z.B.: Schlafsack, Sonnencreme, Rucksack, Handy. Diese Antworten konnten in der Notenvergabe nicht berücksichtigt werden.

Auch alle Antworten, die mit Essen zu tun hatten und dem Beispiel „Fleisch“ oder dem Grillgut zugeordnet werden konnten, konnten nicht akzeptiert werden.

Viele Lerner haben durch falsch verwendete Umlaute Punkte verloren. Groß- und Kleinschreibung wurde bei dieser Aufgabe nicht geahndet, z.B. schuhe.

Part 1 Exercise 2

Word limit (80 – 90 words) should be adhered to. With unacceptable long pieces of work, the last part would not be acknowledged for marking. All candidates who answered this question stayed within the specified word limit.

For each bullet point a mark for content was awarded to the maximum of 5 marks for content in total.

For language it was also evaluated whether the correct tense was used:

Perfekt – Präsens – Präsens – Perfekt – Futur 1.

Weitere Hinweise zur Beantwortung der Frage, die für den Sprachgebrauch berücksichtigt werden:

Konjugation von Verben

Deklination, Satzstrukturen (Konjunktionen)

differenzierter Wortschatz passend zur Aufgabenstellung,

Briefformat,

korrekte Pronomen, Dativ- und Akkusativobjekte,

Negativformen (Keine doppelte Verneinung in Deutsch)

Präpositionen, Adverbien und Adjektive

Bei der Aufgabe haben viele Lerner nicht beachtet, dass ein Brief an den Onkel / die Tante geschrieben werden sollte. Der Adressat „Lieber Onkel / Liebe Tante“, und der Absender „Dein /e ...“ sind Teil eines Briefes.

To achieve all available marks for content, each bullet point should be incorporated with a brief piece of information, e.g.

- Warum haben Ihre Eltern dieses Auto gekauft?

Das alte Auto war kaputt / ist nicht mehr gefahren / wir haben noch kein Auto gehabt / wurde für mich gekauft, usw.

Viele Lerner haben diese Information ausgelassen und keinen Grund genannt.

Einige Lerner schrieben, dass der Onkel oder die Tante oder der Schüler / die Schülerin selbst, „ich“, das Auto gekauft haben, statt die ELTERN.

- Beschreiben Sie das neue Auto.

Marke, Farbe, Alter, Modell usw.

Am meisten wurde auf die Farbe und Marke verwiesen, aber etliche Lerner verwiesen auch auf das Fassungsvermögen des Autos: Es ist groß / ein Siebensitzer (Siebenseater ist nicht Deutsch).

Mit wenigen Ausnahmen wurden hier Angaben genannt.

- Was gefällt Ihnen ganz besonders an diesem Auto?

Schön / schnell / bequem / cool / modern / Stereoanlage / Automatik, usw.

Etliche Lerner verstanden das Wort „gefällt“ nicht. Es wurden Noten vergeben, wenn die Angaben sinngemäß den Erwartungen entsprachen, z.B. besonders schnell / moderne oder bequeme Sitze (nicht Stühle), dunkle Fenster usw.

- Was haben Sie als erstes mit dem Auto gemacht?

Wohin gefahren? / Jemanden besucht / gewaschen / geputzt

Viele Lerner haben allgemein geantwortet, was sie mit dem Auto gemacht haben, haben jedoch die genaue Frage „als erstes“ / also „zuerst“ nicht erfasst.

Antwortmöglichkeiten waren gezielte Fahrten, wobei die Lerner Fahrten zu den Großeltern oder zum Einkaufen erwähnten. Manche haben das „Auto gewaschen“ oder „Fotos gemacht“, im Auto Musik gehört.

- Wie wird das neue Auto ihr Leben / das Leben ihrer Familie verändern?

Nicht mehr laufen / keine Taxis / Eltern zur Arbeit / potentieller Urlaub usw.

Nur wenige Lerner haben diese Frage korrekt beantwortet. Einige Lerner haben diese Angabe ausgelassen, andere haben sie falsch erfasst und das Nomen „Leben“ mit dem Verb „leben“ verwechselt. Antworten wie „Das Auto lebt in der Garage.“, wurden bei der Notenvergabe für den Inhalt nicht berücksichtigt.

Wenige Lerner haben sich auf das Wort „verändert“ konzentriert und haben beispielsweise geschrieben: „Der Vater hat die Farbe vom Auto von rot auf schwarz verändert.“, was auch nicht als korrekte Antwort gewertet werden konnte.

Gewertete Angaben waren, z.B.: Wir müssen nicht mehr laufen. / Wir fahren mit dem Auto zur Arbeit / zur Schule/ auch potentieller Urlaub: Wir können damit nach ... reisen / in den Urlaub fahren oder andere Angaben, die logisch nachvollziehbar waren.

Ein wiederholter Grammatikfehler war „wir haben gefahren“ statt „wir sind gefahren“. Auch wurde das Wort „fahren“ falsch mit „gehen“ ersetzt: „Wir sind mit dem Auto nach dem Einkaufszentrum gegangen / gegeht.“, statt „Wir sind mit dem Auto zum Einkaufszentrum gefahren.“.

Part 2

Three topics were given and only one topic was to be chosen by the candidate. The word limit was to be adhered to, i.e., 130 – 140 words. Only one candidate exceeded that word limit, but many candidates did not attempt this task. With only a short piece of writing, the language marks were considered in relation to the percentage of information given. If the content was totally irrelevant, no marks were awarded for language.

Language marks positively acknowledged in those cases where candidates included correctly:

subordinate clauses, reported speech, time clauses etc.;

subject and finite verbs;

verbs in the correct tense as per instructions;

structures and the correct usage of conjunctions;

objects, prepositions and declinations;

negatives, adjectives and expressions.

Addressee and Sender are requirements of a proper letter or e-Mail.

It was evident that many candidates did not read the instructions carefully to adjust their piece of writing to the expected task. In each topic, 5 bullet points guided the information and the candidate was expected to write two to four pieces of information to each bullet point to add up to the full 15 marks that could be awarded for content.

It is of utmost importance that the candidate identifies, which tense is requested, by each bullet point to obtain the best possible marks for language usage. Meaning: Präsens, Perfekt or Futur

COMMENTS ON INDIVIDUAL QUESTIONS

Topic (a) Sie sind Schulleiter / Schulleiterin. Vor dem Anfang des neuen Schuljahres schreiben Sie einen Brief an die Schüler / Schülerinnen der 8. Klasse.

Diese Aufgabe wurde am meisten gewählt, aber sehr viele Lerner schrieben keinen Brief an Schüler / Schülerinnen der 8. Klasse. Viele haben nicht erfasst, dass sie die Rolle des Schulleiters / der Schulleiterin einnehmen sollten.

Bei der Begrüßung muss sofort darauf geachtet werden, dass die neuen Schüler / Schülerinnender 8. Klasse vom Schulleiter / von der Schulleiterin angesprochen werden und dass dieses im Format einer Briefanrede erfolgt.

Die Schüler, die die Schlüsselwörter korrekt einsetzen konnten, haben gute Arbeiten geleistet und konnten allgemein auch gut in der Sprache benotet werden.

Unter besondere Eigenschaften der Schule wurden u.a. die Sport- und Kulturmöglichkeiten oder besondere Fächer genannt. Auch besondere Errungenschaften wie die besten akademischen Ergebnisse, hilfsbereite und freundliche Lehrer, waren akzeptabel. „Viele Dinge“ in der Schule sind nicht aussagekräftig und konnten nicht gewertet werden, z.B. in dem Satz: „Wir machen viele Dinge bei der Schule (- oder bei der Klassenfahrt).“

Bei den Schulregeln bezogen sich die Schüler hauptsächlich auf Handy-, Sprech- oder Essverbote in den Klassen. Außerdem wurde oft die geforderte Schultracht oder manchmal Respekt und Disziplin genannt. Die Begründungen zu den Regeln waren allgemein sehr kurz gehalten und hätten genauer umschrieben werden können.

Mit dem Begriff „Klassenfahrt“ wussten nur wenige Lerner etwas anzufangen und die Informationen dazu fielen sehr dürftig aus. Es wurden u.a. Zielorte genannt, aber weitere Informationen zu Erlebnissen (Tiere gesehen / Sehenswürdigkeiten), Aktivitäten bei der Klassenfahrt (Spiele gespielt, Zusammenarbeit erlernt) wurden nur selten hinzugefügt.

Auch die Ideen zu der Zukunft der Schule wurden nur oberflächlich genannt. Bei den vereinzelt Antworten wurden genannt: mehr Klassenzimmer anbauen, ein Schwimmbad bauen, eine bessere Bibliothek und bessere Computer.

Topic (b) Sie hatten letzte Woche ein großes Problem mit ihren neuen Nachbarn. Schreiben Sie eine E-Mail an ihre Schwester. Sie wissen, dass Sie mit Ihrer Schwester offen sprechen können.

Auch hier war es wichtig, für das geforderte E-Mail den Adressaten anzusprechen, nämlich „Liebe Schwester“, und entsprechend das E-Mail mit einem entsprechenden Gruß oder Schluss zu versehen: „Herzliche Grüße“ (oder ähnlich) ... , „Dein/e Peter / Susi“ (oder ähnlich).

Nur wenige Lerner haben nach der Anrede eine entsprechende Einleitung für den Text geschrieben, z.B. „Gestern hatte ich große Probleme mit meinen neuen Nachbarn“.

Mit dem Begriff „offen sprechen“ konnte kein Lerner etwas anfangen.

Viele Lerner wussten nicht, was Nachbarn sind und verfehlten somit das Thema.

Der Nachbar wurde kaum beschrieben: groß / blond / launisch / fett / ein Mann / eine Frau / hässlich / alt usw.

Als allgemeiner Konfliktauslöser wurde dabei laute Musik oder laute Partys genannt. Viele ergänzten hierbei, warum es sie störte, nämlich dass sie genug Ruhe zum Studieren / genug Schlaf für die Arbeit bräuchten.

Die Reaktion war ebenfalls oberflächlich. Meistens waren die beteiligten Personen böse / unfreundlich / oder sie taten nichts.

Die Konfliktlösung wurde nur selten ausführlich angesprochen. Allgemein wurde die Polizei als Hilfe geholt. „Police“ konnte nicht gewertet werden.

Anschließend kam es bei den meisten Texten zur Versöhnung mit einer angenehmen Zukunft oder einem friedlichen Zusammenleben.

Topic (c) Gestern Nachmittag beim Sporttraining hatte ich einen Unfall. Plötzlich...

Nur wenigen Lernern gelang es nahtlos mit dem Wort „Plötzlich“ weiterzuschreiben. Diejenigen, die den Unfall auf sich selbst bezogen, wie verlangt, schrieben eine erfolgreiche Arbeit. Einige Lerner wussten mit dem Wort „Unfall“ nichts anzufangen und verknüpften den Begriff damit, dass sie umgefallen seien. Nur die Informationen, die wirklich mit einem persönlichen Unfall zu tun hatten, konnten gewertet werden.

Wann und wo der Unfall stattgefunden hatte, wurde meistens nur kurz erwähnt. Der Unfall selbst wurde meistens nur oberflächlich beschrieben, aber manchen gelang es genau zu beschreiben, wie es zu dem Unfall kam: falsch gesprungen/ umgerannt / gefallen und verletzt. Die Angaben über die Verletzungen waren durch Mangel an Wortschatz ebenfalls nur oberflächlich: Arm - / Beinbruch, Kopfverletzung.

Der Bulletpoint, der sich erfragte, wer geholfen habe, wurde teils ausführlicher beantwortet, teils mit den Angaben „er hat mir Wasser gegeben“ beendet.

Auch die Angaben zu „Wie hat die Familie reagiert?“, wurde größtenteils nur mit wenigen Angaben wie Angst / böse / schockiert / haben den Sport verboten , usw. beantwortet ohne ausführlicher zu berichten.

Der letzte Bulletpoint zu der Zukunft nach dem Unfall brachte bei einigen Lernern mehr Angaben. Hierbei schlossen die Antworten Bettruhe / Erholung zu Hause statt zur Schule zu gehen / Medikamentenversorgung / Besuch im Krankenhaus, usw. ein.

Allgemeine Unterrichtsvorschläge an die DaF- Lehrer:

- Nochmals ist es extrem wichtig, den Lernern die Unterschiede im Gebrauch von „haben“ und „sein“ in der Perfektform beizubringen, damit sie bessere Ergebnisse erzielen.
- Die Modalverben „dürfen – können – müssen – sollen – wollen“ sollten in ihrer Bedeutung und im Gebrauch genauer erarbeitet werden. Es ist ein starker Bedeutungsunterschied, wenn die Lerner als Schulregel schreiben: „Die Schüler müssen nicht ihr Handy mitbringen.“, statt „Die Schüler dürfen nicht ihr Handy mitbringen.“
- Doppelte Verneinung gibt es nur in der afrikaans Sprache, nicht in Deutsch.
- Der Umlaut kann nicht wahlweise bei irgendwelchen Wörtern mit a, o oder u eingesetzt werden. Es gibt keinen Fußball oder eine Schüle.
- Nomen und Satzanfänge werden in Deutsch immer groß geschrieben.
- Damit Verwechslungen vermieden werden, sollten die Bedeutungsunterschiede von den folgenden Wörtern im Unterricht wiederholt vermittelt werden: dürfen und müssen, wenn und als, weil und von, für und vor, auf und aus, wir und uns.
- Bei dem Aufsatzaufgaben ist es von Vorteil, wenn man den Wortschatz verwendet, den man kennt, z.B. das Auto hat große Fenster, helle Lampen, grüne Farbe. Es ist unnötig, Inhaltspunkte zu verlieren weil man statt Reifen „wielen, tyres, wiels“, statt Felgen „rims , riems“ schreibt. Auch ist es einfacher, den Fußballtrainer zu nennen, statt den Fußballcoach, mit der „Couch“ zu verwechseln.
- Es werden keine Wörter aus einer fremden Sprache akzeptiert. Bei fehlendem Wortschatz im Aufsatz kann der Lerner in Ausnahmefällen das Wort mit Redezeichen versehen, z. B. „focus“, wenn man sich an das Wort beachten oder fokussieren nicht erinnern kann. Dadurch bleibt der Schreibfluss erhalten, auch wenn das Wort nicht akzeptiert wird.
- Auch im 11. Schuljahr sollte die Interpunktion wiederholt werden und auch der Satzbau im Deutschen.

- Wie auch in Englisch oder Afrikaans sollte in Deutsch als Fremdsprache nochmal betont werden, dass sich der Aufbau eines Textes gleicht: Kurze Einleitung, die Themenpunkte als Inhalt und der Schluss.
- Dir vorgegebene Anzahl Wörter muss beachtet werden, denn der Sprachgebrauch wird entsprechend prozentual gewertet. Bei zu langen Texten wird der Rest nicht beachtet. Bei zu kurzen Texten werden die noch möglichen Sprachpunkte heruntergerechnet: $\frac{1}{2}$ Text = $\frac{1}{2}$ an noch möglichen Sprachpunkten.
- Eine kurze Planung ist extrem wichtig.

GENERAL TEACHING SUGGESTIONS TO THE TEACHERS OF GERMAN AS A FOREIGN LANGUAGE

- Once more it is most important to teach the learners the different uses of “to have” and “to be” (haben und sein) in the perfect tense to allow them to achieve better results.
- The modal verbs “to be allowed to – to can – to must – to should – to want to” should be addressed in their respective meanings and uses. There is a huge difference when the learners write for school rules, “The learners must not bring their cell phones to school” instead of “The learners are not allowed to bring their cell phones to school.”
- The double use of writing something in the negative form is only part of the Afrikaans language, not part of German usage.
- You cannot use the “Umlaut” ä, ö, ü randomly for German words where a, o, u is required. There is no such word as “Füßball” (Fußball, yes = football) or “Schüle” (Schule, yes = school) in German.
- All Nouns and the beginnings of sentences are always written with capital letters in German.
- In German you write the pronoun “I” in the middle of the sentence with a small letter = “ich”.
- To avoid misconceptions, it is necessary to repeat the difference in meanings of the following words regularly in the lessons: “dürfen und müssen(to be allowed to and to must), wenn und als (if and when), weil und von (because and from), für und vor (for and before), auf und aus (on and from / out of / off), wir und uns (we and us)”.
- For the essays it is to the advantage of the learner, if he choses the vocabulary in German that he knows, e.g. “ das Auto hat großeFenster, helleLampen, grüneFarbe” (the car has big windows, shining lamps,a green colour). It is unnecesary to lose content marks when you try to adapt a name from English or Afrikaans into German, e.g. „wielen, tyres, wiels“, instead of “Reifen, „rims , riems“ instead of “Felgen”. It is also easier to use the word “Fußballtrainer” instead of mixing up the adapted words “football – coach”or “football – couch”.
- No words are accepted from a different language. When the learners struggle to remember or find a certain word in an essay, he / she can use as an exception the different word in inverted comma's, e.g. “focus” , instead of “beachten “ or “fokussieren”. As a result, the flow of the essay can continue, even though the word will not be accepted.
- Even in Grade 11 it seems to be necessary to repeat punctuation and sentence structures for German.
- As in English and Afrikaans it should be emphasized in German once more, that the structure of a text is similar: A short introduction, the bullet points as guidelines to the requested information for the content and a proper ending.
- The prescribed number of words must be adhered to, because the language marks are calculated accordingly. With too long texts the rest of the essay will not be acknowledged for its contents. With too short texts the possible language marks will be adjusted accordingly, e.g. $\frac{1}{2}$ text will only allow $\frac{1}{2}$ of language marks and these are then parallel to the marking grid.
- A short planning phase is extremely important.

FOREIGN LANGUAGE PORTUGUESE

6113
Paper 1

GENERAL COMMENTS

Some candidates did not do well in this examination. Those who managed to do well, displayed a satisfactory competence in understanding the spoken Portuguese language.

Learners should be encouraged to practise speaking Portuguese on a daily basis to improve their listening skills.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1

Exercise 1: Questions 1 – 8

Candidates were expected to select the correct picture according to short dialogues heard. Most candidates did well in this exercise. The weakest candidates struggled to answer this exercise.

Acceptable answers were:

- 1 B
- 2 D
- 3 A
- 4 C
- 5 C
- 6 B
- 7 D
- 8 C

Exercise 2: Questions 9 – 15

This task was based on various announcements in different settings. Candidates were expected to complete sentences with words or expressions heard within the context.

Most of the candidates had trouble writing what they heard; the words they wrote were incorrectly spelled though not too far from the targeted words. Spelling mistakes were tolerated as long as they sounded similar to the sound of the correct word when spoken and did not change the meaning of the targeted words.

The accepted answers were:

- 9 Agosto
- 10 200 euros/duzentos euros
- 11 Biblioteca
- 12 Apresentar
- 13 nono
- 14 abril
- 15 10h00/dez/10 horas

SECTION 2

Exercise 1: Questions 16 – 21

The task required the candidates to listen to a person talking about “my life” in Lisbon. Candidates were required to indicate if the statement is true or false by putting an X in the appropriate box. Most candidates did well in this exercise, although a few of them seemed to have guessed the answers, instead of listening attentively to give the correct answer. A few candidates also did not follow instructions to put an X in the appropriate box; instead, they wrote letter ‘V and F’ to indicate the answer.

The accepted answers were:

- 16 Verdadeiro
- 17 Falso
- 18 Falso
- 19 Verdadeiro
- 20 Falso
- 21 Verdadeiro

Exercise 2: Questions 22 – 28

This task required candidates to listen to a person talking about the benefits of playing in nature. Candidates were expected to write the correct word to replace the underlined word according to the text. Most candidates did not do well in this question. Some did not write the correct words and some did not even know if they were required to write certain words. Some copied the underlined words on the lines provided.

Accepted answers were:

- 22 direito
- 23 menos
- 24 brincadeira
- 25 lançou
- 26 brincar
- 27 ecrã
- 28 previne

Exercise 3: Questions 29 – 34

Candidates were expected to listen to a testimony about unemployed youth and then write short answers on the spaces provided. Most candidates did well in this exercise, although a few struggled to find correct answers. Most candidates struggled to specifically answer **question 33**.

Accepted answers were:

- 29 para garantir um trabalho bem pago
- 30 encontrar o trabalho
- 31 alguns tem profissões tradicionais, outros procuram profissões que não exigem diplomas.
- 32 Porque a oferta é muita
- 33 Contabilidade
- 34 Decidiu vender frutas na rua

SECTION 3

Exercise 1: Questions 35 – 40

The task required candidates to listen to a dialogue between a worker and a client in a hotel and then they were asked to select the correct option, from the three options presented according to the information given.

Most candidates did well in this exercise, but a few got it wrong and others seemed to have guessed the answers rather than understanding the content.

The accepted answers were:

- 35 B
- 36 B
- 37 C
- 38 C
- 39 A
- 40 A

Exercise 2: Questions 41 – 47

This exercise was challenging to the candidates and most could not find the correct answers. Most candidates did not do well in this exercise.

The accepted answers were:

- 41 vai ser tradutora\intérprete\estudado português
- 42 15 das\ quinze dias
- 43 porto
- 44 Tripas à moda do Porto e a francesinha
- 45 povo romanos\romanos
- 46 1986\mil novecentos e oitenta e ses
- 47 ir até as praias
Ver as paisagens de cortar a respiração
Visitar as cidades (faro e silves)

POSITIVE RECOMMENDATIONS FOR TEACHERS

Some of the learners coped well with the format and timing of the listening examination. Teachers should keep up the good work in preparing candidates for the final examination. In order to improve their performance, teachers are encouraged to practise more listening activities from a wide range of topics. Learners should be familiar with the structure and procedure of a listening comprehension exercise. Teachers should also practise with the learners the use of basic vocabulary by using flash cards, so that the learners are familiar with the basic vocabulary in Portuguese language.

Teachers must also incorporate the use of games and quizzes to improve the vocabulary as well as learn a wide range of words. Most learners had a problem with spelling the words correctly, so teachers should take note and find better ways to encourage learners to improve spelling by giving them spelling exercises regularly.

GENERAL COMMENTS

Some candidates struggled to understand and follow instructions as required. An emphasis needs to be put on understanding language, vocabulary and grammar: i.e. crossing in the correct box (pay attention to instructions). Some candidates generally did not seem to know how to attend to some of the questions. Most questions were left unanswered, both multiple-choice questions and structured questions.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1

Exercise 1: Questions 1 – 5

In this exercise, candidates were expected to indicate (with a cross) the correct option in the appropriate box. Some questions were left unattended. Most candidates seemed not to be familiar with the Portuguese vocabulary (names to items), some candidates were then unable to identify the correct answers. Specific attention needs to be paid to vocabulary and understanding instructions.

The correct answers were:

- 1** D
- 2** A
- 3** D
- 4** B
- 5** C

Exercise 2: Questions 6 – 12

In this exercise, candidates were expected to read the text and match answers in Column A to Column B. Most candidates could answer correctly, but they had written answers in all the boxes when they were asked to only correctly identify the correct 5 to the correct boxes.

The correct answers were:

- 6** D
- 7** G
- 8** -
- 9** E
- 10** F
- 11** -
- 12** A

Exercise 3: Questions 13 – 17

In this exercise, candidates were to indicate if statements are true or false by putting a cross in the appropriate box. Most candidates managed to answer correctly, however, there were still others who instead of putting a cross in the correct box, wrote V or F in the boxes. This should be discouraged. Paying attention to instructions should be encouraged.

The correct answers were:

- 13** V
- 14** F
- 15** F
- 16** V
- 17** V

SECTION 2

Exercise 1: Questions 18 – 27

In this exercise, candidates were asked to complete the blank spaces with the correct words taken from the provided answer box. Some candidates could correctly answer this exercise, however, there is a need for teachers to practise this exercise with the learners in order to prepare them well. Even though the words to be written in the blank spaces were already provided, some candidates still spelt the answers wrongly.

The correct answers were:

- 18 Aumentar
- 19 imprimem
- 20 alteram
- 21 capacidade
- 22 desemprego
- 23 profissões
- 24 pessoas
- 25 empregar
- 26 criar
- 27 precisar

Exercise 2: Questions 28 – 35

In this exercise, the candidates were expected to read the text and answer the different types of questions asked. Most candidates struggled with lifting the correct answers from the text. They wrote long answers, as they could not identify the specific part that was required to be the answers. Most candidates could not understand questions, especially in cases where they were asked to give one name (**question 32**). Some gave two names.

The correct answers were:

- 28 Porque queria conhecer e aprender a cultura dos seus avós.
- 29 Porque o pai faleceu antes ele (o Pedro) nasceu.
- 30 Porque a mãe não estava bem de saúde.
- 31 - As mulheres que levam à cabeça os produtos que vendem no Mercado.
- Osh omens que trazem o alimento do mar.
- 32 - (ilha) da Brava
- (ilha) de fogo
- 33 - (é preciso) voar para São Vicente
- depois apanhar um barco
- 34 Ensaios de capoeira
- 35 (é uma ilha) com culturas diversas e imensos encantos

When two answers are expected for a question, two lines are always provided; candidates are expected to answer each on a separate line to score 2 marks.

SECTION 3

Exercise 1: Questions 36 – 40

In this exercise, the candidates were expected to read the text and answer by putting a cross in the appropriate box. Candidates are alerted that there are two true affirmations/statements and three false ones and an example is given. It was also expected of the candidates to provide a correct justification only for the statements which they find False. They are not allowed to use the word 'não' in their explanations.

Some candidates did not answer questions in this exercise. Some only crossed in the appropriate box but did not explain the answers which they indicated as 'False'. It is evident that candidates were not well prepared for this exercise

and, thus, more practice needs to be done with regard to this task.

The correct answers were:

- 36 Verdadeiro
- 37 Falso
- Nem sempre para o melhor.
- 38 Falso
- Os transportes terrestres continuam a ser importantes/ a ter grande influência.
- 39 Verdadeiro
- 40 Falso
- Os países europeus foram os primeiros a desenvolver o Sistema modern de estradas.

Exercise 2: Questions 41 – 47

In this exercise, candidates were expected to read the text and respond to different questions asked. Most candidates displayed difficulties with lifting correct answers from the text. They were required to write brief and specific responses, but some wrote very long answers lifted wrongly, protruding through the provided line.

Teachers should please train the learners to respond to this kind of exercise and how to identify the answers from the given passage. Responses in this exercise also showed a lack of Portuguese vocabulary, as some candidates could not write the answers in the third person (Ele/ela). Most answers contained first person answers exactly as they appeared in the text. Attention should be paid to vocabulary and language usage to assist candidates in answering structured questions.

For question 47, some candidates wrote a justification without indicating **Yes** or **No** first and only then justifying afterwards. No mark was scored in this case. There was 1 mark only for both 'Não' and the justification.

The correct answers were:

- 41 Um som/ ouviu um som/ por causa de um som.
- 42 Uma luz luminous o (seu) quarto.
- 43 Escondeu-se/correu para de baxo da cama/ tirou os cobertores da cama.
- 44 Para ver o que acontecia
- 45 Menos medo
- 46 O sol estava claro.
- 47 Não (estava a sonhar/um sonho), Porque o sue quintal estava cheio de ramos de árvores/ a tempestade deixou sinais.

POSITIVE RECOMMENDATIONS FOR TEACHERS

It was so good to see that no candidate used pencil to answer any of the questions which might have led to being penalised. Teachers should continue to uplift and motivate learners to do their best to avoid silly mistakes.

Teachers are also advised to plan well in advance and prepare learners well for different sections as well as exercises in this question paper. Practice makes perfect. Previous question papers and specimen papers can be utilised in this regard.

This specific examination was written for the first time only this academic year (2022). Teachers have proved to have done their best in most aspects of the paper and are encouraged to keep up the good work by improving where they have encountered obstacles and where their learners struggled to perform well.

GENERAL COMMENTS

- Warm up sessions are a prerequisite. Some teachers ignored the warm-up section.
- Some teachers forgot to save samples on the USBs, thus created inconvenience during the external moderation process.
- Teachers should please read the 'Examiner's Notes' to familiarise themselves with administering the Speaking Test correctly.
- A noise-free background while conducting the speaking test needs to be created. There were some recordings with background disturbances.
- Some teachers did not make a clear distinction between the different tasks in the speaking test. Please let the candidates know they are moving on to the next task.
- Time per task needs to be strictly paid attention to. Some recordings did not meet this requirement.
- Teachers should please ensure that candidates are well prepared for the Speaking Test.
- Conducting the interviews in a language other than Portuguese is strictly prohibited.
- Teachers should not permit long periods of silence, but carry on the conversations with the candidates.

2. COMMENTS ON INDIVIDUAL QUESTIONS

Task 1: Role Play Cards A and B

Please indicate to the candidates when they have finished with Role Play A and that they are moving to Role Play B.

The Role Plays should flow in the sequence that they are placed/written on the cards. Most teachers asked questions not related to what the Role play card required.

Ensure that candidates are well prepared for the task.

Teachers should please allocate marks to candidates as prescribed by the marking grid in the Examiner's Notes. Some marks were not awarded accordingly.

Task 2: Topic Presentation/Conversation

Candidates are prohibited from beginning any presentation on any topic with '**My**', let them rather focus on other topic areas prescribed in the syllabus. This instruction is clarified in the Examiner's Notes.

Reading presentations should be avoided.

Teachers should ask questions relating to the specific presentations of candidates.

Long periods of silence and monologues should be avoided.

Time on task should be adhered to.

Task 3: General Conversation

Let candidates speak about other issues and not about what they have already focused on in Task 2.

Teachers should please refer to Examiner's Notes regarding this task.

IMPRESSION

Teachers should please adhere to the marking grid in the Examiner's Notes when awarding marks. Award marks according to the grid provided.

POSITIVE RECOMMENDATIONS TO TEACHERS

Always keep a positive attitude during the Speaking Test, as candidates need motivation to do well.

Read the Examiner's Notes well in advance and prepare well before the test. Avoid making unnecessary mistakes during administration of the test.

GENERAL COMMENTS

Most candidates have demonstrated the ability to think creatively and wrote detailed information, opinions and explanations. Hence, their performance was satisfactory.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION 1, Exercise 1

This was a compulsory question which all candidates had to complete. Candidates were expected to list 5 items found in the classroom. They were given pictures that are relevant within the scenario specified, to guide them. Most of the candidates understood the question, however, the following issues are of a great concern:

1. The spelling of words which resulted in a completely different meaning of the word.
2. The placement of accents on the words.

Possible answers:

- Mapa
- Livro
- Tesoura
- Calculadora
- Règua
- Caneta
- Mesa
- Cadeira
- Mochila
- Lâpis
- Quadro
- Giz
- Janela
- Porta

ANYTHING That is typically found in the classroom.

SECTION 1, Exercise 2

This was a compulsory short essay.

All the candidates were expected to write a short message to a friend about a visit that they had recently paid to the ZOO with their family.

The majority of candidates managed to write the essay successfully. However, some candidates lack knowledge and good understanding about what is found in the ZOO. A common word such as SAFARI could have been used.

Furthermore, some candidates demonstrated very limited vocabulary and grammatical awareness. For example: some candidates preferred to write about domestic animals instead of wild animals. For example: "*No jardim Zoológico tem muitos animais como; Gato, Cão, cabrito*" instead of *Girafas, elefante, Leão* because they do not know how to spell the wild animals in Portuguese.

It was also clear that candidates were taught to develop many ideas on the given prompts, however, most of them lack the ability to plan and organize their ideas in different paragraphs, that resulted in essays with many ideas but without sufficient development.

SECTION 2, Exercise 3

Candidates had to choose one out of the three Questions from this section: A, B or C.

A

The candidates were given a choice to narrate an article and describe their experiences they had on the day they visited an old age home, together with their teacher and classmates. Few candidates attempted this question with varied success. They described the day with a good sense of style as well as idiom and gave detailed information. However, on the last prompt given, “what will you do in the future to make the lives of the elderly people better?” most of the candidates could not use the future tense of the verbs accurately, which resulted in poor marks.

B

“You were invited last Sunday to your cousin’s birthday party but your cousin could not make it to his party. Write your friend an email, to describe what really happened.

This question was successfully attempted by the majority of the candidates. Most of the candidates covered the prompts given, however, the third prompt was a concern as many of them found it difficult to describe the reaction of the guests at the party. However, some essays were focused and wholly relevant. Some of the candidates could not use the past and the future tense of the verbs accurately. Hence, the second last prompt was poorly executed.

C

Write a story that starts with **“The day I lost our house key”**

Some candidates opted to write a story and successfully gave detailed information, reactions and an explanation in this story.

However, some major concerns were identified:

- Some candidates had attempted this task with very limited vocabulary and grammatical awareness.
- The majority of the candidates do not know the use of possessive pronouns, for example they used; **A sua casa** instead of **A minha casa**.
- Most of the candidates do not know how to conjugate verbs in past and future tense.
- Candidates should avoid writing in other languages instead of Portuguese.
- No proper planning of ideas which led to the sentence pattern appearing clumsy.
- Overall, most of the candidates were able to conclude the essay convincingly.

POSITIVE RECOMMENDATIONS FOR TEACHERS

Teachers should keep up the good work in preparing the learners for this writing paper. Teach the learners how to plan, organise and finish writing their essays on time.

- Teachers are urged to teach all the tenses (Present, Past and Future) in order to improve the learner’s performance.
- Teachers should encourage learners to read, watch television (where possible) and speak Portuguese, which will expand their knowledge.
- Encourage the learners to use idioms instead of slang in their written work.
- Discourage learners from writing in other languages.
- Teachers should introduce spelling quizzes in the classroom, as they will improve learners’ vocabulary.
- Teachers are urged to teach the correct paragraphing techniques, as essays need to be correctly structured, with one main idea per paragraph. Well and effective introductions and conclusions are equally important. In short, learners should be taught to do proper planning.

GEOGRAPHY

6137
Paper 1

GENERAL COMMENTS

- 1 Compared to the previous year the candidates performed better.
- 2 Teachers are more familiar with the curriculum than they were last year.
- 3 The average candidates could comprehend the questions better, therefore, the learners could cope on average.
- 4 Most learners could not interpret geographical information from pictures, diagrams and rather gave vague statements/ reasoning.
- 5 Limited knowledge and understanding on how weather instruments operate and the siting thereof.
- 6 Many candidates omitted to give specific examples as requested. Thus, it is evident that case studies are not conducted/neglected at schools.
- 7 Many candidates lack interpretation of command words and, therefore, could not answer as well as expected.

COMMENTS ON SPECIFIC QUESTIONS

- 1 (a) (i) Answered fairly well. Most candidates were not able to analyze the weather data correctly. These candidates who were able to calculate the annual range of temperature correctly omitted to indicate the unit, hence they were not able to score a mark.

What is the annual range of temperature at area A?

Answer

22 °C

Unit is a must (no unit, no mark)

[1]

- (ii) Most candidates were able to score 1 out of 2 marks. Candidates showed limited knowledge to be able to interpret weather data and to link it to climatic regions.

Which area, A, B or C, is most likely to be

Answer

Tropical desert? **A**

Tropical rainforest? **B**

[2]

- (iii) The majority of the candidates were only able to obtain 1 or 2 marks, out of the possible 4 marks. Limited knowledge with understanding was displayed as many candidates were able to account for the climatic factors influencing the amount of precipitation in tropical deserts, vague answers/ statements e.g. high pressure system contrasted to low pressure systems.

Explain how the amount of rainfall in a tropical desert is influenced by wind direction and atmospheric pressure.

Answer

Give negative and positive
Ideas such as:

Wind direction

Trade winds/wind blows from SE/NE across large areas of land leading to no or little rainfall
Offshore winds/blows from a desert to the ocean which may lead to fog as warm air blowing over the ocean causes evaporation fog which is little rainfall, so it does not pick up any moisture/or it has lost its moisture
Wind from ocean is dry so no rain, but may result in fog
Wind from the land results in fog

Atmospheric pressure

During winter, atmospheric pressure is high, as air is descending, so no cooling, no condensation leading to no rainfall
During summer, atmospheric pressure is low, air is ascending, if water vapour present, cooling and condensation takes place, rainfall may take place

No transfer of ideas from wind direction and atmospheric pressure. Res 3 marks for either wind direction or atmospheric pressure plus Res 1 mark for other idea.

Awarding of marks

1 mark- description of the wind direction, where the wind blows from
1 mark- explanation of how this influences rainfall to be high, moderate or low
1 mark- description of atmospheric pressure of it being high or low
1 mark- explanation of how the high or low atmospheric pressure influences rainfall to be high or low

- (iv) Many candidates could obtain an average mark of 2 marks out of possible 4 marks. Some candidates interpreted the question incorrectly by only describing or explaining the climatic conditions of tropical rainforest near the equator. For example, referring to the overhead position of the sun increasing temperature and higher rainfall received at the equator.

Explain why many tropical deserts are located in areas close to 23° north and south of the Equator.

Answer

Ideas such as:
Air rises at Equator
Air spreads north/south from Equator
Air gets cooler/descending air at tropics
Warming air/no condensation of any moisture available in air
Low/Little/Less rainfall
High pressure
On west coasts of continents – cold ocean currents, no evaporation takes place, results in no rain
On windward side of mountain ranges, most deserts lie on the rain shadow side of mountains
Dry trade winds/east wind belts
Winds blow across large areas of land

Awarding of marks

2 marks - if only a relevant description is given without explanation for the formation of deserts
2 marks - if the relevant description is explained correctly of why tropical deserts are found in those areas [4]

- (b) (i) Most candidate were able to score above the average marks, by obtaining 2 out of 3 marks out of the possible 4 marks. The candidates showed an inability to describe geographical information requested from the photograph. Some candidates rather explained the vegetation growth for the tropical desert vegetation and existing weather conditions. The candidates expressed themselves wrongly, e.g. “vegetation is far apart from each other”, instead of scattered vegetation or less vegetation.

Describe four features of the area of tropical desert shown in Photograph A.

Answer

Ignore numbering
Features such as (must be evident from photographic evidence)
Scattered/sparse/not much vegetation/ few plants/few trees
Shrubs/bushes/short or small trees
Thorn bushes/thin leaves/narrow leaves/ small leaves
Large areas of rock/rock outcrops/red rocks/many rocks/ bare rocks/ rocky areas of loose/broken rock/ stones/bits of rock/weathered rocks
Steep slopes

Lower lying with undulating area/uneven terrain
Small/dry river channels
Few grass/patches of grass/short grass

[4]

- (ii) Most candidates were to score 3 - 4 marks out of the possible 5 marks. Common mistakes made by some candidates, were to give descriptive answers, e.g. small leaves/ thorns without accounting for the adaptation features of the tropical desert vegetation. Some candidates also made reference to the adaptation features of savannah vegetation, e.g. lose leaves during summer. Some refer to the animals of the desert.

Explain how the natural vegetation of tropical desert areas can survive in the hot, dry climate.

Answer

Ideas such as:

Seeds/plants remain dormant during long dry spells
And have a short life cycle to grow quickly after rain (dev)
Narrow/spiky/thorny leaves/thin/ small leaves
To reduce rates of (evapo)transpiration (dev)
To stop predators taking water (dev)
Long/tap roots
To reach aquifer/water underground (dev)
Wide spreading roots/fibrous roots
Search for surface water (dev)
Some plants/cacti store water
In order to survive long periods of drought (dev)
Thick, waxy surface/leaves
To reduce transpiration (dev)
Widespread/sparse vegetation
To reduce competition for water (dev)
Very short blooming periods (after rain)
Plants close stomata during the day
To reduce transpiration (dev)
E.g. the welwitschia

Development point needs to link to the adaptation. No mark for plant names except the welwitschia.

Awarding of marks

Only correct descriptions given- award maximum of 3 marks

Correct descriptions with explanations- 5 marks

NB - credit relevant adaptations to the hot desert climate

- (c) Few candidates were able to score above average of 3 to 4 marks. Many candidates were not able to indicate an area of tropical rainforest correctly. Hence general effects of deforestation were given as answers, e.g. soil erosion, global warming. Many of the candidates were, therefore, not able to make reference to the impacts of a specific environment by humans and the ability to provide explanations for it.

For a named area of tropical rainforest you have studied, describe the impacts of large scale deforestation on the local and global natural environment.

Answer

Uses named example.

No mark for example

Ideas such as:

It destroys animals/vegetation/plants
Threatens species with extinction/disrupt
Impacts on food chain
Loss of habitat/destroy
Reduces interception
Increases run off/causes floods/flooding
Sedimentation of rivers
Carbon dioxide build up
Global warming (enhance)
Rise in sea level
Coastal flooding

Not: loss

Soil is washed away/soil erosion
Reduced soil fertility
Reduced humidity
Reduced transpiration/evaporation or increased transpiration/evaporation
Less infiltration/less groundwater storage
Reduced rainfall

Maximum 3 marks without named example

Relevant accurate descriptions, which describe impacts of large scale deforestation on the local and global natural environment, including some place specific reference should be credited that do not appear.

Place specific reference is likely to consist of:

Location details

Named species and locations within rainforest. Other relevant locations Etc.

Reference to local and global environments must be made for full marks.

[5]

- 2 (a) (i) Limited knowledge shown by many candidates, by referring to the instrument as minimum and maximum thermometer.

Identify the weather instrument shown in Fig. 2.

Answer

Wet and dry bulb thermometer/hygrometer

[1]

- (ii) Many candidates lacked the potential applications to work out the relative humidity as a percentage from the resource shown in figure 2. Many of the candidates rather described the operation features of the weather instrument, e.g. mercury that gives a lower reading at the wet bulb thermometer.

Explain how the weather instrument shown in Fig. 2 is used to work out relative humidity.

Answer

Ideas such as

Reading of wet and dry bulb temperature/read both temperatures

Use relative humidity table/chart/hygrometric table

Work out depression of wet bulb/subtract wet bulb from dry bulb

(28-25)/work out difference between the two (3)

Read off figure at intersection of dry bulb and wet bulb depression figures

(where 28 and 3 intersect)/must convey how they would use the table

Answer is given as a percentage

Awarding of marks

1 mark - explaining how reading is done from the wet and dry bulb thermometer

1 mark - explain how wet bulb depression is worked out

1 mark - mentioning how to read the hygrometric table using the data

[2]

- (iii) Many candidates were able to score 2 out of 3 possible marks. Although some candidates were only able to describe the features of the Stevenson's screen, e.g. painted white or the door opened to the south, without explaining the reasons for the features.

Explain why the weather instrument shown in Fig. 2 is kept in the Stevenson Screen.

Answer

Ideas such as

Reflect sun's rays/so they are not heated by the sun/to avoid direct sunlight

So that air flows gently around them/they are not affected by the wind

So they measure condition of air not ground/avoid ground temperature. So they are a standard height above ground/can be used to compare with other location

So they are not affected by concrete

To avoid tampering/to provide security for equipment (by humans or animals)

To measure shaded temperature

Awarding of marks

Only a descriptions without explanations - maximum of 1 mark e.g. to reflect sun rays, so they measure the condition of the air

Description and explanation - 2 marks. E.g. to reflect the sun's rays so they are not heated directly by the sun in order to give accurate reading. So they measure the condition of the air as the ground is very warm and will give inaccurate results. [3]

- (iv) Fairly well answered. Most candidates were able to score 2 out of 4 possible marks. The candidates were mostly able to name the instruments correctly without stating the weather elements they measure. Some candidates indicated the units of measurements instead of the correct weather characteristic/element.

Name two other instruments which are kept in a Stevenson Screen and for each one state the weather characteristic it measures.

Answer

Two marks for instruments and two for weather characteristics they measure:

Maximum and minimum thermometer/six's thermometer = highest and lowest daily temperatures/measure maximum and minimum **daily** temperatures

Barometer/Barograph = atmospheric/air pressure (not just pressure)

[4]

- (b) (i) Most candidates were able to score 2 out of 3 marks for interpreting the landscape correctly. Some candidates described certain weathering processes, e.g. exfoliation/biological/chemical weathering that might have caused the appearance of the landscape.

Describe the appearance of the landscape shown in Photograph B. Features should be evident from photographic evidence though some observations may be by implication

Answer

Ideas such as

(bare) rock surfaces/outcrop/rocky

Big/large boulders/rocks

Rocks with joints/cracks

Lichens growing on rocks/moss/fungi

Vertical/steep slopes

Different levels/steps

Edges quite sharp/rock shape is angular/irregular

Some smaller rocks/scree at base/in the middle

Rocks broken down into smaller pieces/weathered

[3]

- (ii) Most candidates were able to obtain 2 – 3 marks out of the possible 5 marks. Many candidates were not able to describe the processes of freeze-thaw action in sequence/descriptive order. The candidates made reference to the breaking up of rocks without mentioning the cracks/joints that are existing in the rock. Therefore, the process was rather described as exfoliation, whereby the rock expands and contracts causing layers of the rock to break off.

Common mistakes:

- Water melts
- Water enter the rock
- Temperature high/low
- At night water melts

Freeze-thaw is one process of weathering operating in the area shown in the photograph. Describe how this process occurs. You may use a labelled diagram in your answer.

Answer

Candidates should describe the process of freeze-thaw weathering. Credit written answers or information included as part of labelled diagrams (do no double credit here).

Ideas such as:

Rain/water collects in cracks/joints

Temperature falls/cool down/decreases

Thus water freezes/ice forms

Expands (dev)

Stress on cracks/joints

Joints opened (dev)/therefore pressure on rock

Melting

More water enters the joints/repetition/over time/water goes deeper into cracks Angular pieces (scree)

eventually breaking off

Diagram must be labelled or link to answer.

Awarding of marks

1 mark - description of water entering cracks

1 mark - description of the temperature falling and rising

1 mark - description of water expanding upon freezing and contracting upon melting

1 mark - description of stress on cracks or joints and opening up of them 1 mark- description of this process repeating itself causing smaller pieces of rocks to break off. [5]

- (iii) Most candidates answered the question poorly, as they described the features vaguely by stating the rock is hard or the chemicals in the rock. Some candidates rather described the climatic factors influencing weathering, types of wearing (biological and chemical).

Describe two rock features which influence the rate of weathering.

Answer

Answer must describe the following ideas: Ideas such as

Hardness/Resistance of rocks – softer rocks are more easily weathered away than harder rocks

Composition (mineral composition of the rock) – rocks composed of different types of rocks get broken down faster/ limestone which is less resistant will get broken down faster than dolerite.

Size of grains – smaller grains get weathered faster than larger grains.

Jointing and other weaknesses/cracks in rocks- rocks with lines of weaknesses get broken down faster than rocks that do not have joints of weaknesses

Permeability of rocks- less permeable rocks are broken down more slowly than permeable rocks.

Colour – darker coloured rocks are weathered away faster than lighter coloured rocks. [2]

- (c) Most candidates were not able to obtain a full mark allocation of 5 marks, as the candidates were not able to give a correct example of a river feature by name. Many candidates were able to score 2 – 3 marks by describing the opportunities correctly. Some candidates only made statements such as fish, water availability, or tourism without descriptive answer on how these factors could benefit the communities/ humans in the located area.

**Choose a named example of one of the following
a fast-flowing river,
a flood plain.**

Describe five ways in which your chosen type of natural environment can provide opportunities for the people who live there.

Answer

Must include place specific information

Uses named examples e.g. Ruacana waterfall on Kunene River

No mark for example

Scenic beauty e.g. waterfall attracts visitors to the area

Used by (local) people for recreation

Tourist industry provides (specified) employment

HEP

Services link to the industry and other infrastructure/water available for industries

Multiplier effect (if other areas are mentioned)

Use of river water for farming areas/irrigation

Fishing – food source

Fertile soil for agriculture

Gentle slope for easy construction/building/settlements/roads/railway lines

Availability of water for domestic/drinking/cleaning/washing

Communication by river/transport by river

Maximum 3 marks without example

Relevant accurate descriptions including some place specific reference that do not appear, but are correct should be credited. [5]

SECTION B

- 3 (a) (i) Well answered, as candidates were able to earn 1 out of 1.

What was the total number of international tourists in 2018?

Answer

1.4 billion

[1]

- (ii) Not well answered,

Candidates lost many points due to limitations in terms of comparison skills and graph reading or interpretations. The question requires a comparison between Europe, Africa and Asia for 1950 and 2018, and data to be given as evidence to prove what is said.

For example, in 1950 Europe received most (comparative term) tourist arrivals of 25 – 35 million. All three countries had low tourist arrivals in 1950. In 2018, Europe increased to more than 600 mil. (It should be 650 – 750mil - a skill to read the graph). Africa's tourism increased to 1.4 billion (learners were not able to read the graph- should be 45 – 55 mil) in 2018.

Compare the number of tourist arrivals between Europe, Africa and Asia for 1950 and 2018.

Answer

1950

Europe had the largest number of tourists in 1950 about (25-35 million)

Africa had none (0)/ Africa starts from 1970 (1968-1972)

Asia had the second largest number of tourist about (8-12 million)/ Asia had fewer number of tourist than Europe

2018

Europe has largest increase (in number of tourists)

Europe still the highest number in 2018 about 700 million (650-750 million)

Asia second largest increase (in numbers of tourists)

Asia has the second highest number of tourists about (325-350 millions)

Africa smallest increase (in numbers of tourists)

African has the lowest number of tourist about 50 million (45-55 million)

All increases

Awarding of marks

1 mark- comparison made between Europe, Africa and Asia

1 mark- comparison made between tourist arrival numbers

1 mark- comparison made between 1950 and 1980

3 marks- data used for each comparison

[6]

- (iii) Generally well answered,

The question asks for advantages for the host country and not individuals in the country.

In general, learners were able to get at least 2 out of 3 points.

Learners repeat the same answers e.g. tourism creates income for the country and tourism leads to foreign exchange.

Suggest three advantages of the tourist industry for the host country.

Answer

Ideas such as:

Growth and boost economic activities, boost wide scale industry even less infrastructure development

Country's improved brand image

Source of foreign exchange earnings/ income for the country/ contribute to GDP

Source of employment generation

Connectivity and growth to local, regional and even the remotest areas Global connectivity

Improvement in infrastructure

Cultural growth/exchange

Betterment of society /living standards

Conservation of natural resources (e.g. wildlife, plants) / heritage sites

Awarding of marks

1 mark- descriptions that have not been explain. E.g. growth and boost of economic activities. Infrastructural developments.

3 marks- descriptions that have been explained. E.g. growth and boost of economic activities as other services that will locate closer, are attracted to tourist destinations to provide services for the tourists. Infrastructural developments such as hotels and tarred roads from revenues generated from the tourism industry to cater for the large numbers of tourists coming in.

Credit relevant advantages of the tourist industry that do not appear accordingly. [3]

- (b) (i) Not well answered,
Learners failed to link income to development of infrastructure.
The command word is to explain but some learners did not understand the question.
Example, “tourists start to buy land”. Learners did not refer to different infrastructural developments to explain how tourism leads to development. Candidates described infrastructure like roads, but did not give an explanation.

Explain why the growth of tourism in an area leads to the development in its infrastructure.

Answers

Ideas such as:

It attracts foreign exchange/money brought in/more income/increases economy improves airports building/improvement of roads/area made more accessible/better transport links electricity supplies provided

Piped/running water provided/potable/clean water

Hospitals/health care improved

Education/language tuition will need to be provided

Credit relevant answers that talk about how **tourism leads** to the development of **infrastructure that do not appear here.**

Awarding of marks

1 mark- just for descriptions not explained. E.g. Building/improvement of roads/area made more accessible/better transport links

Electricity supplies provided

3 marks for descriptions that have been explained. E.g. growth and boost of economic activities as other services that will locate closer, are attracted to tourist destinations to provide services for the tourists. Infrastructural developments such as hotels and tarred roads from revenues generated from the tourism industry to cater for the large numbers of tourists coming in.

Learners can make use of examples. Credit described or explained examples that are relevant accordingly. [3]

- (ii) Not well answered
Candidates did not understand ‘human landscape’ e.g. Tourists can be attracted by being clean and neat or tourists are attracted by animals in the area, minerals in the area like iron and gold.

Explain how the human landscape can also attract tourists to an area.

Answers

Ideas such as:

Tourists are attracted by historical buildings/sites/man-made heritage sites

Which they cannot see in areas where they live (dev)

Such as castles/palaces/cathedrals/temples/monuments/statues

Museums/art galleries/derelict buildings/ghost towns

Kolmanskop (dev)

Malls/shops/craft shops

Culture/cultural buildings may attract tourists/activities

Restaurants/bars/nightclubs, etc. will be a tourist attraction

Hotels, resort complexes may be attraction

Sun City, Johannesburg (dev)

Theme parks

Harbours / (Swakopmund) jetty

Specific reference to tall/unique buildings

Credit explanations of how other human landscapes attract tourists that do not appear here.

Awarding of marks

2 marks- only descriptions given without explanations. E.g. Tourists are attracted by historical buildings/sites/man-made heritage sites

4 marks- 2 descriptions that have been explained. E.g. Tourists are attracted by historical buildings/sites/man-made heritage sites

Which they cannot see in areas where they live (dev)

[4]

- (iii) Generally well answered although learners failed to state the degree of the problem caused by international tourism.

Tourism leads to an increase in social problems and pollution.

Learners answered as if it is the tourists that cause the problems.

In addition, candidates wrote single words, e.g. criminals, pollution, unemployment and overpopulation as answers.

Suggest three problems which international tourism might cause for people in the host country.

Answers

Ideas such as

Traffic congestion

Overcrowding

Increased pollution/noise/air

Increased social problems/prostitution/drugs/crime

Conflict with local people

Traditional values decrease / loss of culture

Seasonal jobs/seasonal income

Job level friction

Environmental degradation/erosion

Loss of public access/ price hikes

Commercialization of local culture

Credit relevant problems for the host country caused by tourists according to the awarding of marks.

Awarding of marks

1 mark- descriptions of problems only. E.g. Traffic congestion, Overcrowding Increased pollution/noise/air

3 marks- descriptions that have been explained. E.g. traffic congestion caused as many tourists who come in the country use vehicles and they all normally come during summer, which causes a high volume of traffic. increased pollution - large numbers of tourists come to Namibia for leisure and increase the pollution in hotspots they stay in.

[3]

- (c) Not well answered

Learners were able to identify the area as Etosha National Park, but then described how the park caters for the tourists instead of how it protects the environment.

For example, the Etosha National Park is a beautiful place for tourists to visit. Wrong methods like: “they try to keep their trees and plants alive by watering it. They keep the animals alive by feeding them.” Even totally wrong interpretations of the question, e.g. “Rebuild places in the town where tourists go.

Name an area which you have studied where the tourist industry is important.

Describe what has been done in the area to maintain, improve or conserve the quality of the natural environment.

Answer

Uses named example: any tourist attraction

Accurate relevant descriptive statements describing what has been done to maintain, improve or conserve the quality of the environment, including some place specific reference.

Ideas such as

Restricting tourist numbers by dealing with a limited number of tourist firms. Refusing planning permission for buildings over 2 storeys within a certain distance from a certain area e.g. coast

Eco-tax established to raise money for environmental protection

Creation of Biosphere Reserves

Restricting access to sensitive areas by fencing them off

Creating marked paths

Creating National Parks

Create Nature reserves

Litter/pollution control/fines for littering
 Enforce eco-tourism in vulnerable areas
 Eco-friendly transport
 Fencing/Set-aside areas protected land for wildlife/plants
 Police control poaching
 Conservation laws/fines/punishment
 Using renewable resources/ recycling
 Guided tours/game rangers/ environmental education

Credit relevant descriptions that maintain, improve or conserve the quality of the environment that are not appearing here, but relevant to the named area.

No mark reserved for a named area, but
 No named example, max 3 marks for general descriptions

Awarding of marks

1 mark- for each different description provided there is a named area, no named area, maximum of 3 marks to be given for general ecotourism strategy. [5]

- 4 (a) Not well answered. Few learners opted for this question. Learners were not able to compare the energy use between the years before and the years after 2020 (projected).

Learners only made general remarks did and did not make use of data to prove their answer. For example, renewables increased before 2020 and increased after 2020. Petrol and other, lower than 150 (not specific) before 2020, higher than 200 (not specific) after 2020.

Using Fig. 4, compare the changes of energy use shown between the years before 2020 and the years after 2020.

Answers

All increase

Petroleum Res 1

Highest use both historic and projected
 Steeper increase in historic time (200 quadrillion) in 2020 but gentler increase in projected (220-230 quadrillion) by 2040. Generally increase

Natural gas Res 1

Generally increase
 Started slower up to 2005 with (100 quadrillion)/slower increase in historic but faster increase in projected up to (183 quadrillion). 2nd highest in 2040 but 3rd highest before 2020

Coal

Generally increase Res 1

Increases during historic from 91 quadrillion in 1990 to 100 quadrillion in 2003/steeper increase from 2003 to 2020 (162 quadrillion)
 Decrease in projected from 2020 up to 2040 (158 quadrillion) Started as 2nd highest but 3rd highest in projected (2040)

Renewable Res 1

General increase more slowly up to 2010/steeper increase from 2010 to 2020 (79 quadrillion) / very steep increase in projected to reach (129 quadrillion) by 2040
 Steepest increase of all
 Stay 4th highest

Nuclear Res 1

Slight increase in general
 Started as lowest and ended as lowest
 Increase up to 2005/slight decrease 2020/very slight increase to (37 quadrillion) 2040

Do not reward marks for a combined statement of all increase and description of individual increases.

Awarding of marks

4 marks - for the 5 comparisons of the changes of the use of energy before and after 2020 in each energy source.

3 marks - for the use of data in the 5 comparison of the changes of the use of energy before and after 2020 in each energy source. [7]

- (b) (i) Not well answered, it seems that candidates have very limited knowledge of the goals in Namibia's Energy policy. For example, "To get a high quality in energy Swakopmund and Lüderitz.

State two goals set out in Namibia's Energy Policy.

Answers

Ideas such as

Guiding the energy sector in the development of the electricity generation, transmission and distribution capacity

Enhance cost – effectiveness and efficiency in the supply of petroleum products

Facilitate the development and deployment of renewable and alternative energy

Promote security of energy supply through diversification of energy sources at cost reflective pricing

Which will promote new investment in the sector – scaling up access to energy services in rural and urban areas. Considers climate change mitigation and adaptation while advancing sustainable development of the sector

Mainstream gender and disability aspects aimed at increasing access to clean and efficient energy

Thereby reducing poverty among vulnerable groups especially women and children

Credit relevant goals set out in the Namibian energy policy not appearing

[2]

- (ii) Not well answered, most learners focused on oil and did not touch on Namibia's Energy Sector.

Answers included, "It is linked through power lines. Namibia's energy is sometimes transported from the SADC countries. Using too much contributions to global warming, too much CO₂, polluting the air, etc.

Describe how Namibia's energy sector is integrally linked to the SADC countries and global trade in oil.

Answers

Ideas such as

Namibia's domestic electricity supply

Nampower operates generation facilities in:

Ruacana Hydroelectric power station (330 mW), the Van Eck coal

Power Station (120MW), the Paratus Diesel Power Station (330 MW), the ANIXAS Diesel Power

Station (22.5MW), and the Ombuvu PV Solar Power Station (20MW) inaugurated June 2022.

Integral link to SADC

Namibia relied on ESKOM, Power purchase agreement with ESKOM which expires in 2025.

Diversified its sources of imported power over the short term by signing power purchase agreements with utilities in Botswana, Zambia, Zimbabwe and the Democratic Republic of Congo, and Mozambique.

Namibia completed the TransCaprivi Interconnector which connects Namibia directly to power grids of Zambia and Zimbabwe, making Namibia less reliant of SA.

Namibia is part of the Southern Africa Energy Program

Oil

Namibia has no refinery capacity and, therefore, imports all her refined products from the international oil market through Walvis Bay harbour as well as from South African refineries and other sources.

The National Oil Company, NAMCOR, controls the exploration activities for oil and gas upstream by way of a bidding process while international oil companies do the actual exploration.

The Namibian government through the ministry of Mines and Energy facilitates a privately run downstream oil business.

Five oil companies involved in the marketing of petroleum products in Namibia are: PUMA energy Namibia, NAMCOR, Engen Namibia, Vivo Energy Namibia, Total Energy Namibia.

Credit relevant answers that describe how Namibia's energy sector is integrally linked to the SADC countries and global trade in oil that don't appear.

Candidates should show Namibia's link to SADC Region.

Awarding of marks

3 marks - Description of internal energy production

2 marks - descriptions of where Namibia imports or exports electricity from and to.

2 marks - description of how Namibia is globally linked to international trade in oil.

[7]

- (c) Not well answered, very few could describe how renewable energy could be generated. Some learners lack knowledge about non-renewable energy, e.g. Great projects for funding to build Hydro-electricity Power Stations because they are very expensive to build.

Some areas in the world are facing a shortage of non-renewable energy. Describe how renewable energy could be generated in such areas.

Ideas such as

HEP possible in some mountainous areas/or rivers/areas of high precipitation/falling water

Wind power is possible in mountainous/offshore areas/by building wind turbines/constant/prevaling wind

Wave/tidal in coastal areas

Solar power where there is plenty of sunshine/by using solar panels in their roofs

Geothermal power in volcanic areas/by sending water down into hot rocks

Awarding of marks

2 marks - only for descriptions e.g. HEP, Wind power.

4 marks - 4 descriptions with an elaboration - e.g. HEP - uses running water to turn turbines to generate electricity. Wind power- turbines are erected that are turned by wind to generate electricity. [4]

- (d) Moderately well answered, as most learners scored marks for environmental problems but failed to describe problems for the people. Candidates limited their answers to problems for people or natural environment instead of supplying both.

The question refers to 'local' but learners gave some global problems, e.g., Global warming.

Name an area or a country which you have studied where large amounts of fuelwood are used for energy. Describe the problems this causes for local people and the natural environment.

Answer

Uses named example

Answers are likely to refer to factors such as

Local atmospheric pollution

Time take to collect wood

Health problems

Deforestation

Desertification

Soil erosion

Decrease soil fertility

Less wood for other uses e.g crafts

Changes in rainfall pattern

Increase/decrease temperature

Credit relevant problems to local people and natural environment caused by burning fuelwood that do not appear.

Accurate relevant descriptive statements describing problems of the use of fuelwood for people and natural environment, including some place specific reference.

Awarding of marks

1,2,3,4 marks - descriptions of problems on people from burning wood

4,3,2,1 marks - descriptions of problems to the natural environment from burning wood. [5]

SECTION C

QUESTION 5

- (a) (i) This question was poorly answered. The majority of candidates could not score a mark because they provided an incomplete definition of the term sparsely populated, example: few people in an area.

What is meant by a sparsely populated area?

Answer

An area where few people live in a larger area/per square kilometre/less than 50 people per square

kilometre. [1]

- (ii) (aa) Poorly answered: Most of the candidates could not score marks because candidates showed a lack of understanding of the word 'temperate'.

Name a densely populated area shown on Fig. 5

Answer

Europe/France/NE USA/Eastern
USA/Japan/England/Wales/Northern Ireland/California etc. [1]

- (bb) Well answered. Most of the candidates could name most of the countries in Asia.

Name a densely populated area shown on Fig. 5

Answer

Indonesia/Eastern
China/Japan/India/Singapore/Thailand/Philippines etc. [1]

- (iii) Poorly answered. Some candidates omitted selecting an area (X or Y) hence lost marks.

- Those who did select an area could not provide relevant reasons related to why the chosen area is sparsely populated. Instead, they provided general reasons such as high birth rate, low death rates, low life expectancy, natural disasters etc.
- Most candidates were better acquainted with area X than Y.

For either the area marked X or the area marked Y on Fig. 5, suggest three reasons why it is sparsely populated.

Answer

Ideas such as:

Area X

Area of desert/there are limited water supplies/low or limited rainfall
Food cannot be grown/crops cannot be grown
Many parts are isolated/poor communications/inaccessible/no roads
There are few resources
There is little employment/no jobs/limited economic activities
Thin/infertile soils/sandy/poor/rocky/loose
Very little natural vegetation/ limited vegetation
Extreme temperature/very hot

Area Y

Temperatures are low/very cold for much of year/long winters/short summers short growing season/
Food cannot be grown/crops cannot be grown/agriculture impossible
Difficult to get to/remote/inaccessible/seas are frozen for several months
Few resources
Little employment/no jobs
Snow/ice covered/permafrost
Limited vegetation

Credit relevant reasons for X- deserts or Y extremely cold areas, which suggest why not a lot of people live there, not appearing. [3]

- (b) (i) Most of the candidates scored 1-2 marks mostly for identifying the slope (mountainous, steep slope).

- Learners lacked the skill of linking the relief to the area being sparsely populated e.g.
 - Mountains being volcanic landforms
 - High birth rates
 - Assumptions that people cannot stay there (inhabitable).

Suggest how the relief of the land shown in Photograph C has resulted in the area being sparsely populated.

Answer

Ideas such as:

Relief is high/steep/mountainous/hilly/hills/very little flat land
It is difficult to build homes/settlement/expensive to build
Roads will be hard to construct/difficult to get to/inaccessible
Low temperatures/Cold/high precipitation/wet
Windy
Wind chill factor high

Mud/landslides
Would need to build terraces to grow crops
Agriculture difficulties

Credit relevant explanations that suggest why high lying mountainous areas are sparsely populated but do not appear here.

Awarding of marks

Maximum of 2 marks - only if descriptions are given without explanations. E.g windy, agriculture difficulties.

5 marks for- descriptions with explanations. E.g. windy - the weather is too extreme as mostly people like calm conditions to live in, so wind deters most people. **Agriculture difficulties - steep slopes** that make it hard for cultivation of food crops to take place, so there is no ability to produce food, so fewer people would live here. [5]

- (ii) Fairly well answered. Majority of the candidates could score 2 marks while some candidates did not understand the meaning of sparsely populated. Most provided the benefits of a densely populated plain, e.g. fertile soil for agriculture, fish as a source of food etc.

Floodplains are often sparsely populated. Suggest three reasons why.

Answer

Ideas such as:
Might flood/endanger life
Marshy land/swampy so difficult to build on/instability of foundations
People do not want their homes/settlements/crops damaged (flooded)
Communication/transport disrupted
Land likely to be used for rice/irrigated/farmland
Water borne diseases such as malaria (not malaria alone)

Credit relevant explanations about floodplains that cause them to be sparsely populated that do not appear here

Awarding of marks

1 mark - if only descriptions are given and not explanations. E.g might flood 3 marks - if explanations are given. E.g. Might flood- when water levels of floodplains rise, flooding takes place and endangers people's lives by them drowning or their cultivation fields are washed away leaving them to starve, so they settle on drier, higher lying plains, leaving floodplains sparsely populated. [3]

- (ii) Fairly well answered. Candidates listed advantages of floodplains without further explanations. E.g. Fertile soil, flat land, irrigation, water supply, fish etc. Candidates confused densely with sparsely populated.

Explain why some river valleys are densely populated.

Answer

Ideas such as:
Fertile soils for farming/agriculture
So crops yield is good (dev)
Availability of water for drinking/cleaning/washing/domestic use
Water for irrigation/agricultural use/livestock
Communications by river/travel
Easy to build road/railway line
River is source of food/fish/go fishing
Flat building land/easy to build settlements (or dev)
Fast flowing water for HEP
Renewable energy/clean energy (dev)
Defence from meander
Bridging point

Credit relevant explanations on why floodplains may be densely populated that do not appear here.

Awarding of marks

3 marks- if only descriptions are given. E.g. fertile soils, availability of water 6 marks- if 3 relevant explanations have been provided that explain why floodplains are densely populated. E.g. fertile soils- lead to the cultivation of food on a large scale allowing there to be enough food to sustain more people, so more people are attracted to live on floodplains because of food security. [6]

(c) Well answered. Most candidates scored 4 - 5 marks.

- Candidates provided problems causing high birth rate, example (use of contraceptives) instead of overpopulation.
- Some candidates also referred to China and its 'One child Policy'.

For a named country you have studied, describe the problems caused by overpopulation.

Answer

Uses named example. (E.g. Swaziland/Namibia) – **No mark reserved** Comprehensive and accurate statements including some place specific reference.

Answers are likely to refer to problems such as:

Inadequate Food supply

Poverty

Employment

Housing/Development of informal settlements/overcrowded/not enough housing Pressure on service provision/poor access to services/ not enough services/ health, education

Limited/Lack of resources -water

Crime

Traffic congestion

Specific pollution

Deforestation

Habitat loss

Desertification

Disease

Overuse of agricultural land/overgrazing/overcultivation/overcropping

Place-specific reference is likely to consist of named parts of the chosen country/locational detail, population data, etc.

NB: Development is the problem not the cause. People or environment points are valid.

Credit relevant descriptions of a specific place of problems that are experienced there. No named area, maximum of 3 marks on general descriptions of problems in overpopulated areas. [5]

QUESTION 6

(a) Poorly answered. Few candidates could score 1-2 marks.

- Candidates were not using evidence from the photographs.
- Candidates failed to use geographical comparative terminologies between the two photographs.
- Candidates provided wrong answers such as: comparison between horizontal and oblique photographs.

Using evidence from Photographs D and E only, describe three differences between the two residential areas.

Answers

Ideas such as

High rise in D lower in E

Block of flats/apartments in D (detached)house in E

Houses with gardens in B but not in D/more private space in E

Of road parking/drives in E but not in D

Higher cost housing in E

Houses in E have more land/area than in D

Fences in E not in D

E is more spacious/bigger than D/D is more crowded/dense than E Etc.

Must be comparative and use evidence from the photographs.

Awarding of marks

0 marks - Descriptions that are not comparative or comparative, without the use of evidence

1 mark - vague comparative descriptions using evidence from the photograph

3 marks - 3 comparative descriptions using evidence from the photographs.

[3]

(b) Fairly well answered. Most candidates scored 2-3 marks.

- Candidates failed to compare the characteristics of the two areas; some only lifted the data from the table.
- Some candidates used non-comparative terms, e.g. Increase in D, many, a lot, small number, small amount etc.
- Most candidates assumed the residential area D has a higher quality of life compared to E due of its height. They associated a higher building to indicate a high income lifestyle/ riches or wealth.

Compare the quality of life of the people who live in areas D and E.

Answer

Ideas such as:

In D quality of life is likely to be lower

As there will be more noise from adjacent properties (dev)

And homes are less spacious/overcrowded (dev)

In E people will have more land/be able to relax in gardens

Lower unemployment in E

Therefore people will have more disposable income/be able to afford higher quality of life (dev)

There are more car owners in area E

Therefore people have more mobility/do not have to rely on public transport (dev)

People in E are likely to feel more secure

As they are surrounded by fences (dev) Higher percentage of owner occupied in E Etc.

Must be comparative.

Mark or development.

Awarding of marks

2 marks- comparative descriptions on the quality of life without using evidence(%). E.g. in d the quality of life is lower, while in E it is higher.

4 marks- 2 comparative descriptions on the quality of life using evidence (%). E.g. the quality of life in D is lower as the households that are overcrowded is 2.3%, while in area E, the quality of life is higher as only 0.3% of the households are overcrowded. [4]

(c) (i) Poorly answered. Most candidates only scored 1 mark.

- Candidates tend to list more services found in the CBD on the space provided, very few wrote about the road, railway etc.
- Candidates failed to relate to the CBD, they referred to the city and why people go to the city or town.

Suggest three reasons why traffic congestion is likely in the CBD of large cities.

Answers

Ideas such as:

There are many residential areas surrounding the CBD/it is an area where lots of people live

People need to travel to CBD for work/school/shops/business/trade

Many roads lead to this area/meeting of roads/ convergence of roads

Inadequate/narrow roads/no ring roads

Delivery vehicles will cause congestion

People parking will cause congestion

Very few/no railway line/no railway stations in CBD

Very limited public transport

Credit relevant explanations that suggest why traffic congestion is likely in the CBD of large cities that do not appear.

Awarding of marks

1 mark for descriptions only. E.g. There are many residential areas surrounding the CBD.

3 marks- descriptions that have been explained. E.g. There are many residential areas surrounding the CBD, so many people need to use the functions such as commercial and convenience stores and use their vehicles to travel there, increasing the volume of traffic at those operating hours of the functions causing traffic congestion. [3]

(ii) Very poorly answered. Only a few candidates could score 1 mark.

- Candidates could not provide reasons for the options they selected.
- Candidates often confused traffic congestion with traffic officers, road blocks and accidents on the road. They indicated minimal understanding of the concept.
- For the rejection part, candidates made general statements and failed to select the rejected options with their relevant reasons for rejections.

The planning department of a large city wants to reduce traffic congestion in the CBD. The following options are being considered.

- 1 Restrict the type of vehicle allowed in the CBD.**
- 2 Improve public transport throughout the city.**
- 3 Build a ring road around the city.**

Which option would you advise them to choose?

Explain why you chose your option and why you rejected the other options.

Answer

No mark for choice of option.

Marks to be awarded for reasoning.

Ideas such as:

Option 1

Restricting the number of vehicles will result in fewer hold ups

Roads will be able to cope with smaller numbers

Preventing lorries in town centre will stop roads being blocked as narrow roads are not designed for large vehicles

Rejected 2

People will still take their cars if they are allowed to, even if public transport improves as it is more convenient/quicker than public transport (dev)

Rejected 3

Ring road will not solve congestion caused by people going into the CBD as it only diverts away through traffic (dev) Expensive/costly to build

Option 2

Providing more buses/trains

Means there will be less traffic on the roads (dev)

So there will be fewer hold ups (dev)

Roads will cope with smaller numbers of cars

Bus lanes can be given priority

So people will be on time for work (dev)

Extending the railway line to all surrounding areas will serve more people so fewer cars (dev)

Option 3

Building a ring road around the city will eliminate through traffic

So there will be fewer cars on the road (dev)

People who previously travelled through the city do not have to (dev)

Rush-hour traffic will decrease

Traffic control easier

Not wasting time on congestion/economy in fuel and energy will ascend. Ring roads could, however, cause city to become bigger/management of city more difficult/more expensive

Destruction of outskirts/natural environment

Enhance safety

Environmental sustainability

Reduce infrastructure damage

May lead to new development outside urban area

Mark or development.

Awarding of marks

3 marks - explanation on choosing option.

2 marks - explanation of the rejection.

[5]

- (iii) Poorly answered. Candidates only scored 1-2 marks. They confused natural environment with general population increase/overpopulation/urbanization.
- Candidates omitted to provide the specific effects of urban growth on the natural environment.

Describe the effects of rapid urban growth on the natural environment.

Answers

Ideas such as:

Loss of vegetation/deforestation

Loss of habitats

Impacts on food chains

Pollution of rivers (not water)

Death of fish/other species (water specific)

Pollution of ground water/seepage of toxins from dumps

Air/atmospheric pollution

Noise pollution

Pollution (general pollution only 1 mark)

Rivers dry up due to water extraction/water table lowered

Loss of biodiversity

Loss of ecosystem Etc.

Consider positive effects if any.

Credit relevant descriptions on the effects of rapid urban growth on the natural environment that do not appear, but are correct. [5]

- (d) Poorly answered. Candidates failed to show understanding of what the question entails.
- Candidates simply wrote push and pull factors of why people migrated from rural to urban areas, e.g. building of squatter settlements, better housing, job opportunities, better health care, entertainment centers etc and slatted the reverse reciprocal.

For a residential area in a named settlement you either know or have studied, describe the changes which have been caused by either an inward or an outward movement of people.

Include in your answer changes in housing, services and amenities.

Answers

Uses named example.

Candidates need to identify a residential area in a named settlement (though there is no mark available for this alone) and describe the changes which have taken place as a result of either inward or outward migration.

Be prepared to accept any settlement, either rural or urban, crediting appropriate changes resulting from the location.

Changes such as

Building of housing estates/high rise flats/demolishing of housing

Site and service schemes

Changes in characteristics of housing/e.g. replacing terraced with high rise Provision/reduction of amenities or examples such as bus

services/railroads/services/schools/clinics/leisure centres/shops/etc. Maximum 2 Improvement of road networks Etc.

Credit relevant descriptions of negative or positive (or both), changes of the inward and outward movement of people of a residential area of a named settlement depending on the movement, that do not appear.

Awarding of marks

5 marks- relevant descriptions of negative or positive (or both), changes of the inward and outward movement of people of a residential area of a named settlement depending on the movement. [5]

ADVICE TO TEACHERS

- Teachers are urged to familiarize learners with the structure of the question paper (1) (choosing 1 question per section) to avoid rubric errors.
- Make use/ emphasize geographical definitions, comparative terminologies, interpretations and analysis of maps, tables and sources.
- Teachers should familiarize learners with the command words (define, explain, describe, suggest etc.)
- Learners need to be acquainted with relevant judgmental/argumentative statements/terminologies for open-ended questions that require critical analysis.
- Teachers should use pictorial information (sources, aids) to broaden the learners' understanding.
- Learners should practise how to relate theoretical information to real life situations for problem solving. They lack critical thinking and analysis.

POSITIVE SUGGESTIONS TO TEACHERS

Teachers must pay attention to command words and comparative terms.

Pay attention to weather instruments and case studies.

Teachers should familiarize learners with the structure of paper 1 (choosing 1 question from each section) to avoid rubric errors.

Make use, emphasize geographical definitions, comparative terminologies, interpretation and analysis of maps, tables and other sources.

Teachers should familiarize learners with the command words (define, explain, describe etc.)

Learners need to be acquainted with relevant judgmental/argumentative statements for open-ended questions that requires critical analyses.

Teachers should use sources when teaching, to broaden learners' understanding.

GENERAL COMMENTS

Same standard as previous years.

Few learners could get answers based on skills.

Learners could not cope with questions that require high order thinking and analysis.

Most learners failed to follow instructions, especially when they are required to tick in boxes and complete tables or to choose between countries.

Areas with specific problems include map reading skills, completing graphs correctly, using geographical terms, applying their skills in general, etc.

1 Learners find it difficult to locate the specific area using the provided latitudes and longitudes.

Learners did not understand or pay attention to the instructions for question (a) (i) to (vii).

(i) Poorly answered. Most candidates stated the types of the river-e.g. perennial river.

Correct answer: Ouwerfspruit

(ii) Poorly answered. Most candidates refer to the spot height 1467m, instead of determining the height instead using the contour line.

Answer: 1460 m

(iii) Well answered. Although some candidates referred to mine dump/mine.

Answer: Excavation

(iv) Well answered. Fewer candidates referred to the railway line / roads in general

Answer: Main Road

(v) Well answered. Some candidates failed to identify the type of building. Instead, they mentioned building or build up.

Answer: Hospital

(vi) Well answered. Most candidates could give the correct answers.

Answer: Golf course / Golf Island

(vii) Fairly answered. Most candidates mentioned a general feature e.g. monuments.

Answer: Windpump

(b) Well answered. Most of candidates score 3 out of 4 marks. Some learners indicated with more than 4 ticks and could not score marks. Learners should always follow instructions.

Answers: River has variable width
River is a perennial river
The river has some meanders
The river flows across land lower than 1400 meters above the sea level

(c) (i) Fairly well answered. Most learners score marks for perennial river, perennial water and reservoirs. However, most could not understand the meaning of irrigation. Common wrong answers given are cultivated land/ orchard and vineyard.

Answers: Reservoirs
Perennial water
Water towers
Pipe lines
Wind pumps
Furrows
Perennial river

(ii) Fairly well answered. Most learners score marks for mining, crop cultivation. However, some candidates referred to map evidence rather than the primary activities. Most common wrong answers stated are mine dump, excavation, cultivated land, kraal.

Correct Answers:

Cultivation/arable farming/orchards and vineyards
Stock farming/animal rearing/ pastoral farming
Mining

- (d) Poorly answered. Most of the candidates refer to electricity, transport, roads, railways and services, which are reasons for growth.

Correct Answers:

Soil fertility
Lower lying land/gentle slopes – building and other physical expansion easier
Perennial rivers and water – water provision
Excavation – possible mining – work provision
Close to river/too marshy

- (e) (i) Poorly answered. Most candidates find it difficult to describe the relief. Most of the candidates referred to roads, railways, perennial river, services and relief, which is incorrect.

Expected Answers:

Higher-lying land
Mountainous/mountain range/fold mountain towards the west
Highest point 1692.7 m
Steep slopes/cliffs in many areas
Hilly/hills/gentler slopes in other areas
Lower lying towards the east
With gentle slopes towards the east

- (ii) **Settlement:** Fairly well answered; as most learners scored one or two marks because they refer to the pattern identified. However, fewer candidates stated build up, people living there, far from the river instead of giving a description for pattern.

Correct Answers:

Buildings
Sparse/isolated/dispersed/scattered
Some nucleated/some linear

Transport: Learners score marks for main road, secondary road, other road, tracks and hiking trails but some only refer to roads instead of the types of roads and railways which is not applicable to the area.

Correct Answers:

Main road/secondary road/other roads
Track and hiking trails
No networks/far from each other

Water supply: Learners score marks for perennial rivers, non-perennial river, perennial water and reservoirs but unfortunately most of them lose marks for only referring to wind pump, giving the name of the river (Vaalriver)

Correct Answers:

Non-perennial rivers/perennial rivers
Perennial water/reservoirs

- 2 (a) Well answered. Many candidates scored 2/3 marks. They had simply to copy the expected answer from the list provided. However, some candidates find it difficult to identify the features from the photograph. Fewer candidates could not answer the question.

Correct answers:

W stack
X headland
Y stump
Z bay

- (b) Poorly answered. Most candidate struggle to name the landform. Some confused the term headland/arch with bay, stack, tombolo and lagoon. Some candidates refer to river features such as levees.

Correct Answer: arch/headland

- (c) Fairly well answered. Most candidates scored a mark for crack or soft rock. However, most candidates could not use the photograph to explain how a cave develops, but answers refer to the marine erosional process such as hydraulic action, abrasion or water movement toward the cliff.

Correct Answer: Weakness/crack/bedding plane/less resistant rock/previous/joints

- (d) Not well answered. Most candidates could not answer the question correctly, but were referring to the wave length and wave size, backwash, swash, destructive and constructive wave.

Correct Answers:

Shallow water

Water level is below notch/wave-cut platform/(flat) sandy beach exposed between notch/headland and sea level.

Low waves

Stump is visible

- (e) Well answered. Most candidates were able to name the erosional process. Some candidates still struggle with the spelling of the erosional terms. Common wrong answers were attrition and suspension.

Correct Answers:

Hydraulic action/Wave pounding

Solution/corrosion

Abrasion/corrosion

- 3 (a) (i) Learners could score 1 mark for mentioning smoke. But most learners made common mistakes as they mentioned lava, magma and minerals e.g. copper, zinc diamond etc. Learners could fail to use the photograph to describe the materials ejected.

Correct answers:

Black/grey/darker/lighter/whiter smoke

Pyroclastic flow

Ash/dust/gas

Smoke

- (ii) Learners could score 1 out of 2, but most failed to describe the shape of a volcano. This shows poor understanding of the different types of volcano.

Learners could not describe / do not understand the command word “describe” thus mentioned common mistakes such as triangle shape, pyramid, broader base, narrow top, concave, v-shaped valleys etc. Some referred to the formation of the volcano and plate boundaries

Correct Answers:

Cone

Several cones/secondary cones/parasitic cones/peaks

Steep slopes

Crater

Ridges

- (iii) Learners score 1 mark but a few. Most learners could not use the photograph to identify the evidence that shows that the area was not affected by the eruption, thus gave answers such as Infrastructures, town, settlements, city, CBD, houses, roads. In fact, learners were generalising the answers.

Correct Answers:

Vegetation/trees

Buildings

Building faces white/clean/colourful

Roof colours visible

Electricity provision visible.

- (b) (i) Learners could score 1 out of 2 and fewer scored 2 of 2. The question focus was on the effects of eruption and the air travel. Learners failed to link the two concepts. Therefore, learners generalised the negative impact of eruption. Common mistakes made: learners refer to pilot as the driver and most explain the effect of eruption on people and the plane.

Correct Answers:

Air pollution

Access to air spaces cut/blocked

Danger of accidents

Flights cancelled/delayed

Airports closed/airport related jobs lost.

- (ii) Learners could score 1 out of 2. Most learners could not give the economic reasons but mentioned the environmental, social and political reasons. Common mistakes made include killing and injuring of people, damage to the environment, air pollution, global warming, climate

change. Learners fail to link the negative impact of eruption on the economy.

Correct Answers:

Tourism restricted/stopped/tourism related jobs lost

Income lost/revenue lost

Agriculture affected on the slopes (loss of crops need to move livestock)

Outmigration leading to fall in demand for local services.

- 4 (a) (i) Poorly answered. Learners could not identify the correct area to be shaded. The word flooded causes confusion to the learners. Most shading was downstream and not the area demarcated from the edges of the dam wall.

Correct Answers:

Valley shaded to approximately 255m behind dam

(upper level must be between contours)

- (ii) Poorly answered. If the shading was wrong the candidates could not tick the correct depth.

Correct answers: 25m

- (b) (i) Building Stone B

Fairly well answered. Some of the candidates could not describe the process of weathering; mostly lifted information from the table. Some could identify the process of weathering e.g. carbonation, solution, corrosion and oxidation. However, candidates instead of mentioning limestone dissolve they were referring to limestone being eroded, weathered or broken down.

Correct answers:

Liable to carbonation/solution

Dissolves in rainwater/attacked by acid rain

- (ii) Building Stone C

Fairly well answered. Those who scored marks could mention that the water enters the cracks, also mentioned the type of weathering e.g. hydraulic action or frost shattering. Candidates could not give clear explanation of the weathering processes e.g. freeze-thaw melting and freezing in cracks.

Correct Answers:

Cracks will allow water penetration

Lead to freeze-thaw/frost shattering/Block separation-forces of compaction, pressure/contraction/

Biological weathering-plant roots

Granular disintegration

- (iii) Building Stone D

Well answered. Candidates could score one or two marks as candidates could identify the process oxidation/iron react with water which results in the rock rusting / iron oxide.

Correct Answers: Liable to oxidation/reaction with air/reaction with oxygen

Because iron (minerals)/iron minerals rust

- 5 (a) Candidates who manage to answer did well, but they misinterpreted the key completed SA with diagonals vertical lines instead of horizontal. Most of the candidates did not attempt this question. Candidates failed to show skills on interpretations of diagrams. Teachers should advise candidates to pay special attention to questions especially the ones involving figures and the need to follow instructions.

Correct Answers:

Namibia and South Africa correctly shaded.

NB! Must have both correct to earn mark.

- (b) (i) Fairly answered.

Majority could not score full marks; they mentioned specific countries e.g. Kenya instead of giving the directions. A few gave the distributions of these countries within the world e.g. North of the equator.

Teachers should encourage candidates to use the provided diagrams for extra information in answering the questions. The emphasis of questions related to distribution should be on compass directions.

Correct Answers:

In the north

One in east/central Africa

One in west/north west
Coastal

- (ii) Well answered. A few gave options in a single block e.g Kenya and Egypt

Some candidates mentioned Congo without specification instead of DRC. Candidates failed to give the answers based on information provided e.g random countries that are not named in Fig 3A.

Correct Answers:

Liberia
DR
Egypt

- (iii) Fairly well answered. Candidates portrayed poor knowledge in this question as a few referred to poor equipment/ facilities. Teachers are encouraged to complete the syllabus and revise with learners.

Correct answers:

High/growing populations/increased demand
Tourist demand
Insufficient finance/cannot afford to provide it
Inadequate infrastructure/total rainfall may be high but seasonal so country needs the infrastructure to store.
Industrial demand
Rainfall totals may be high but there may be international agreements/conflicts in place with other countries over sharing water resources in a basin e.g. Found in the Nile, Niger, Zambezi or Volta basins.
High temperature/high evaporation
Contaminated water/polluted water
Scattered/isolated population
Poor water conservation
Recycling/purification of water

- 6 (a) Fairly well answered. Most learners managed to get one mark for shading. Some learners could not use correct keys or only shaded one side. Some added agriculture although it was not part of the question. Most did not get marks for demarcation. They could not use the protractor correctly and used free hand. Teachers are advised to emphasis to the learners to use HP sharp pencils.

Correct answers

2 correctly shaded and drawn without errors = (2)
1 – 2 errors = (1)
3 or more errors = (0) marks

- (b) Fairly well answered. Most scored one mark for shading.

Learners could not demarcate correctly using the scale.
Some learners instead of completing the provided graph, drew their own graphs.

Correct answers:

Bar plotted accurately
Key used correctly

- (c) Poorly answered. Few learners managed to score 1 out 4 for lifting the environmental problems. Most could not use the article and sources to answer the questions.

Some candidates lifted information instead of analyzing sources and suggest possible effects as per the comment words. Candidates failed to balance for both positive and negative effects of increasing production of cash crops. Most of the learners lack technical and analytical skills which are very important in paper 2.

Correct Answers:

Bring unused land under cultivation
Greater % of GDP from agriculture
Less dependence on subsistence agriculture/more dependency or vulnerability on international markets or price variations/ more commercial agriculture
Increased foreign exchange earnings
More food crops/fewer cash crops
Environmental impact of air transport
Use land which could be used for food crops/fall in production for food crops for local area/region/country
Increased food imports
Increase soil erosion/desertification/deforestation/pollution from fertilizers or pesticides

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should introduce map work in the beginning of grade 10 year

Teachers should use the maps of previous years for more assessments on map work.

Teachers should encourage candidates to use the provided diagrams, photographs and maps to extract information in answering the questions. Expose learners to worksheets that have diagrams.

The emphasis of questions related to distribution should be on compass directions.

Learners should practise how to complete different graphs such as pie charts, bar graphs, divided bar graphs and line graphs and using the key provided.

Teachers are encouraged to complete the syllabus and revise with learners.

GENERAL COMMENTS

There was a slight improvement in the learners' work compared to the previous year. Most learners demonstrated an understanding of many concepts, although applicability was a challenge. Learners lack geographical skills, practical measurement and data interpretation skills, as most learners were failing to capture data from tables and graphs. Learners do not read the questions properly and misinterpret the questions, hence giving wrong answers.

COMMENTS ON SPECIFIC QUESTIONS

- 1 (a) (i) Most learners scored 2 out of 3 marks, because they mentioned "reflect sunlight or the influence of the ground temperature heat, allow air to move freely in and out of the screen", and those who could not score marks referred to, "the heat of the sun/splashing of water from the ground/heat from underground as well as heat radiation." Wood is a bad conductor of heat.
- Expected answers:**
 Wooden slats – allows air to circulate/air to move through/air move into the Stevenson screen/to allow good ventilation
 Painted white – to reflect the sunlight/reflect the light form the sun (**don't credit sun alone, light should be present**) / **reflects all wavelengths of light.**
 121 cm above ground – to avoid heat from the ground/temperature from the ground not influence thermometers/heat from the ground not affect temperature
Only allow ideas linked to measurement, not practical reasons. [3]
- (ii) **Wrong answers:** most learners scored 1 out of 2, because they only gave the correct maximum temperature with units and those who could not score marks, gave readings without units. Some were reading on top of the metal index. Learners did not know which one was the min and max tube on the six's thermometer.
- Expected Answers**
 Maximum = 20°C/19°C
 Minimum = 7°C/8°C (unit is needed °C) **no unit, no mark** [2]
- (iii) **Wrong answers:** the majority of learners did not score marks as they did not understand the question; they mentioned "compare" only in their answers, because it is morning time as temperatures are still not high. A few scored a mark for consistency.
- Expected answer:**
 So that results can be compared/obtain reliable results/fair test/to see how temperature changes/ for consistency. [1]
- (b) (i) **Wrong answers:** many learners were able to calculate average temperatures, but those who could not score marks lacked numerical skills because they rounded off temperature yet it was not supposed to be done, while some subtracted minimum from the maximum
- Expected Answer:**
 (insert) Average result = $31 + 18$ divided by 2 = 24.5°C (Unit not needed) [1]
- (ii) **Wrong answers:** most learners scored 3 marks for correct plotting and use of the correct key. Those who could not score full marks used the wrong key and plotting.
- Expected Answers:**
 Correct plotting of 14, 15, 18, 18, 18, 15, 12 and connecting with plots into the line graph.
2 marks if 5 correct 1 mark if 4 correct
2 marks for plotting correctly/max 2 if no line
1 mark for use of key. (if solid line is used no mark is awarded) [3]
- (iii) Moderately answered as most learners scored 1 mark, because they could label highest and lowest temperature on the graph. Learners who could not score marks could not label appropriately on the graph.
- Expected answers:** On graph – Fig. 3.
- (aa) highest = 34 °C Thursday maximum, Lowest = 12 °C Sunday minimum.
One mark for both labelled correctly on graph. [1]

(bb) Wrong answers: Learners failed to score a mark as they lacked numerical skills to calculate the range that resulted in them failing to know where to label it on the correct place on the graph.

Expected answer: Smallest temperature range = Friday.

[1]

(iv) Wrong Answers: Most learners failed to score a mark because they were unable to explain; they simply stated temperatures/for accurate data/student bias/to know the difference between maximum and minimum.

Expected Answers:

To compare the results.

To have a more representative number/data.

To have reliable results/conclusion/data.

Eliminate student errors.

Eliminate extreme temperatures.

[1]

(c) (i) Wrong answers: Most learners scored 3 marks as they were able to give the general comparative statement supported by data. Those who did not score full marks failed to write the units / compared Monday and Tuesday/December/referred to increase and decrease or compared rainfall between the 2 days/ or use correct comparative terms e.g. high. Many learners compared maximum and minimum of the same day.

Expected Answers:

Comments to reflect:

Statements must be comparative

Monday has lower temperatures than Thursday

Maximum: Monday is cooler/lower (24°C to 34°C/by 10°C) Minimum: Monday is cooler/lower (14°C to 18°C) by 4°C.

Average: Monday is cooler lower 19°C to 26°C/by 7°C

Temperature range: greater on Thursday (16°C to 10°C)

Unit must be there: °C

Any comparative statement award one mark without data

Data awarded 2 marks but must be linked to a statement

[3]

(ii) Wrong answers: Most learners did not score a mark as they referred to the condition of December instead of focusing on the 2 given days of the month e.g. December is rain/season/ December has high temperatures/ temperature changes throughout December instead of the 2 days.

Expected Answers

Student error

Cold/hot spell/fluctuations

Changes during the day/only maximum and minimum/only two readings

Factors affecting temperature change

Any factor can be mentioned e.g.

Influence of cloud cover/wind direction/humidity etc.

[1]

(d) Wrong Answers: Most failed to score a mark and those who scored did so mainly earned it for mentioning maritime temperature/climate.

Many learners described the factors influencing temperature in general instead of relating them to the specific location factors of the school which was given in the question e.g. altitude they explained generally the higher you go the cooler it becomes instead of referring to the altitude of the school which is not high.

Expected Answers: Detailed explanation should include all three factors closely linked to just the temperature throughout and the location of the school.

(Description)

Latitude 33°S: no mark for mentioning the factor

Definite seasons: summer and winter

Higher temperatures in summer/lower temperatures in winter

(1)

This statement needs to be explained in detail for second mark to be awarded

(Explanation)

Stronger sun intensity in summer (opposite)/Longer days in summer, therefore, more hours of sunshine

(1)

(Description)

Distance from the sea:

Not far from sea, therefore, sea/maritime temperatures/Moderate temperature throughout the year (1)

Days/nights not too hot or too cold

Summer and winter/seasonal temperatures not extreme

(Explanation)

Reason because of the influence of the ocean that absorbs more insolation during the day and releases this heat more slowly at night/The Ocean circulates the heat and raises temperature during winter and lowers during summer. (1)

(Description)

Altitude

Lower altitude, therefore, no noticeable decrease in temperature with height

Temperatures, therefore, relatively warm throughout the year. (1)

(Explanation)

Reason because closer to ground more radiant heat, therefore, has higher temperatures.(1)

1 mark for the description of the influence of the temperature throughout the year

1 mark for the explanation of the influence of the temperature

[6]

- (e) **Wrong answer:** Many learners scored 1 mark for the comparative statement between December and July and failed to give an explanation to support the statement, only lifted data which was not required.

Expected Answers: Description

July temperatures are cooler/lower than December all week/July temperature range is smaller than December's (opposite).

Explanation

Overhead position of sun in December and sun at an angle in July cause winter and summer / longer days in December and shorter days in July due to the position of sun. (2)

1 mark for description 2 marks for 2 developments or explanations

If only 1 development, award 1 mark only

[3]

- (f) **Wrong Answers:** many learners scored 2 marks for mentioning different weather instruments apart from maximum and minimum thermometer and secondary source. Those who could not score marks gave a wrong hypothesis like one on temperature and not specifying data collection time e.g. twice a day instead of extended time/whole day etc. Some learners referred to primary sources e.g. interview and questionnaires. Learners focused on how to carry out research, instead of how to improve the weather investigation.

Expected Answers: Ideas such as

New hypothesis which is valid e.g. The rainfall will be higher in December than in July.

Hypothesis should not include temperature. Any other weather measurements can be included e.g. wind direction/humidity/rainfall Res 1

Use of rain gauge/cup anemometer/wind vane etc. (Weather instrument)

Res 1

Collect data more than once a day/for longer than one week, etc. Res 1 Use secondary sources such as newspapers/internet/information from meteorological center.

Res 1

Allocation of marks

1 mark- suggestion of a correct hypothesis.

1 mark- suggestion of the use of other instruments, except minimum and maximum thermometer.

1 mark- suggestion of a plausible different time for data collection.

1 mark- suggestion of a use of a relevant secondary source.

[4]

[30]

2 (a) (i) **Wrong answers**

Learners referred to questionnaire one without comparing with questionnaire two. They wrote things such as easy to answer and save time.

Expected answers

Most of learners could score 2 marks as they referred to: age groups, gender/sex and ticking/options to choose. However, some learners failed to score maximum marks.

Comparison may be implied from point of view of Questionnaire 2:

Less room for error/interpretation by the students asking/answers are more accurate.

Gives a scale of agreement/quantitative answer.

Includes gender.

Asks for age group information/age group rather than asking age/does not ask exact age.

Includes the purpose of the questionnaire/includes where student is from.

Tick boxes/options to choose from.

Fewer questions/all questions are relevant.

If answer from point of view of questionnaire 1, there must be direct comparison. [3]

(ii) **Wrong answers**

Most learners could not score maximum marks as they failed to give the appropriate description. They mentioned words such as, "clustering, questionnaire" and they also gave advantages of sampling instead of a description.

Expected answers

Most learners could score maximum marks, 2/3 marks as they could name the sampling method.

Stratified/systematic/random

Res 1 mark

Stratified/quota sampling/layered –

Get an appropriate gender balance

Get an appropriate age balance

Break population down into groups

Res 2

Systematic

sampling/orderly – Ask people at regular intervals/pattern

Ask every tenth (nth) person

Res 2

Random/opportunity sampling –

Ask the next person they meet/ask any person/

any one has a chance to be selected

Random number tables to generate order to ask people

/put names in a box and draw 1 by 1 until 100

Res 2

[3]

(iii) **Wrong answers**

Learners could not give reasons for the decision. They referred to tourists as they come for enjoyment and entertainment and at disadvantages they mostly wrote: robbed/crime/soft targets.

Expected answers

Most learners could score only ½ marks for the disadvantages. Tourists will be tired/late/hurry/rushing.

Why: People would be better equipped to answer Questions/talk about what they had done/have views about the day's activities.

Waited until people have finished the day's activities/will not disturb people whilst doing activities.

1-mark maximum

Disadvantages

People are tired at end of a busy day/cannot be bothered to answer questions

People in a rush to set off for home.

May not get enough answers and too late to do anything about it Only visitors travelling by car will be surveyed/ignores coming by train or bus or walking.

1 mark maximum

[2]

(b) (i) **Wrong answers**

Most learners could not score maximum marks as they could not draw the line of 69 demarcations accurately or mixed up the keys (vertical lines instead of horizontal lines).

Expected answers

Learners could score ½ because they used the key to shade correctly.

Pie graph – completion 1 mark (61 – 80 26%; more than 80 = 31%)

The line to be drawn on the pie chart is at 69%

1 mark for dividing line; 1 mark for shading

[2]

(ii) **Wrong answers**

Some learners could not get maximum marks as they referred to “number” at visitors instead of “distance travelled”/could not link the distance to the number of visitors (relationship).

Expected answers

Most of learners could only score ½ marks because they only referred to more /less visitors which is only one mark.

Many/more/most visitors came from far away/least/few come from nearby/the longer the distance the more the visitors. More visitors as distance increases.

Largest number/travelled more than 80 km.

Most visitors travelled more than 80 km.

Smallest numbers travelled less than 20 km.

Over half of the visitors travelled more than 60 km. [2]

(iii) Most learners could score ½ marks.

Wrong answers

Learners could not score full marks, they failed to write the number at the correct place/space or the calculations were wrong.

Insert figures

(aa) Visiting friends: 2 in 20 – 35 age group and 1 in over 65 age group (Both for 1 mark)

(bb) 27 in total of 35 – 50 column [2]

(iv) **Wrong answers**

Some learners could not score full marks as they failed to respond to the hypothesis and could not link the age and the activities as well as provide data to support their statement.

Expected answers

Most learners could score ¾ marks as they could prove the hypothesis by writing yes/proven/agree and could link the activity with age.

Conclusion that hypothesis is proven/partially proven/true/correct/accepted/agree, yes Res 1 mark

Active/energetic activities (or description) such as/cycling/mountain biking/horse riding/running/jogging are more popular with young people (under 35)/

Passive/relaxing activities (or description) such as/sightseeing/driving/visiting historic buildings/bird watching are more popular with older people (over 50)

Walking is popular with most age groups/visiting historic buildings or friends has fairly even split of young and old, so does not support hypothesis

No credit for stats without interpretation

Hypothesis conclusion is incorrect = no credit

Marks awarded:

- Hypothesis (1)
- Different ages (1)
- Different activities (1)
- Data (1) [4]

(c) (i) **Wrong answers**

Those who could not score full marks responses were such as “village people do not understand English.” They also referred to the “CBD”. Some learners even went to the extent of answering the question by writing “yes”.

Expected answers

Most learners scored 1 mark as they wrote that they want to find out whether tourists are resident/local person/ from the area and interview locals.

Only wanted local people/residents/not tourists.

Not waste time doing the interview/if they do not live in the village, they will not know impact [1]

(ii) **Wrong answers**

Those learners who could not score 3/3 rearranged the shading bars. Some even added extra bars

Expected answers

Most learners could score 2/3 marks: 1 for correct shading and 1 for correct plotting.

Completion of divided bar – dividing lines at 32 and 42 = 1 mark each (If 32 is incorrect, add 10 lines for second placement)

Shading = 1 mark – must be in correct order [3]

(iii) Wrong answers

Majority could not score marks as they referred to “crowded, hot, cold, rainy season, it’s holiday, harvesting time, overpopulation.”

Expected answers

Only a few could score a mark for referring to “seasonal jobs, increase in pollution (litter, noise), overcrowded and increase in traffic congestion.”

Many jobs will be seasonal/seasonal unemployment.

Money spent in the area will drop after the six months/from Oct-Feb. Congestion/overcrowding between **April and September**/in these months/in Winter/Summer.

Traffic congestion/noise/litter in Winter/Summer/in these months. [1]

(iv) Wrong answers

Only a few ticked at the wrong box.

Most could score full marks as they could tick the right box.

Learners could use the information from the table as a referral.

Expected answer

Brings money into the area. [1]

(v) Wrong answers

Most learners could not score any marks: they performed extremely poorly. Most compared table 4 and table 5 or aspects of table 5 with aspects of table 4. Examples of learner’s responses are such as “parking is 12, slight problem while create jobs in local area is very important.” Learners failed to compare one aspect within one variable. They also failed to provide accurate supporting data.

Expected answers

Those few who managed to score marks mostly wrote, “problems are more than the benefits, litter is 30 out of 50 which is a very severe problem.”

No Hypothesis mark. Allow agreement or disagreement with the hypothesis but **only** credit supporting evidence and data.

E.g. Support hypothesis/hypothesis is proven

Most/many people see problems as very severe/quite severe OR very important/quite important

Most/many people see benefits as slightly important/not important

Credit data which illustrates problems or benefits for 1 mark reserve – Data must be related to total or is comparative or proportionate e.g.

30 out of 50 people thought the litter was a very severe problem.

Comparative statement: Negative outweighs positive

Allocation of marks

1 mark - comparative statement. E.g. *problems are more than benefits* **1 mark supporting data.** E.g. *14 people feel that local people cannot use tourist facilities and only 7 find it very important.* **1 mark supporting data.** E.g. *16 people feel anti-social behaviour/impoliteness from tourist is a very severe problem, while only 6 respondents see it as not a problem.* [3]

(d) Wrong answers

Those who could not score full marks referred to traffic officers to stop drivers and ask for driver’s licences and CCTV cameras should be installed.

Expected answers

Most learners could score 1 or 2 marks as they wrote traffic count/traffic survey or count cars.

Do a traffic survey/count vehicles/cars [what – 1 mark]

Do it in different streets/areas of village [where – 1 mark]

Do survey in different seasons/Do it at different times of day [duration/time – 1 mark]

Tally method of counting/ divide in groups/Do for 10 minute periods [method 1 mark]

Compile a questionnaire/interview

Ask drivers/visitors/pedestrian what are the traffic problems

Ask questions such as: where is congestion worst – max 1

Think about sampling technique

Observe traffic jam/congestion and time how long it takes to get through village

Awarding of marks

1 mark - suggesting what is going to be investigated

1 mark - suggesting where the investigation will take place

1 mark - suggesting the duration or time the fieldwork will last or commence

1 mark - suggesting the method that learners will use to collect the data. [3]

[30]

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are encouraged to teach according to the syllabus and teach all the recommended topics that are required for that final academic examination for the year.
- Teachers should acquaint learners with the command words or action verbs and make sure they understand and know what they are expected to write.
- Teachers are advised to give more practical activities that must be marked and learners should be given feedback for example, graphs, charts and so on.
- Learners should be taught how to respond on the hypothesis given, how to draw conclusions, recommendations and evaluations based on the data provided, as well as use the data to prove or disprove their conclusion.
- Lastly, teachers should feel free do consultations in case they are struggling to present a certain topic.

HISTORY

6138
Paper 1

GENERAL COMMENTS

Generally, the question paper was fair, especially part (a) questions. Most learners managed to score high marks. For the (b) questions most learners were able to identify the facts, however, they failed to prove explanations. For part (c) questions learners found it difficult to address the other side or to produce a balanced answer to score more marks. Storytelling is still common for the (c) type questions. Most learners were only able to identify reasons on one side but failed to identify the reasons on the other side and explain the facts identified.

COMMENTS ON INDIVIDUAL QUESTIONS

Question Number	
1 (a)	It was fairly answered. However, few learners focused on the motives of the Big Three and the terms of the Treaty instead of answering the question.
	<p>Describe what Clemenceau wanted to achieve from the peace settlement of 1919-20.</p> <p>He wanted Germany to pay the cost of the damage He wanted revenge for the defeat in the war of 1870-71 He wanted to weaken Germany (1) to the extent that Germany could not attack France again (2) He wanted revenge (1) for all the suffering the French people went through during World War I.(2) He wanted to increase France's power (1) so hoped to gain more colonies in the Middle East and/or Africa (2).</p> <p>NB: The question refers to the peace settlement to allow reference to treaties other than Versailles but the answer must relate to what Clemenceau/France wanted. [1–5] <i>(One mark for each relevant point; additional mark for supporting detail.)</i></p> <p>One mark for each relevant point. No level marking.</p>
(b)	Fairly answered. A lot of learners did not focus their attention on the effects of the territorial terms of the Treaty of Versailles, but instead on all the terms of the Treaty. Some learners could not explain the identified reasons why the German people were unhappy with the territorial term of the Treaty.
	<p>Explain why the German people were unhappy with the territorial terms of the Treaty of Versailles.</p> <p>Level 1: General answers They lost land They felt betrayed [1]</p> <p>Level 2: Identifies reasons e.g. German lost its economic power German people were now living in other countries e.g. Poland Germans found it hard to produce enough food. Germany lost power Germany lost colonies [2–3] <i>(One mark for every identified reason.)</i></p> <p>Level 3: Explains one reason e.g. Germany lost most of its productive land like the Saar. Some of this land was rich in of raw materials which they could have used to export and earn money to help their economy. Due to the loss of these lands the Germans were plunged into poverty (4). This was made worse by the loss of colonies like South West Africa increasing the economic problems for Germany (5). [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason [6-7] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p>

(c)	Fairly answered. Most of the learners reached the explanation level of one side but failed to explain the other side. They failed to understand why Britain was more determined to punish Germany.
	<p>“France was more determined than Britain to punish Germany after the First World War.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers Agree/disagree [1]</p> <p>Level 2: Identify reasons on one side France was attacked twice by Germany The war took place mostly on French soil France also feared the power and aggression of Germany who was on their border. OR More British soldiers were killed. Britain had felt more threatened by Germany before the war by their naval race. Britain had voted in their Prime Minister on the promise that he would punish Germany. [2–3] (One mark per example.)</p> <p>Level 3: Identifies reasons on both sides. [4]</p> <p>Level 4: Explains reason(s) on one side France had suffered more because most of the fighting took place on French soil with massive destruction to farmland and factories. France needed to not only pay back her war debts but fix these problems too (5). Also people had lost their homes as well as railways and roads being destroyed. All these things needed fixing and France needed Germany to pay in a way that Britain didn't (6). OR Britain had been challenged by Germany before the war in different ways. One way was a naval race and they needed to re-gain their position as in control of the seas. For this reason Britain wanted to see Germany lose its navy and things like submarines (5). It also wanted to make sure that it was the most important colonial power so wanted Germany to lose all its colonies like Togoland and Cameroon. (6) [5–6] (One mark per explanation or two marks for a developed explanation.)</p> <p>Level 5: Explains reasons on both sides [7-8] (One mark per explanation or two marks for a developed explanation.)</p>
2 (a)	Poorly answered. The majority of the learners referred to the Assembly and the Council. Some listed the aims of the League of Nations.
	<p>Describe the work of the Secretariat of the League of Nations.</p> <p>The secretariat was the civil service of the League of Nations. Its employees looked after the administrative work, preparing minutes of meetings. To prepare reports for the council and the Assembly. The secretariat translated and passed on information to member nations. It was headed by the Secretary-General who acted as a spokesman for the League of Nations (1) and was always at the forefront of international affairs, trying to sort out the world's problems (2) [1-5] (One mark for each relevant point; additional mark for supporting details).</p>

(b)	Poorly answered. Most learners described the Great Depression rather than explaining how it made the work of the League of Nations difficult. Others focused on the weakness of the League.
	<p>Explain how the Great Depression made the work of the League of Nations more difficult during the 1930s.</p> <p>Level 1: General answers e.g. Bad/Negative [1]</p> <p>Level 2: Identify the reasons e.g. The lack of trade between countries made international relations worse. The increase in unemployment meant more extreme parties were voted into power. Countries became more self-interested and didn't want to support things like economic sanctions. Countries had less money to think about sending troops to help the League solve problems. [2–3] <i>(One mark for every identified reason.)</i></p> <p>Level 3: Explains one reason e.g. Millions of workers lost their jobs because of the Great Depression which increased the number of unemployment across the industrialised states This turned many people to extreme political parties which promised solutions to the economic crisis (4). The extreme parties did not believe in democracy and international co-operation. They only cared for themselves ignored the authority of the League (5). [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason [6–7]</p> <p>(One mark for a basic explanation with an additional for a developed explanation.)</p>

(c)	Fairly answered. The majority of the learners were able to identify the reasons on both sides. However, only a few could explain why the absence of the major powers and the lack of armed forces contributed to the failure of the League.
	<p>“The failure of the League of Nations was mostly caused by the absence of some of the major powers than the lack of armed forces.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers e.g. Agree or disagree [1]</p> <p>Level 2: Identify reasons one side e.g. The absence of the major powers meant the League lost respect. Without the major powers the League lacked the power to enforce its decisions and sanctions. The League lost the financial backing which the major powers could have provided. OR e.g. If economic sanctions failed the League could not use military sanctions. After the experience of World War I countries did not want to offer their armies to help the League. In the 1930s countries could not afford to send military help. [2-3] (One mark per example.)</p> <p>Level 3: Identify reasons both sides [4]</p> <p>Level 4: Explains reasons on one side e.g. The absence of the major powers was more important, because the League of Nations lacked authority to enforce its decisions. Without the major powers the League would be less able to stand up to a powerful aggressor which damaged its reputation especially in the 1930s. This made economic sanctions ineffective in for example Abyssinia (5). To be effective, the league needed to include all the major powers and united action to deter any aggressor. The absence of USA for example deprived the League of the support of the most powerful nation (6). OR The League of Nations did not have its own army, therefore, relied upon collective security. Too often this meant nations looking to the League to take action when they were not willing to act themselves. This clearly undermined the principle on which collective security was based (5). In both Britain and France, where public opinion was strongly anti-war, there was an understandable reluctance to commit to military action. Governments in both countries believed that they were militarily weak and that war must be avoided at all costs (6). [5-6] <i>(One mark per explanation or two marks for a developed explanation.)</i></p> <p>Level 5: Explain reasons both sides [7-8] <i>(One mark per explanation or two marks for a developed explanation.)</i></p>
3 (a)	Poorly answered. Most of the learners mentioned the aims of Hitler’s foreign policy instead of answering the question.
	<p>Describe the Saar plebiscite and how it changed the situation for Germany.</p> <p>This took place in accordance with the Treaty of Versailles (1) which meant that the vote was legal under the terms of the Treaty of Versailles (2). The plebiscite was held to decide whether the region should retain to German rule. In the vote, 90% indicated a return to German rule. It was a huge propaganda success for Hitler. The region was very important for the German economy as it was a key major coal mining industrial area. It allowed some German speakers to be reunited into the “Third Reich”. [1-5] <i>(One mark for each relevant point; additional mark for supporting details).</i></p>

(b)	Poorly answered. Most learners again described Adolf Hitler's foreign policy aims rather than explaining why his demands on Sudetenland did not lead to a war.
	<p>Explain the reasons why Hitler's demands in 1938 over Sudetenland did not lead to war.</p> <p>Level 1: General answers It was overlooked [1]</p> <p>Level 2: Identifies reasons Britain and France remembered the horrific experience of World War I and their public wouldn't support another war (1) and they didn't have enough armed forces to go to war (2) Many people felt that the Treaty of Versailles had been too harsh and were prepared to overlook some things. Britain and France were more interested in what happened in Western Europe so not concerned about what happened in the East. Public opinion in Britain and France supported disarmament not arming for another war and going to war. Hitler said his actions were in response to a need to protect Germans and could be seen as fair. Britain was more worried about its Empire than events in Eastern Europe so was not prepared to fight over land in the East. [2–3]</p> <p>Level 3: Explains one reason e.g. Britain was more worried about its Empire than events in Eastern Europe so was not prepared to fight over land in the East because any war in Europe could threaten the security of her Empire (4). The wealth and power that came with this empire made Britain a great power, so its protection was number one concern than fighting a war against Germany (5). [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason [6–7] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p>

(c)	Poorly answered. Most learners did not understand or rather failed to explain the reasons why the policy of appeasement could be justified at the time.
	<p>“The policy of appeasement could be justified at the time.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers e.g. No it failed [1]</p> <p>Level 2: Identifies reasons on one side e.g. Britain and France could not afford to go to war so chose a course of action to avoid it. The public in Britain and France would not support another war so they had to find a way to satisfy them (1) and through most the 1930s Hitler was trusted so it was a justifiable course of action (2) Many felt that it was right to work with Hitler, to allow him to change some of the terms of the Treaty of Versailles, because of how harsh the Treaty was. Britain and France knew they needed time to build their armed forces and appeasement gave them that time. OR e.g. Hitler had outlined aggressive foreign policy in his book, Mein Kampf, it was clear he couldn't be trusted. The events of the late 1920s had shown that the Treaty was not too harsh so allowing Hitler to change it wasn't justifiable. In allowing Hitler to go against the Treaty of Versailles it meant people started to not trust the League (1) as one of its main roles was to uphold the peace settlement (2). Hitler had taken power in an undemocratic way, it was clear he couldn't be trusted so appeasement wasn't justified. [2–3] <i>(One mark per example.)</i></p> <p>Level 3: Identifies reasons on both sides. [4]</p> <p>Level 4: Explains reasons on one side In both Britain and France memories of the huge loss of life on the battlefield of the WWI were still strong. In every town, every village memorials listing the names of dead soldiers reminded people of the human loss of war. Therefore, public opinion strongly supported disarmament (5). Chamberlain knew that Britain's armed forces were not ready to tackle Germany's armed forces because little investment had been made in them since the First World War. (6) OR Appeasement was wrong and could never be justified because it allowed Hitler to break international relations to give him what he wanted. They were prepared to give away parts of other countries and by abandoning Czechoslovakia, an important ally was lost (5). Therefore, it could not be justified as it meant giving into a bully and untrustworthy person which made it morally wrong (6). [5–6] <i>(One mark per explanation or two marks for a developed explanation.)</i></p> <p>Level 5: Explain reasons both sides [7-8] <i>(One mark per explanation or two marks for a developed explanation.)</i></p>
4 (a)	A few candidates chose to answer this question and those who attempted the question answered it well.
	<p>Describe the Marshall Plan. It was a plan of General George Marshall It was an American idea of providing countries destroyed by war things they needed like clothing. Marshall's offer of help was open to all countries of Europe including the communist ones (1). The Russians rejected the offer and made sure that none of the communist countries took advantage of it (2). The basic aim of the Marshall Plan was to contain communism (1) therefore it contributed to the hostile relationship between the USA and the USSR (2). It helped provide a market for American goods. [1–5] <i>(One mark for each relevant point; additional mark for supporting details).</i></p>

(b)	Fairly answered. Though it was answered by few learners at least they were able to identify the reasons why Khrushchev built the Berlin Wall in 1961 but not explain.
	<p>Explain why Khrushchev built the Berlin Wall in 1961.</p> <p>Level 1: General answers</p> <p>To protect Berlin [1]</p> <p>Level 2: Identifies reasons</p> <p>To prevent East Germans leaving East Germany. East Berlin was not as prosperous as West Berlin and being able to move between them was seen as a bad thing by the Soviets (1) as those living in the East could see that communism wasn't working as well as capitalism and this encouraged people to move to the West (2) To prevent the flow of refugees as this made the USSR and its communist policies look bad and weak. Communism was being undermined. <i>(One mark for every identified reason.)</i> [2–3]</p> <p>Level 3: Explains one reason</p> <p>e.g. Khrushchev built the Berlin Wall because of the large numbers of people leaving East Germany made the communist regime look unpopular (4). They wanted to stop this mass emigration because it undermined communism and gave the west an opportunity to use this as propaganda against the communist regime (5). [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason [6–7] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p>

(c)	<p>Poorly answered. Most learners referred to how the young American president was being tested and some failed to identify the reasons on how the containment policy was a success and failure. Others wrote about the Berlin Blockade and Berlin Wall.</p>
	<p>“The containment policy of the USA successfully achieved its aims.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers Agree/disagree [1]</p> <p>Level 2: Identifies reasons on one side e.g. Turkey successfully resisted Soviet pressure. The USA saved Greece from communist control. The containment of communism in Korea was a partial success. The Marshal Plan supported most of Western Europe OR e.g. Most of the Eastern European countries remained communist e.g. Hungary and Poland. The rivalry between USA and USSR increased. Communist influences spread from Cuba to parts of Central America. Vietnam was totally lost to communists. [2–3] <i>(One mark per example.)</i></p> <p>Level 3: Identifies reasons on both sides. [4]</p> <p>Level 4: Explains reasons one side e.g. The Korean War could be seen as a success for the policy of containment. It showed the USA had the will and the means to contain communism to ensure South Korea remained out of communist hands. (5) They contributed half of the ground forces and the majority of both the air and naval forces for example 90% of the air force. (6) OR e.g. Containment failed in North Vietnam because not only did it spread to South Vietnam it also made the policy very unpopular in the US meaning that containment effectively ended after failure in that war. (5) The situation was made worse when both Laos and Cambodia became communist. (6) [5–6] <i>(One mark per explanation or two marks for a developed explanation.)</i></p> <p>Level 5: Explains reasons on both sides [7-8] <i>(One mark per explanation or two marks for a developed explanation.)</i></p>
5 (a)	<p>It was fairly answered though most learners described the apartheid laws only.</p>
	<p>Describe how South Africa kept control of Namibia after the Second World War.</p> <p>e.g. South Africa demanded that Namibia should officially become part of South Africa (1) and although the UN rejected this demand South Africa ruled Namibia as if it had agreed. (2) South Africa ignored the UN’s ruling and annexed Namibia The UN said that international law was being broken but South Africa ignored this statement because it wanted to strengthen the power of the white minority. In 1950 the National Party was voted into power by the white population. They introduced more racist laws including homelands. With the National Party in power, more whites came to settle (1), resulting in more Namibians being forced to move to uninhabited and barren places (2) [1-5] <i>(One mark for each relevant point; additional mark for supporting details).</i></p>

(b)	Poorly answered. Most learners described the Cassinga incident and only a few managed to identified a reason or two without an explanation.
	<p>Explain why South Africa attacked Cassinga in Angola in 1978.</p> <p>Level 1: General answers To kill [1]</p> <p>Level 2: Identifies reasons SA defence force believed that there were PLAN fighters amongst the woman and children. The South Africans wanted to stop plan (1) because they didn't want to have to keep increasing troops in Namibia and risk open warfare (2) They wanted to demoralise the plan fighters/Namibian people. [2–3] (One mark for every identified reason.)</p> <p>Level 3: Explain one reason e.g. South Africa attacked Cassinga because it was seen as the main military camp of SWAPO, where military training was done and attacks launched from so it needed to be weakened to protect South Africa. (4) Military intelligence from April 1978, showed increased activity meaning South Africa was even more concerned about preventing its activities. (5) [4–5] (One mark for a basic explanation with an additional for a developed explanation.)</p> <p>Level 4: Explains more than one reason [6–7] (One mark for a basic explanation with an additional for a developed explanation.)</p>

(c)	Fairly answered. Most learners identified the reasons on both sides but only a few were able to provide explains.
	<p>“The independence of Namibia was achieved more by the United Nations.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers [1] Agree/disagree</p> <p>Level 2: Identifies one side only</p> <p>e.g. UN worked through its International Court to remove South Africa. The UN supervised an election in 1989 South Africa was requested by the UN to withdraw but refused and the UN requested member states to introduce limited sanctions against South Africa. UN introduced resolution 435 that introduced elections (1) and a ceasefire to help reduce tensions (2)</p> <p>OR</p> <p>e.g. SWAPO started the armed liberation struggle. The role of the church, was important as it helped encourage international support through Christianity world wide In 1971 – 72 the Namibian workers went on strike Independent countries in Africa provided SWAPO with military training, equipment and financing to wage an armed struggle. [4] (One mark per example.) [2–3]</p> <p>Level 3: Identifies reasons both sides</p> <p>Level 4: Explains reasons on one side</p> <p>e.g. The UN repeatedly condemned South Africa for its attitude and in 1971 the International Court of Justice ruled that South Africa’s occupation of Namibia was a breach of international law and told South Africa they must withdraw immediately but refused and UN requested member states to introduce sanctions against South Africa.</p> <p>OR</p> <p>e.g. SWAPO campaigned tirelessly for the independence of Namibia. They wanted a united and independent Namibia with universal adult suffrage. Their campaigning led to them being recognised by the United Nations as representing the majority of Namibians and therefore being the true voice of the Namibian people. [5–6] (One mark per explanation or two marks for a developed explanation.)</p> <p>Level 5: Explains reasons on both sides [7-8] (One mark per explanation or two marks for a developed explanation.)</p>
6 (a)	Poorly answered. Most learners generalised and failed to outline the measures taken by the Namibian government to improve social development since independence.
	<p>Describe the measures taken by the Namibian government to improve social development since independence.</p> <p>e.g. The government introduced education for all to address inequities in education (1) and to expand educational opportunities for the historically disadvantaged Namibians (2) infrastructures improved e.g. many schools were built, construction of health facilities and roads. Introduction of social grants to all Namibians. The government also came up with resettlement farms as well as drought relief. [1-5] (One mark for each relevant point; additional mark for supporting details).</p>

(b)	Poorly answered. Most learners could not even come up with any relevant benefit Namibia accrued being part of SADC. They only ended up describing the development within Namibia.
	<p>Explain the benefits of Namibia in joining South African Development Community (SADC).</p> <p>Level 1: General answers Protection [1]</p> <p>Level 2: Identifies reasons e.g. Namibia benefits by having access to a larger market. Economic integration means Namibia's goods can be sold more easily. It benefits from SADC's investment in things like transport links (2) to make it easier to export goods and reduce costs (3). Experience and technology from other countries could be shared more easily. Namibia can now co-operate with other countries for defence and security. Namibia has closer political links with other countries in the region [2–3] <i>(One mark for each relevant point; additional mark for supporting details.)</i></p> <p>Level 3: Explains one reason e.g. The benefit to Namibia in joining SADC was to encourage political stability because after independence the country needed to build cooperation around itself so it could develop as a nation with peace and security. (4) SADC allowed Namibia a voice in international affairs and it has actively worked to keep peace in the area which has allowed it to increase its international standing. (5) [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p>

(c)	<p>Poorly answered. Most learners who opted for this question failed to identify the social and economic development since independence and before it. Some tended to explain the infrastructures in general without singling any and explaining what was done to them.</p>
	<p>“Namibia has had more social and economic development since independence than there was before it.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers Agree/disagree [1]</p> <p>Level 2: Identifies reasons on one side e.g. Since 1990, more schools have been built (1) and major reforms introduced to improve education (2). The construction of roads nearly doubled both in rural and urban areas There is an increase in the number of universities than before. The government made reforms to try and stop inequalities in education. OR e.g. Piped water was channelled to communities in Owamboland. The huge Kunene Hydro-electric scheme was developed to provide power to towns and industries in the rest of Namibia in 1970s. The Bantu Investment Corporation (BIC) was established to promote small-scale industries and commercial development in homelands (1) through loans to entrepreneurs and traders (2). There was inadequate investment in human resources. [2–3] <i>(One mark per example.)</i></p> <p>Level 3: Identifies reasons on both sides [4]</p> <p>Level 4: Explains one side e.g. After independence the government embarked upon social and economic development. Many schools were built both in rural and urban areas compared to before independence. This made it possible for the government to fulfil its constitutional obligation of ensuring the right to education for all citizens and has equally led to a considerable alleviation of poverty. OR e.g. Although development was meant to benefit the white people and a minority of black elites, a lot of money was made available for capital projects in Namibia under the Odendaal Plan. For the first time the huge Kunene Hydro-electric dam was constructed to provide power to towns and industries in the rest of Namibia. [5–6] <i>(One mark per explanation or two marks for a developed explanation.)</i></p> <p>Level 5: Explains both sides [7-8] <i>(One mark per explanation or two marks for a developed explanation.)</i></p>
7 (a)	<p>Fairly answered. Most learners could mention the activities carried out by Nelson Mandela such as being the President of the ANC and leader of MK.</p>
	<p>Describe the role played by Nelson Mandela in opposing apartheid up to 1964. e.g. He set up Umkhonto we Sizwe (1) and they blew up targets such as electricity pylons because there were no people to get hurt at places like this (2) He travelled around South Africa recruiting and organising MK He went abroad to raise money for an armed struggle He went abroad to raise awareness of the problems black people had in South Africa (1) like he went to Britain (2) He travelled to other African countries to receive military training (1) on his return he was caught and sentenced to 5 years in prison (2) The Rivonia Trial helped gain worldwide attention for him and the ANC [1-5] <i>(One mark for each relevant point; additional mark for supporting details).</i></p>

(b)	Fairly answered. Most learners could identify the points but only a few of them could reach the explanation level.
	<p>Level 1: General answer Because they are blacks [1]</p> <p>Level 2: Identifies reasons e.g. To stop black people thinking they could do better jobs To prevent competition with whites in the job market To ensure black people would not stop doing unskilled work for white people To keep costs low as basic education cost less money [2–3] <i>(One mark for every identified reason.)</i></p> <p>Level 3: Explains one reason e.g. Black people provided a vast pool of cheap labour for the white people. By restricting their education their aspirations and opportunities would be limited, they would be prepared only for work in the homelands or work as labourers for white people (4). Therefore, Bantu education was not introduced as a means of raising the cultural level of black people, not of developing the abilities of the black child to the fullest, but as one of the devices which aim at solving the cheap labour problems of the country (5). [4–5] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p> <p>Level 4: Explains more than one reason [6–7] <i>(One mark for a basic explanation with an additional for a developed explanation.)</i></p>

(c)	Fairly answered. Most learners could identify the role of FW de Klerk and other factors that played a role in ending apartheid. Those who identified Nelson Mandela were able to explain the role he played but the other factors mentioned were not explained.
	<p>“F W de Klerk played the most important role in ending apartheid.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers Agree/disagree [1]</p> <p>Level 2: Identifies reasons one side e.g. In 1990 F.W De Klerk legalised all political parties like ANC, PAC, etc. All political prisoners were freed He ordered the release of Nelson Mandela (1) which offered him an opportunity to negotiate with Mandela to fully dismantle apartheid (2). By 1993, all apartheid legislation were repealed. OR e.g. Opposition movements continued to put pressure on the National Party to end apartheid (1) as the wide-ranging protests made governing South Africa very challenging (2). In 1963 the UN passed an arms embargo on South Arica, which the USA and Britain joined in 1964. The work of the ANC was having an effect Mandela’s charisma helped. [2–3] (One mark per example.)</p> <p>Level 3: Identifies reasons both sides [4]</p> <p>Level 4: Explains reasons on one side e.g. De klerk was significant as the first leader who accepted that apartheid would have to end completely and be replaced by black majority rule (5), and so released Mandela and made the ANC and other previously banned parties legal. (6) OR e.g. Pressure from opposition movements put pressure on the National Party to end apartheid. The emergence of the United Democratic Front in 1983 meant that protests were effectively co-ordinated and in 1985 COSATU was formed which brought together the largest Trade Unions in South Africa. (5) Therefore, opposition also played an important role in ending apartheid as the wide-ranging protests made governing South Africa very challenging. (6) [5–6] (One mark per explanation or two marks for a developed explanation.)</p> <p>Level 5: Explains reasons on both sides [7–8] (One mark per explanation)</p>
8 (a)	Well answered. Most learners were able to describe the apartheid laws introduced in the 1950s and their effects. Learners demonstrated a good understanding of the apartheid system.
	<p>Describe the apartheid system of South Africa in the 1950s.</p> <p>e.g. Apartheid was a system of laws that discriminated against black people (1) they were designed to control black people and/or stop the advances they had made in the 1940s (2). It meant different races lived apart and developed their lives separately. Everyone was classified according to race. Acts passed by the government forced people to live in separate areas, use separate areas, use separate schools and separate transport. The policy under which the National Government was elected in 1948. [1-5] (One mark for each relevant point; additional mark for supporting details).</p>

(b)	Fairly answered. Most learners could identify the reasons for the establishment of Umkhonto we Sizwe but could not reach the explanation level.
	<p>Explain why the African National Congress decided to establish “Umkhonto we Sizwe.</p> <p>Level 1: General answers To oppose [1]</p> <p>Level 2: Identifies reasons e.g. The ANC set up Umkhonto we Sizwe to carry out an armed struggle. It was established as a fighting arm of the people against the racist government and its policies of racial oppression. To carry out acts of sabotage as its campaign against apartheid (1). Therefore, its targets included police stations, courts, bars and power supplies (2). [2–3]</p> <p>Level 3: Explains one reason e.g. The ANC set up Umkhonto we Sizwe to carry out an armed struggle. After Sharpeville, the ANC got convinced that peaceful methods of protest were not enough and it turned to violence (4). This led to the establishment of Umkhonto we Sizwe to carry out a guerilla warfare against the apartheid South African government. (5) [4–5]</p> <p>Level 4: Explains more than one reason [6–7] (One mark for a basic explanation with an additional for a developed explanation.)</p>

(c)	Poorly answered. Most learners who attempted to answer this question failed to identify the reasons why the South African government suppressed the resistance to the apartheid state in during the mid-1960s. The questions was not well understood by the learners.
	<p>“The South African government successfully crushed resistance to the apartheid state during the mid-1960s.” How far do you agree with this statement? Explain your answer.</p> <p>Level 1: General answers Agree/disagree [1]</p> <p>Level 2: Identifies reasons one side e.g. The government charged leaders with high treason. School protests were squashed. All opposition was dealt with harshly (1) as political activists were arrested and sometimes tortured or murdered (2). It prevented free speech. OR The Sharpeville incidence awakened the international community. The banning of MK and Poqo drove resistance underground. There was a Defiance campaign. The ANC encouraged resistance (1) by encouraging black people to resist through stay at home days and bus boycotts (2). [2–3] <i>(One mark per example.)</i></p> <p>Level 3: Identifies reasons both sides [4]</p> <p>Level 4: Explains one side e.g. Every act of protest against apartheid prompted a brutal response followed by even more repressive laws. The Suppression of Communism Act not only banned the Communist Party but also any group considered a nuisance by the government. This meant the government could silence any of its critics (5). Through the above mentioned Act government was able to charge leaders with high treason as they were accused of being communists (6). OR e.g. The Defiance Campaign attempted to make apartheid unworkable. Men marched without passes, ignored curfew laws and walked through entrances marked ‘Europeans Only’. Protesters were arrested but put the issue on the United Nations agenda. (5) The fact that protestors chose to be imprisoned, rather than paying a fine, after arrests allowed demonstrators to burden the government economically and giving them a chance to voice their opinions on apartheid when they were tried in court. (6) [5–6] <i>(One mark per explanation or two marks for a developed explanation.)</i></p> <p>Level 5: Explains reasons both sides [7–8] <i>(One mark per explanation or two marks for a developed explanation.)</i></p>

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are encouraged to:

- Make learners aware of the specific demands of each type of question.
- Part (a) questions require recall and description.
- Part (b) questions require recall and explanation.
- Part (c) questions require recall, explanation and analysis. In part (c) questions the most effective answers argue both for and against the focus of the question.
- Teach the whole content as outlined in the syllabus.
- Assess and give feedback to the learners timeously.
- Read through the examiners’ reports.

GENERAL COMMENTS

This was the third examination for grade 11. Learners struggled with the comparison question. Most of them could not identify the **agreements** and **disagreements** when comparing sources. A number of learners copied and paraphrased sources instead of inferring from them. Learners lost marks for not making a choice when answering questions, e.g., by saying the source(s) is useful or less useful, the sources agree or disagree, etc. English literacy skills and vocabulary are still lacking. Most learners could not understand the instruction words or the requirement of the questions. Teachers/Tutors should not give the mark scheme to the learners but rather help them to develop analytical skills. The majority of learners used **Y** and **N** instead of **Yes and No** in the last question and lost marks. Most learners still find it difficult to evaluate and analyse cartoons.

Advice to take at heart:

- **Learners should not paraphrase the sources.** What is required is an interpretation of a source(s) not to summarise the sources in their own words but to give meaning to the source.
- Don't only copy the source(s) without giving an interpretation.
- Using or copying words from the source(s) is not allowed. Teach your learners to infer properly from a source and then quote the details from the source which supports the inference. An inference is something you can work out from the source which is not directly said.
- Learners must make choices where it is required of them. Encourage your them to begin each paragraph with the words of the question e.g. Source F is more useful because... or Source G is less useful because... If they fail to make a choice they will score the lowest marks even if the answer contains all elements to score high marks.. Make sure that your candidates know the content very well, if they don't know they won't be able to interpret the sources, especially with Russia: 1905-1941.
- When they use support, it must fit with their choice.
- Develop in class the **purposes** in questions with keywords like: useful/less useful/why/trust/not trust/wrong/right/surprise/not surprise/proof/not proof/message. A valuable tip on a **purpose** is that it is three valid inferences/ assertions together. **Look at the intentions of the author/creator.** See examples in the mark scheme.
- With comparison questions let the learners compare the sources with one another not individually
- Encourage your learners to have **4 or more quotes for support and 4 rejecting the statement** in the last question with support to score full marks.
- Write the phrase or sentence in full when using details from the source (s) as evidence.
- Work on the vocabulary and the use of proper English in class.
- Build up the learners' contextual (own) knowledge by teaching them the content and combine it with the must skills they have to master for this paper.
- **Workshops** are a must especially for the former Junior Secondary Schools where teachers were thrown in the deep end.
- Teachers are encouraged to reach out to others who are more experience.

COMMENTS ON INDIVIDUAL QUESTIONS**Question 1**

The majority of the learners misinterpreted the source, they focused on the Tsarist rule in general instead of focusing on the crowd. Some learners who were able to get the correct valid inference failed to give the correct support from the source. Most learners failed to provide the valid contextual knowledge. Most learners provided general knowledge about Bloody Sunday as contextual knowledge but did not go hand in hand with the question. Some learners still copied the introduction as contextual knowledge which is not a good practice.

Some learners applied skills that are not required for this question.

1 Study Source A

What can you learn from Source **A** about the attitudes of the crowd towards the Tsarist rule? Use the source and your knowledge to explain your answer. **[6]**

Level 1: General comment not answering the question, copying, misinterpretation, no valid source use or inference, contextual knowledge only. [1]

- Level 2: Unsupported Inference (s)**
e.g. People did not expect danger. People believed that the process will be peaceful despite the presence of the army/had no fear/People show respect towards the Tsar, they see the Tsar as the problem solver, the people believed or had hoped their problems will be solved by the Tsar. People felt at ease/peace/protected at the Winter Palace/They see the Tsar as holy/sacred/good positive [2-3]
- Level 3: Inference(s), supported** [4-5]
- Level 4: Level 3 + contextual knowledge** [6]
Based on the believe that the Tsar seen as holy/divine right to rule. The Orthodox Church taught that the Tsar was the head of the country and he was God's chosen representative on earth

Question 2

The majority of the learners could identify the sub messages. Most learners also managed to use the caption to support the sub messages.

Most learners failed to reach the highest level as they could not develop sub messages into main messages. They mostly described the events of Bloody Sunday instead of pointing out the message of the source. This sums up the general problem: **lack of contextual knowledge**. This led to most learners paraphrasing other sources or using the introduction to answer the question. Teachers/Tutors should make it explicitly clear to the learners that a purpose is normally based on the intention(s) of the author e.g. to tarnish/criticise and praise/promote and now the learners must explain it in detail.

2 Study Source B

- What is the message of this source? Use the source and your knowledge to explain your answer. [7]
- Level 1: General comment not answering the question, surface detail, misinterpretation, no valid source use or inference, contextual knowledge only.** [1]
- Level 2: Sub-message(s) not supported** [2-3]
e.g. the soldiers killed their own people brutally.
1 SM=L2/2
2 SM- L2/3
- Level 3: Sub-message(s) supported** [4-5]
e.g. the soldiers use their swords/ to kill their own people brutally.
1 SM+sup= L3/4
2 SM+ sup= L3/5
- Level 4: Main message not supported** [6]
e.g. The Tsar/soldiers would not tolerate any form of resistance. It is about the suffering people had to endure at the hands of the Tsar's soldiers. It shows the brutality of the Tsar's soldiers. People are defenseless against the brutal treatment. Shows how oppressive the Tsar was
1 MM=L4/6
- Level 5: Main message, supported by details from the cartoon or contextual knowledge.** [7]
Soldiers killed unarmed people brutally to demonstrate that they will not tolerate any form of resistance even if it happens peacefully. It shows the Tsar was a bad man, (**why**) so that he loses the people's trust (**why**) in order to make it easier to remove him from power.
Contextual knowledge
Autocratic leadership of the Tsar
Events of the bloody Sunday

Question 3

Most learners came up with a choice but failed to work out the agreement or disagreement between the sources. The majority of the learners personalised the sources e.g. I agree but failed to compare or use the sources. General answers were provided in most instances, many learners attempted to test the reliability of the sources, provided contextual knowledge and did cross-reference which is not a prerequisite for this question. Very few learners came up with the similarities and differences but failed to pull out the correct support from the sources as evidence and lost marks in the end.

3 Study Sources C and D

How far do Sources **C** and **D** agree about the causes and results of the 1905 Revolution? Use the sources and your knowledge to explain your answer. [7]

Level 1: General comment not answering the question or simple answer to the question such as the sources agree/disagree, copying, no valid source use or inference, contextual knowledge only/ no choice. [1]

Level 2: Compares provenances e.g. one is 1905 while the other is 2001 [2]

Level 3: Agreement OR disagreement, unsupported

Agreement:

Both shows that Russian people were mistreated

Both shows there is a communication gap between the Tsar and the people

Both show the need for financial/economic assistance/ help for peasants

Both show need for reform/change

Both show barrier between Tsar and people/people did not have access to the Tsar

Both show peasants not treated as humans/ill treated

Disagreement:

C suggests the Tsar was someone who would offer Justice, would protect his people, and **D** shows he didn't care/only want to protect his own people.

C suggests only peasants had problems but **D** suggests there were other people with issues like those that wanted Freedom of speech. **C** Tsar could be trusted, **D** the Tsar could not be trusted

C peaceful/nonviolent approach, **D** a violent approach, **C** shows the plea for intervention, **D** shows the Tsar's intervention, **C** communication gap, **D** platform offered to the people, **C** no respect for

human rights, **D** human rights observed, **C** bad leader/ignorant/doesn't care, **D** good leader/care/ sympathetic [3]

Level 4: Agreement OR disagreement, support [4-5]

Level 5: Agreement AND disagreement, unsupported [6]

Level 6: Agreement AND disagreement, supported [7]

Question 4

The question was more challenging for most learners. Most scored only level 1. Some learners failed to make a choice, i.e. useful or less useful, and mostly used their own knowledge instead of the source. The majority of learners failed to make valid assertions on either useful and less useful. Learners who managed to make assertions made general assertions or assertions that does not address the question. Only a few learners were able to meet the requirements of the question by providing utility.

The majority of the learners could not provide a linking statement when attempting to do cross-reference with other sources.

4 Study Source E

How useful is this source to a historian studying the Tsarist control of Russia? Use the source and your knowledge to explain your answer. [8]

Level 1: General comment not answering the question or simple answer to the question such as the source is useful/not useful, copying, no valid source use or inference, contextual knowledge only/ No valid Assertion. [1]

Level 2: Useful because of what it tells you about tactics used by the Tsar to rule Russia.

e.g. the source tells you that the Tsar used force to control people.

OR

Not useful because it does not show control through political repression

e.g. the source is not useful because it does not tell you the tactics used by the Tsar to control the people/people to convince the Tsar to introduce reforms. [2-3]

- Level 3: Both aspects of L2** [4-5]
 1 Useful + Less Useful= L3/4
 2 Useful + Less Useful= L3/5
- Level 4: Utility based on cross reference to another source OR contextual knowledge**
 e.g. Source E is useful because cross referencing to Source A, B and D all shows control through violence/force. In all cities and industrial centers soldiers are employed and equipped with live ammunition to be sent out against the people. In Source D 'rebellion' in the countryside was ruthlessly put down. [6-7]
- Level 5: Utility based on cross reference to another source AND contextual knowledge**
 e.g. Source E is not useful because the method of political control is missing e.g. Lenin and other leaders of the Union were arrested. Lenin was jailed for a year and then exiled to Siberia for a term of three years. When cross referencing to Source D if free speech needed to be granted it showed they didn't have it. [8]

Question 5

Generally, this question was well answered. In some cases, learners failed to identify the right choices, paraphrasing some of the sentences, grouped some of the sources under one choice. The majority of the learners did not try to do the testing of reliability of any source to get a bonus mark. Those who tried did not get any mark for it. A big number of learners still use contextual knowledge for this question which is not a requirement at all.

5 Study all the sources

"The Tsar ruled Russia only through the use of violence."

How far do these sources support this view? Use the sources and your own knowledge to explain your answer. [12]

- Level 1:** General comment(s) not answering the question or simple answer to the question such as the sources support/do not support, copying, no valid source use or inference, contextual knowledge only. [1-3]
- Level 2: Uses sources to support or reject the statement** [4-6]
- 1 Yes Or 1 No = L2/4
 - 2 Yes Or 2 No = L2/5
 - 3 Yes Or 3 No = L2/6
- Level 3: Uses sources to support and reject the statement** [7-12]
- 1 yes and 1 No = L3/7
 2 Yes And 1 No = L3/8
 2 Yes And 2 No = L3/9
 2 Yes And 3 No = L3/10
 3 Yes and 3 No = L3/11

Award 1 bonus mark for evaluation of sources.

Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples, from source content. There must be an explanation of how this supports / does not support the statement.

Supports	Rejects
A	A
B	C
E	D

SOURCE A

No: I noticed that mounted troops in front of the Winter Palace but everyone thought it did not mean anything in particular.

Yes: I noticed that mounted troops in front of the Winter Palace but everyone thought it did not mean anything in particular.

No: All the workers were peaceful and expectant.

No: They wanted the Tsar to come to take the petition.

Yes: Then we heard the noise of horses' hooves.

No: Then we heard the noise of horses' hooves.

SOURCE B

NB: Choice, Valid Inference and Support (Surface detail)

Example: **Choice – Support or Reject the statement**

- **VI = Yes:** This shows that the Tsar was ruthless on anyone who oppose his rule.
- **Caption/Surface detail (support) =** The soldiers beating/cutting protesters.

SOURCE C

No: We come to seek truth, justice and protection from you.

Yes: We are poor and oppressed, unbearable work is imposed on us, we are despised and not recognised as human beings.

No: We are poor and oppressed, unbearable work is imposed on us, we are despised and not recognised as human beings.

No: We ask little; to reduce our working day to eight hours and to provide a minimum wage of a rouble a day.

No: Do not refuse to help your people.

Yes: Destroy the barrier between yourself and your people.

SOURCE D

No: In his October Manifesto the Tsar offered the people as a Duma (an elected parliament), the right to free speech and the right to form political parties.

No: In November, he announced further concessions and financial help for the peasants. This divided his opponents.

Yes: Having made peace with Japan, then the Tsar brought back his best troops to western Russia to crush the revolt.

Yes: Rebellion in the countryside was ruthlessly put down.

SOURCE E

Yes: A third of Russia lives under emergency legislation.

No: A third of Russia lives under emergency legislation.

Yes: The numbers of the regular and the secret police are continually growing.

No: The numbers of the regular and the secret police are continually growing.

Yes: At no time have religious persecutions of the Jews been as cruel as there are today.

Yes: In all cities and industrial centres soldiers are employed and equipped with live ammunition to be sent out against the people.

Yes: Autocracy is an outdated form of government that may suit the needs of a central African tribe but not those of the Russian people, who are increasingly aware of the culture of the rest of the world.

HOME ECONOMICS

6155
Paper 1

1. GENERAL COMMENTS

The academic year 2021 was a difficult year, as both teachers and learners had to adopt to many changes that were the result of the coronavirus pandemic! We would like to thank all the teachers who still did their best for the benefit of the Namibian child.

The marks of the candidates ranged between a large number of candidates the majority of whom performed on average, a few performed poorly and a few performed well.

Candidate must take time to read through the question paper thoroughly. Some question were not read properly which led to misinterpretation.

The terms describe and identify still remain a huge problem. Learners only list or name and, therefore, no marks were allocated.

Candidates still find it difficult to apply practical knowledge to theoretical questions, so during a practical lesson teachers should link the theory to the dish the candidates are preparing. For example, cooking methods, mixing techniques and the recipe terms should be carefully explained.

Section C must always be written in an essay format: **heading** that is not written in a question form, the **body**, where candidates answer the question and **conclusion** that sum up the essay.

The introduction as well as the conclusion of the essay must be linked to the discussion of the topic and must make sense.

The body of the essay should be in paragraph form and not bulleted or numbered or in subheadings.

Some parts of the syllabus were poorly covered by most centres. Teachers must pay more attention to:

- Functions of different nutrients
- Food sources of nutrients
- Topic of meat
- Family life education
- Cooking methods
- Characteristic of a well-planned wardrobe
- Management and housing

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

- 1 Poorly answered. Most candidates could not identify the possible deficiency disease as they confused the question with a different dietary health disorder.

The correct answers were:

(i) Scurvy

(ii) **Lack of vitamin C**

(iii) (Be specific) Rosehips, blackcurrants, green peppers, kiwi fruits, oranges, grape fruits, lemons, strawberries, cabbage, spinach/dark green leafy vegetable, apple, guava, watermelon, banana, tomatoes, cauliflower, kakadu plum, pineapple/fresh grapes, beetroots, Brussels sprouts, broccoli, potatoes, peas

Fairly well answered, as most candidate were able to write the correct roman number from column b in the space provided.

However in such questions candidates should indicate by writing the number and not by matching closing with arrow or line.

The correct answers were:

2 (a) (vii) (b) (vi) (c) (ii) (d) (i) (e) (viii) (f) (ix) (g) (iv)/(viii) (h) (v) (i) (x) (j) (iii)

3 Well answered by most of the candidates, who were able to classify protein sources as high biological value or low biological value.

The correct answers were:

- (a) High biological value
- (b) Low biological value
- (c) High biological value
- (d) Low biological value

4 Poorly answered,as most candidate could not state the colour of the Namibian grading system for meat.

The correct answers were:

- (a) AAA – purple
- (b) ABAB – green
- (c) CCC – red

5 Poorly answered as most candidate could not state the cooking term for each description.

The correct answers were:

- (a) Shallow frying
- (b) Beat/whisk
- (c) Caramelize

Family life education

6 Fairly well answered by most of the candidates, although some candidate could not give the correct definition of the family terms.

The correct answers were:

- (a) Dual role-when a male (man) and/or female (woman) of a household are both responsible for the productive and non-productive role in the household
- (b) Nuclear family - consists of a man and a woman/couples who are usually married and their children. They usually live together under one roof
- (c) Lack of solidarity

7 Fairly well answered by most candidates although some candidates could not give one word for the statements.

The correct answers were:

- (a) Organization
- (b) Saving
- (c) Standard

8 Well answered by most candidates, who were able to label the type of housing

The correct answer was:

High density housing

9 Well answered by most candidates who were able to list ways which housing can be acquired.

The correct answers were:

Buying, Renting, Building

10 Well answered by most candidates who were able to underline the most important need that must be satisfied first, according to Maslow hierarchy.

The correct answers were:

Physiological needs

Clothing and consumer education

- 11 Fairly well answered by most candidates although some candidate could not define the terms 'wardrobe' and 'food additives'.

The correct answers were:

- (a) Wardrobe is the stock/collection of clothing that you wear during different seasons of the year/ accumulated over a period of time.
- (b) Food additives are any substance that is added to food intentionally or unintentionally to improve the quality of food/to make the food last longer.

- 12 Well answered. Most candidates were able to list the right of the consumer.

The correct answers were:

- The right to safety
- The right to be protected
- The right to be informed
- The right to choose
- The right to be heard
- The right to complain (action to correct a wrong)/to exchange goods
- The right to consumer education/educated
- The right to quality goods

SECTION B

- 13 Fairly well answered by most candidates, however, a few candidates could not distinguish between food with high energy value and food with low energy value.

The correct answers were:

- High energy value food, food high in fats and sugar and low content of water e.g. chocolate, ice-cream, sweets, cakes and cheese and fried food
- Low energy value food; contain high water content and low content of fat or sugar calories e.g. Milk, fruits, sugar free drinks, watermelon, vegetables, most green vegetables e.g. spinach, kale, artichoke, broccoli, watercress, beans, peas made up of water only

- 14 Fairly well answered by most candidates, however, not all were able to explain the factors which influence meal planning of the family.

The correct answers were:

- (a) Nutritional needs of the family: nutritional needs depend on age, gender, activity and health of the family members. All members need the same nutrients and food, but in varying amounts e.g. growing children need more milk for growing strong bones and teeth than adults. Older people need less energy giving food than active teenagers. Meal plan must take this into consideration
- (b) Skill and knowledge of the cook
All people are not equally interested in food and cooking. The menu prepared by a skillful cook will be different from the menu of someone with limited skills.
Balanced meals can be planned with simple and easy, but tasty dishes

- 15 Well answered by most candidates, who were able to define pathogenic organisms.

The correct answers were:

microorganisms which cause diseases or harmful bacteria contained in toxic substances in food.

- 16 Well answered by most candidates who were able to identify the suitable methods of cooking .

The correct answers were:

- (a) (i) Swiss roll – baking
(ii) Bran pudding – steaming
(iii) Doughnuts – deep-frying
(iv) Cinnamon dumplings – boiling/simmering
- (b) Fairly well answered as most candidate were able to identify the method of heat transfer but were not able to explain the process of heat transfer.

The correct answers were:

- (i) 1 Grill–conduction between molecules in food
2 Radiation from electric element

- (ii) 1 Simmer-conduction between stove plate and saucepan, as well as between molecules of food
- 2 Convection currents produce the liquid surrounding the food.

17 Poorly answered by most candidate as they could not explain the term dextrinization.

The correct answers were:

- (a) Dextrinization the effect of dry heat on starch. Dry heat causes the drying out of cereals because the natural water content evaporates.
The breaking down of starch molecules to dextrin by dry heat.
The colour of the surface changes to brown.
The process when starch or starch containing food is cooked by air or oil.

(b) Well answered by most candidates as they were able to describe the value of cereal in the diet.

The correct answers were:

- Contains mainly starch, therefore, the main source of energy in any diet
- Are inexpensive
- Unrefined cereals are good sources of dietary fiber
- Provide some protein to the diet (LBV)
- Prevents deficiency marasmus.
- Provides the body with carbohydrates

(c) Well answered by most candidate as they were able to describe practical way of preventing the formation of lumps, when preparing white sauce.

The correct answers were:

- Sift the flour, correct measurements, stirring continuously/keep stirring, cooking on low heat, adding milk while stirring, remove from heat while adding the milk.
- Use a saucepan with a heavy bottom as it spreads heat evenly.
- Coated flour in melted shortening

18 Poorly answered, as most candidate could not identify and explain the method of tenderizing meat displayed in the image.

The correct answer was:

Ripening of beef/meat = when meat hangs in cool conditions for 4 to 7 days, a degree of tenderness is achieved

19 Fairly well answered by most candidates, however, some candidates were confused by the question as they provided guidelines of fresh fish instead of frozen fish.

The correct answers were:

- Frozen as hard as a stone
- Packaging should be air tight
- No discoloration or freezer burn, no bad smell
- Check expiring date
- No large amount of ice crystals inside the packaging

20 Fairly well answered by most candidates, - as they were able to describe ways to reduce the loss of vitamin C in the food preparation and cooking process.

The correct answers were:

- Preparation just before cooking prevents the oxidation of vitamin C
- Do not soak vegetables and fruits because vitamin C will dissolve in the water
- Rinse, wash and prepare the fresh vegetables and fruit quickly
- Do not chop vegetables too finely before cooking. It is better to tear up leafy vegetables
- Cook vegetables in the skin whenever possible and cut into larger pieces to retain vitamin C
- Place vegetables into a minimum amount of boiling water and put lid on the pan to reduce cooking time and loss of Vitamin C
- Never add bicarbonate of soda to cooking water as this will destroy the vitamin C
- Do not leave vegetable to stand too long before serving. Serve and eat immediately and use the cooking water for gravy
- Rather steam than boil vegetables
- Cook on high heat for a shorter period

FAMILY EDUCATION

- 21 Very well answered by most of the candidates as they were able to discuss the characteristics of a mature person.
- The correct answers were:**
- A mature person is aware of things that influence and shape behaviour and thinking
 - Is able to develop own opinion based on what he/she believes is right
 - Can see him/herself and know him/herself in a realistic and positive manner
 - Accepts him/herself and does not wish to be someone else
 - Uses his/her abilities and skills
 - Takes into account other people's feelings
 - Accepts others with tolerance
 - Is responsible
 - Discipline/honesty/reliable and trustworthy
 - Respect themselves and others
 - Deal with problems according to values
- 22 (a) Very well answered by most of the candidates as they were able to distinguish between gross income and net income
- The correct answers were:**
Gross incomes - income before deduction
Net incomes - income after deduction
- (b) Well answered by most candidates as they were able to explain the importance of insurance.
- The correct answer was:**
To provide economic or financial protection against disability, age or death and against future events, theft, accident, fire etc.
- (c) Poorly answered by most of the candidates, as they could not identify the type of insurance, that, the insured person receives a cash amount if he/she is totally and permanently unable to follow his or her regular or similar profession.
- The correct answer was:**
Disability insurance
- (d) Fairly well answered by most candidates as some candidates define credit transaction instead of cash transaction and did not put emphasis on the word immediately/that time /that moment.
- The correct answer was:**
Cash transaction = pay immediately/**that time/ moment** for item using currency or when consumer buys goods and services and pays for them **immediately**.
- (e) Well answered by most candidate as they were able to state advantages of cash transaction.
- The correct answers were:**
- No debts in specific shops
 - No paying of interest
 - Not limited to a certain shop
 - No need to check accounts
 - Likely to stay within limits of income/ not buying unnecessary goods /aware of his/her financial position
 - Investigate price more carefully
 - In position to bargain for discount
 - Is quick and easy/ fast
- 23 (a) Poorly answered by most candidates as most candidates could not list characteristic of a well-planned wardrobe.
- The correct answers were:**
- It should be planned with discretion
 - It should contain a garment for each occasion and activity in which the wearer takes part/ personality and figure type
 - All garments should be worn/wearable garments. They should not merely take up space in the wardrobe
 - At least 50 percent of the clothes should be classical, that is they do not date quickly
 - It should contain fashion accessories and small fashion articles to keep the wearer up to date
 - The wardrobe should reflect quality and not quantity
 - It should contain garments of different colours and textures

- (b) Very well answered by most candidate as they were able to identify and describe the illustrated body figure type

The correct answers were:

- Hourglass figure type
- A woman with an hourglass figure is equally balanced on top and bottom. Her bust measurement and hip measurement are about the same. The figure has a defined waistline.

SECTION C

- 24 Well answered by most candidates as they were able to discuss causes of stress in detail.

Essay question

T-1 (topic, heading/topic well written and underlined and not written in question form)

I-1 (well written relating to the question asked)

P-1 (not in bullet form, numbered or using sub headings)

C-1 (relating to the question asked)

The correct answers were:

Causes of stress

- Work demand
- Being tested or evaluated
- Competition
- Relationships/divorce/getting married
- Troubles and worries/ over thinking/death
- Family issues
- Disagreement/ conflicts
- Overwhelming responsibilities
- Unemployment
- Confused feelings/ teenage pregnancy
- Peer pressure
- Anxiety about being or not being accepted in a group
- Money problems
- Changes in living or work situations (a new member joined or lost e.g.)

The effect of stress

Physical symptoms of stress

- Back and neck pain
- General muscle tension
- Loss of sleep
- Sleep more than normal to escape reality
- Loss of appetite/weight loss
- Diarrhoea and constipation
- Headaches
- Fatigue (continuous tiredness)
- Stomach aches
- Racing heart
- Nausea/vomiting

Emotional symptoms of stress

- Anger/sadness
- Anxiety and fear
- Constant worries
- Feeling of unhappiness, demotivated
- Depression/ high blood pressure/mental problem
- Suicide
- Denial of a problem
- Uncertainty
- Being unable to make decisions and feeling powerless about solving problems or situations in your life

Ways to handle stress

- Recognize stress and deal with it, seek medical help if necessary
- Develop a positive attitude: do not panic, do not always expect the worse, do not lose control, stay calm and decide what the worst that can happen is. Believe in yourself
- Develop a healthy lifestyle, eat balanced meals. Exercise regularly. You are in charge of your own life. Get rid of the things that lead to stressful situation in your life. Do not overload with work and responsibility. Learn to say no. Do not let people abuse you. Plan your life, know what you want, set your priorities
- Get a support system. Spend time building up a network of people with whom you can share help, respect and loyalty, such as family, but also other people
- Develop a calm outlook on life: a lot of stress in self-made-to set yourself standards that are unnecessarily high and to always feel pressurized for time and achievement can ruin your life. Do not abuse yourself, but be kind to yourself and love yourself
- Look after yourself: be good to yourself. Learn to relax: do gardening, reading, cycling, walking. reading a good book, spend time with your family and friends. Build good and strong relationships.

GENERAL COMMENTS

- The moderation exercise showed that many centres submitted most of the required and relevant information as well as all the documents for the moderation process.
- It was noted that most centres submitted photographs of good quality. However, some centres' assignment question, recipes and preparation sheets need improvement.
- For each coursework exercise the teacher should provide candidates with two assignments from which they must choose one.
- These coursework exercises must be the unaided work of the candidate and must be carried out under examination conditions.
- Many candidates need more guidance and practice so that they can respond to the demands of the test allocated to them accurately.
- They need to demonstrate sufficient skills in using a wide range of ingredients; the manipulation of various mixtures and the use of different cooking methods that make full and sensible use of the oven, grill and the top of the cooker.
- Candidates' Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures.
- Candidates should also be encouraged to develop the skill of dovetailing when writing their Time Plans e.g. while the first dish is cooking, another can be prepared or decorated.
- In general, the timing of dishes should be more carefully considered: dishes requiring cooling should be prepared first, while hot dishes should be planned for later in the test.
- Centres are reminded that only one set of Preparation Sheets should be issued to each candidate.
- The original top is to be sent to the DNEA for moderation and the copy should remain at school in the examination file until results are issued.
- Preparation sheets should be fastened together with staples in the correct order as the names appear in the checklist.
- Marks should be carefully totalled, scaled and transferred to the Practical Exercise Summary Mark Sheet as well as the MS1. These marks must be internally checked by a Head of Department/ Subject Head/ Senior Teacher for accuracy and quality assurance.
- Bundles of loose papers are not acceptable!
- The total mark for Coursework is out of 200, (exercise 1 is 100 marks and exercise 2 is also 100) but should be converted to 100 marks which are the final marks to be entered.
- All candidates' work must show evidence of having been marked, with annotations clearly written on the work to show evidence of how and where credit has been awarded.
- Examiners need to annotate in sufficient detail to make the moderation process straightforward.
- Candidates should indicate in the question number section of the Preparation Sheet for which assignment dishes are being prepared.

- Examiners are reminded to indicate on the Preparation Sheet how much credit has been awarded for each individual dish, with justification given on the Practical Exercise Summary Mark Sheet.
- All of the Preparation Sheets should be clearly and concisely annotated.

Key messages to the subject teachers:

- The inclusion of photographs as supporting evidence is compulsory. One clear, good quality photograph of each candidate's finished dishes and table settings is required. One close-up photographs of the finished dishes and one group photograph of all the candidates of the section sitting at their served tables is required.
- All centres must ensure that they are familiar with the instructions which are sent to all centres.
- Examination numbers, Centre number, Centre name and Candidate name are to be written on the Preparation Sheets and Practical Exercise Mark Sheets.
- Centres should ensure that they use the updated documents for the administration of the practical exercise, newly updated for 2023. The Practical Exercise Summary Mark Sheet, attendance register and the MS1 back up copy should all be included with the work.
- Examiners should refer to the Coursework Manual and ensure that the mark scheme is accurately, rigorously and consistently applied.
- All examiners should refresh their knowledge regarding the instructions and mark scheme annually.

Candidates' performance:

- Overall, the quality of the dishes prepared by the candidates was very much encouraging and demonstrated a variety of cooking techniques and skills. There was really an improvement in the work from different centres. All exercises were mostly included. However, there were two new centres that could not correctly carry out the two exercises as stipulated in the syllabus.
- Most centres have made use of old, practical question papers for grade 12 to ensure that recipes and assignments were completed on Grade 11 level. However, it was observed that centres do not include the assignment given, recipe booklet as well as the marking scheme when sending the candidates' work for moderation.

Please take note of the following:

- 1 Ensure that candidates' numbers, registered names and chosen assignments appear at the top of each preparation sheet.
- 2 If a certain ingredient is not available in a region or town, replace it with something similar. Just indicate the name of the replaced ingredient on the marking sheet.
- 3 Candidates are required to carry out two (2) practical exercises for the duration of the coursework. It is compulsory: one should be completed by the end of Grade 10 and the second one by the end of the second term of Grade 11. Centres are strongly advised not to complete both exercises in the Grade 11 year, because they will end up mixing up Coursework Preparation Sheets with the Examination Practical Test paper.
- 4 For each coursework, teachers must provide candidates with two assignments from which they must choose one. If teachers provide the recipes, they should provide at least nine (9) recipes from which candidates can choose.
- 5 These coursework exercises must be the unaided work of the candidates and must be carried out under examination conditions.
- 6 During the completion of a coursework exercises there should be proper supervision.
- 7 Candidates should not repeat the same mistakes during the examination that have already been made during the preparation. At some centres all candidates chose the same assignment with exactly the same three dishes.

Moderators then doubt if the practical exercises were carried out under examination conditions.

- 8 For each coursework exercise, teachers must provide the two assignments, recipe booklet as well as the memorandum, which must be sent through for moderation at the end of Grade 11.
- 9 Ingredients where preparation is required, e.g. grated cheese, should be included in the time plan. (Add grated cheese.)
- 10 30 minutes before commencement of the practical, all ingredients and equipment for baking as well as serving should be collected. Tins and dishes should be greased.
- 11 Candidates should measure correctly; sift dry ingredients together; use equipment for the task correctly; use beaten eggs immediately and know mixing as well as preparation methods e.g. cutting in method, folding in, roux.
- 12 Some centres still send in coursework without the given assignment, recipe booklet and memorandum. Please send in all three (3) pieces with the coursework. It is compulsory.
- 13 A few centres have done better on the time plans. Take baking/cooking time of the last dish into consideration for proper planning. All dishes must be done (completed) within 2 hours but not longer than that. Marks cannot be allocated for a specific dish. If examiners did not penalize a candidate on dishes that were not ready on time, the moderators cancelled the marks that were allocated for the third dish.
- 14 Written work must be carried out under examination conditions.
- 15 Some examiners still allocate high marks for a low standard of work. Words like “food is nice, good, attractive, tasty” cannot receive a mark.
- 16 Please encourage learners to evaluate each dish separately according to appearance, taste and texture. One word to describe evaluation of dishes is not good enough. Candidates should describe the dishes using descriptive words.
- 17 Descriptive words that should be used are such as:

Appearance:

- Light
- Fluffy
- springy
- no peak tops
- no cracks
- even shape
- “the crust is golden brown
- burnt, for texture
- no large tunnels
- well-raised with a soft, moist
- coarse texture

Taste:

- no burnt taste
- tasted like oranges
- not too salty etc. enough salt
- Taste the ginger
- Sweet
- Spicy taste

Texture

- Smooth
- Soft
- Moist
- Firm

- 18 Marks allocated for reason of choice: the reason must refer back to the assignment. "I chose the recipes because all three demonstrate the different properties of eggs, i.e. coagulation, foaming and emulsifying."
- 19 Name the different cooking methods, for example baking, steaming, frying and the different mixing techniques, creaming, beating, cutting in.
- 20 Work plan and time management: Candidates should give comments on how they have followed their own time plan or if they changed it or adhered to it.
- 21 The rate of success or failure during the practical refers to the success of implementing the method, e.g. only heat the water not boil; did or did not overmanipulate the flour mixtures; prepare the white sauce without lumps.
- 22 In the case of failure, an explanation must be given, such as why the muffins burnt (temperature too high or forgot muffins in oven). Why did the cake fail to rise? I forgot to put in the baking powder.
- 23 Techniques used refer to all skills and techniques used during the practical test (getting it from the three recipes) e.g. sift, stir, dissolve, beat, cream or cut.
- 24 Candidates must be able to identify techniques from the specific recipes used.
- 25 Not all centres sent in two photographs. Teachers must send in one (1) close-up photograph of all three dishes. If possible, cut out a slice and display it in such a way that the texture is visible on the photograph. Add a second photograph where the candidate sits behind his/her laid table and include table decorations to ensure that the flower arrangement is visible in the photograph.
- 26 The third photograph must be a group photograph.
- 27 The candidates must be allowed to sit at their tables and take a photograph that includes all the candidates of the section behind their served dishes.
- 28 There is no need for candidates to hold dishes in their hands. The whole group of candidates is supposed to be finished at the same time. There is no need for candidates to take a group photograph with their teacher and no dishes.
- 29 If teachers use their own recipes they must ensure that recipes are up to standard and written in metric/units measurements.

Improvement was noticed regarding the following:

- Time plans of most centres were better. Teachers are reminded that only temperature and cooking times are allowed in the column for special points.
- Include time for washing up.
- Standard of dishes was on a Grade 11 level.
- Standard of marking of scripts at some centres was better. However, teachers are discouraged from awarding unrealistic marks to candidates.

Dishes

- Display of dishes was better.
- Candidates must be encouraged to garnish/decorate dishes.

Also study Report 6155/3 of Practical Test below.

GENERAL COMMENTS

- Many centres' presented work of a good standard and submitted work which met the assessment criteria. Many candidates need more guidance and practice so that they can respond to the demands of the test allocated to them accurately.
- They need to demonstrate sufficient skills in using a wide range of ingredients: in the manipulation of various mixtures as well as the use of different cooking methods that make full and sensible use of the oven, grill and the top of the cooker.
- Candidates' Time Plans should include brief but accurate details of preparation and cooking methods, cooking times and oven temperatures.
- Candidates should also be encouraged to develop the skill of dovetailing when writing their Time Plans. For example, while one dish is cooking, another can be prepared or decorated.
- In general, the timing of dishes should be more carefully considered, with dishes requiring cooling, being prepared first, while hot dishes should be planned for later in the test.
- Centres are reminded that only one set of Preparation Sheets should be issued to each candidate. Only originals are to be forwarded to the Moderator.
- Preparation sheets should be fastened together with staples in the correct order.
- Marks should be carefully totalled, scaled and transferred to the Practical Exercise Summary Mark Sheet as well as the MS1. These marks must be checked by a Head of Department/ Subject Head/ Senior Teacher in the same department for accuracy and quality assurance.
- All candidates' work must show evidence of having been marked, with annotations clearly written on the work to give evidence of how and where credit has been awarded. Examiners need to annotate in sufficient detail to make the moderation process straightforward.
- Candidates should indicate in the question number section of the Preparation Sheet for which assignment dishes are being prepared.
- Examiners are reminded to indicate on the Preparation Sheet how much credit has been awarded for each individual dish with justification given on the Practical Exercise Summary Mark Sheet.

Key messages to the subject teachers:

- The inclusion of photographs as supporting evidence is compulsory.
- One clear good quality picture of the candidates' finished dishes and table settings is required,
- A group photograph of the group of candidates who did the practical at the same time, with their dishes is required.
- Candidates should be seated behind their serving tables with all three their dishes.
- All centre must ensure they are familiar with the instructions which are available at all centres. These instructions clearly state that the Examination numbers, Centre number, Centre name, Candidate name and assignment number are to be written on the Preparation Sheets and Practical Test Mark Sheets.
- Centres should ensure that they use the updated documents for the administration of the practical exercise.

- The Practical Exercise Summary Mark Sheet, attendance register and the MS1 should all be included with the work.
- Teachers must make sure that the names of the candidates are in the same order on all documents.
- All examiners should refresh their knowledge regarding the instructions and mark scheme annually.
- There are still examiners who either do not read the Examiners' Reports or do not use prescribed mark schemes to mark the Practical Test. Mark schemes are provided every year in "Instructions to Teachers".

COMMENTS ON INDIVIDUAL QUESTIONS

General problems experienced with the practical test.

1. At some centres, the order of the summary forms still differs from the order in the MS1. This issue needs more attention. Some centres did not send in the summary form for the Practical Test.
2. Please staple each candidate's preparation sheets and photographs together, with the mark sheet (photographs) on top.
3. Ensure that the assignment number appears on the mark sheets as well as on the preparation sheets of candidates. A bundle of loose papers is not acceptable.
4. Preparation sheets without the assignment number written on them are not acceptable.
5. Some centres were too lenient when awarding marks for time plans, shopping list and evaluation. The mark scheme provided must be used during practical sessions as in "Instructions to Teachers".
6. Include washing up in between recipes and leave enough time for the last recipe to be cooked in time.
7. Ingredients wrongly placed on the shopping list receive no marks.
8. Give attention to and evaluate each dish separately.
9. Some centres still do not write supportive comments on mark sheets. Some even provide no comments.
10. Some centres still award 8 out of 10 marks for burnt/poor quality dishes. Teachers must be more realistic.

Problems experienced with the Work Plan

1. Include all documentation (marking grid, mark scheme of preparation sheet, marking sheet and preparation of learners). Documentation should be stapled together for each candidate.
2. Ensure correct choices from the received memorandum and use it as a reference when marking.
3. List of ingredients Encourage candidates to order garnish.
 - Do not subtract marks for including techniques.
 - Make sure there is a clear differentiation between recipes.
4. Shopping list Do not order water.
 - Vanilla is a condiment and a spice
 - Sugar is another ingredient.
 - Margarine is another ingredient
5. Time planning
 - It should include washing-up in between dishes.
 - Follow through up to the end of the practical.
 - Ensure that the last recipe has enough cooking time.
 - The recipes with the longest cooking time must be prepared first.

- Indicate the recipes with which candidates are busy.
- Ensure that the dishes are served.

6. Evaluations

- Reason for choice: refer back to assignment, for example assignment 1.
- Different flour types. I include cake flour, corn flour and self-rising flour. I use baking, steaming and deep frying as a cooking method or techniques such as beating, creaming or cutting in.
- Please encourage candidates to do a complete evaluation of one dish according to appearance, taste and texture as a whole, before they move to dishes two and three. Descriptive words must be used. Smooth cannot be used to describe texture of flour mixtures. The words well-raised or no tunnels should be used.
- To evaluate taste as sweet is not on standard. The dish does have a sweet taste and I can taste the raisins; eggs, apricot jam, apple or cinnamon is more appropriate.
- Reason for success or failure must be motivated.

CHOICE OF DISHES

ASSIGNMENT 1

1.1 Plan, prepare and serve **three** dishes that do not include meat or poultry. Use a variety of preparation techniques and cooking methods. The combination of the three dishes must be aesthetically pleasing.

Suitable Dishes	Preparation Techniques	Cooking Methods
1 Baked Pasta with Broccoli & Cheese	Drain, roux, grate	Boil, sauté, bake
2 Bran and Honey Muffins	Melt, whisk	Bake
3 Cinnamon Dumplings	Melt, fold, beat	Boil, simmer
4 Fish Lasagne	Drain, melt, flake, beat	Shallow fry/boil/simmer/bake
5 Ginger & Honey Steamed Pudding	Melt, whisk	Steam
6 Sweet Potato Fritter	Mash, peel, beat, mix	Boil, fry

Dishes not suitable

- Chicken Wrap
- Savoury Pancake
- Scotch Eggs

ASSIGNMENT 2

2.1 Plan, prepare and serve **three** dishes that will provide adequate protein to the diet. Use a variety of preparation techniques and cooking methods. The combination of the three dishes must be aesthetically pleasing.

Suitable Dishes	Preparation Techniques	Cooking Methods
1 Chicken Wrap	Shred, melt, knead, rollout, and slice	Stir-fry/ dry fry
2 Baked Pasta with Broccoli and Cheese	Drain, roux, grate	Boil, sauté, bake
3 Savoury Pancake	Mix, chop, roux	Boil, shallow fry
4 Scotch Eggs	Chop, peel, roll in, drain, coat	Simmer, shallow fry
5 Fish Lasagne	Drain, melt, flake, beat	Bake/boil/simmer

Dishes not suitable

- Cinnamon Dumpling
- Bran and Honey Muffin
- Ginger & Honey Steamed Pudding
- Sweet Potato Fritter

The dishes chosen must have three different cooking methods and be aesthetically pleasing. Teachers should always consult the Mark Scheme for all Practical tests and exercises in order to allocate marks.

POSITIVE SUGGESTION TO TEACHERS

- Teachers are encouraged to give more practical exercises to candidates to be able to apply the principles for the preparation of food such as fats, cereals and cereals products, dairy and non-dairy products, eggs, sauces, meat, poultry, fish, vegetables and fruits, pulses, flour mixtures and raising agents.
- Practical exercises should be incorporated into theory at all times, so that candidates are fully prepared for the practical end of year examination.
- Teachers, especially new teachers teaching senior secondary level (grade 10-11), are strongly advised to study their syllabus thoroughly and familiarize themselves with the scheme of assessment for paper 2 & 3 on page 24-26 and page 37-53.
- They are further encouraged to visit best performing schools or nearby schools with senior teachers in the field to assist them in this regard.
- Teachers are encouraged to apply a consistent marking scheme throughout the year, based on the marking requirements provided in this report.
- It is to the benefit of a learner to receive a copy of a syllabus.
- In conclusion, the performance demonstrated by all candidates was better. However, there were a few signs of negligence at a few centres.

We recommend that training for coursework and practical tests be arranged by regional offices for centres.

New centres and newly appointed teachers to the subjects should be assisted regarding the conducting as well as administering of coursework and practical assessment in Home Economics.

May 2023 bring renewed exciting ideas to all our teachers, who are encouraged to be energetic and innovative at all times.

GENERAL COMMENTS

Acknowledgements are given to all teachers for their efforts and dedication to our third examination.

Questions 1 (a), 2, 3, 4 (a and b), 6 and 7 (a) were mostly well answered by most candidates. However, most candidates find questions 1 (b and c), 5 and 7 (b) difficult because only few a candidates scored full marks and most candidates are still struggling to answer questions with EXPLAIN, DISCUSS and DESCRIBE command words. Most candidates obtained below average marks and only a few candidates scored above average. The question paper was very well adjusted according to the syllabus requirement. Few candidates failed to follow instructions on the question paper and they mostly used general knowledge.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

- 1 This question was well answered by most candidates who managed to tick the correct answers.

The correct answers were:

- (a) (i) False
(ii) True / False
(iii) True

- (b) This question was not well answered; most candidates gave benefits of being a member of HAN instead of NTB and candidates who gave correct answers failed to explain in their answer the benefits of being a member of NTB.

The correct answers were:

- (i) - Face to face advice from team of experienced quality advisors,
- Insight into your visitor's experience,
- Knowledge of the strengths and weaknesses within the business to maximize customer's satisfaction
- Ongoing supports available from the quality and standards following the visit,
- Access to NTB marketing opportunities
- The organization is highly recognized; the quality of knowledge will enhance the visibility of a business,
- Business will be in the Namibian tourism spotlight in terms of quality standards.
- Camp fire letter
- Using logo for advertising purposes
- A listing on the official website

- (ii) This question was not well answered by most candidates because candidates were not familiar with the word sectors but rather components of Hospitality Industry as stipulated in the syllabus.

The correct answers were:

- Lodging accommodation
- Food and beverages
- Travel and tourism
- Entertainment industry e.g. bars, nightclubs, gaming, sports
- Time share e.g. convention centres, villas and resorts

- (c) This question was satisfactorily answered by most candidates. Candidates managed to give points of the key functions of housekeeping division. However, candidates could not provide in-depth discussion on the points they gave.

The correct answers were:

- To ensure the cleanliness, maintenance and appeal of accommodation facilities
- Cleaning of rooms and bathrooms, guest rooms on a regular basis and readiness for arriving guests, maintaining them for staying guests.
- Clean and maintain all public areas to create an inviting appearance for guests.

- Keeping passages, reception and all other areas of the establishment neat and tidy
- To ensure cleanliness of bed sheets, pillow cases, duvet covers and towels from the rooms and including kitchen linens
- The department will also take care of cleanliness for uniforms.
- Replenishing of guest supplies and amenities
- Making sure each guest room has an ice bucket, tray with kettle, coffee, tea, sugar and milk pods as well as necessary utensils
- Giving attention to the guest promptly e.g. extra blanket, laundry, iron, room service

2 (a) This question was well answered by most candidates. However, a few candidates failed to give a detailed explanation of effective communication.

The correct answers were:

- (i)
- The waiter should listen attentively/be a good listener
 - The waiter should use easy to understand words, not industry words or jargon / slang.
 - The waiter should demonstrate courtesy
 - The waiter should communicate according to the needs of the receiver
 - The waiter should clarify the ideas before communicating
 - The waiter should clearly understand the customer without interrupting.
 - Keep your speech simple
 - Think before you speak
 - Use positive and not negative statements
 - Speak clearly and slowly
 - Repeat what you have heard from the customer in your own words
 - Never assume that something is obvious

(ii) This question was well answered by most candidates.

The correct answers were:

- Professional behaviour is good for the customers and co-workers for pleasure to be assured
- Professional behaviour will increase customers' satisfaction
- Professional behaviour will enhance good reputation of the establishment; customers will share by word of mouth with their friends and they will recommend friends and relatives to the establishment. / increase the return of customers.
- Professional behaviour will increase the revenue and boost economic status of the hospitality establishment/ increase profit of the establishment.
- Professional behaviour can be empowering, as you are deciding how things are going to be and how you will respond to the world.
- Will improve patience among employees
- Upgrade our industry on a more active and popular way
- It will create more chance and opportunities
- It will attract more customers/ tourists

(c) This question was answered fairly by most candidates. However, candidates failed to give a description of the given examples of common unprofessional behaviour. A few candidates focused more on general examples of unprofessional behaviour but not on common examples.

The correct answers were:

- Being unresponsive – e.g. when someone fails to answer emails or calls.
- Blaming – e.g. suggesting another company failed to deliver goods.
- Not keeping promises – e.g. saying food will only take 10 minutes when you know the kitchen is busy and it will take 30 minutes.
- Politics – e.g. people routinely get promoted based on who they know, rather than what they know or can do well.
- Being fake – e.g. prevent truth from emerging or lying.
- Putting profit ahead of customer needs – e.g. selling defective products .
- Poor communication – e.g. one cannot understand other people.
- Abusive language / slang / jargon
- Not being punctual / arriving late
- Stealing
- Lying
- Gossiping
- Rudeness
- Arguing

- (d) This question was well answered by most candidates. However, there were still a few candidates who failed to distinguish between rights and responsibilities.

The correct answers were:

CONSUMER RIGHTS	CONSUMERS' RESPONSIBILITIES
Good customer service	Payment/to pay promptly
Confidentiality	Legality
Quality	Payment
Kindness	Respect
Safety	Caution
Hygiene	Care
Honesty	Environmental awareness / responsibility
Integrity	Social Concern / responsibility
Right to be informed/information	To spend wisely, budget wisely and compare prices
Right to be heard	To complain through the right channels
Right to choose	To read contracts and 'fine print' before signing anything
Right to Privacy	Not to shop lift
Rights to goods and services at realistic prices	To guard against damaging goods
Right to complain	To voice his or her needs

- 3 (a) This question was fairly answered by most candidates. Candidates managed to give clear points on how chemicals should be used in the store room. However, candidates failed to give in depth discussions.

The correct answers were:

- (i) - Wear your PPE when preparing cleaning agents/ solution
 - Make sure there is good lighting and ventilation
 - You may need to wear eye protection and a mask as well
 - Prepare solution according to the manufactures' instructions.
 - You must follow the instructions on the bottle of cleaning product or follow the SDS recommendations.
 - Always put the water in the bucket first and then add the cleaning product.
 - Do not mix two cleaning agents together as this can be very dangerous.
 - Use the right chemical for the job done and be safe when opening chemical containers
- (ii) This question was well answered by most candidates. However, a few candidates failed the answer based on the given scenario.

The correct answers were:

- Slip or fall
- Trip or fall
- Hazardous chemicals / exposure to chemicals / hazardous chemicals
- Electric shock
- Sprain and strains
- Biological hazard/Biological wastes

- (b) This question was well answered by most candidates.

The correct answers were:

- Earmuffs
- Aprons/gowns/overall
- Goggles/glasses
- Masks
- Hats / hair net / helmet
- Footwear/ safety shoes/safety boots
- Gloves/disposable gloves/hand gloves/rubber gloves/safety gloves

- (c) (i) This question was fairly answered by most candidates, however, a few candidates failed to explain health and safety control when working with electrical equipment.

The correct answers were:

- Keep the plug and cord away from heat sources
- Check the battery has enough charge and you know where to find a spare battery
- Never use the equipment if your hands are wet or you are in water
- Use the nearest power point so the cord is not too long. Place the cords on the ground away from where people are walking and keep the cord behind the machine.
- When using electrical equipment that is on wheels, ensure the wheels move freely and the wheels are not loose or flat. If they have brakes make sure the brakes work and that you can lock and unlock them.
- Do not clean while the machine is running
- Train / educate all employees in the correct use of all equipment that has moving parts
- Read manufactures' directions and safety precaution in operation manual
- Follow manufacture's instructions to install attachments
- Make sure all guards are in place before using the machine
- Do not reach into any part of the machine when it is operating in order to add water or detergent

- (ii) This question was fairly answered by most candidates, however, candidates failed to explain health and safety control when working with personal protective clothing.

The correct answers were:

- Wear different protective clothing (apron/overall) each time you clean, depending on the situation
- Make sure your uniform is clean and in good order not ripped or stained
- Wear earmuffs or ear plugs when you are using noisy equipment like polishers
- Wear goggles/ glasses when working in the dust, splashing cleaning products and chemicals
- If you use reusable goggles, clean them thoroughly after use.
- Wear hats to protect your hair from possible contamination from body fluids or infection by head lice
- Wear a mask to help protect the mucous membrane of the nose and mouth from fumes and from cleaning chemicals or from body fluids.
- Wear closed footwear that covers all parts of your feet.
- Always wash your hands with soap before you put on gloves
- Always check the gloves for cuts or damage before you put them on
- Do not use them if they are torn or damaged
- If you use disposable gloves, they are for one use only. Change them between cleaning tasks and before touching clean items and surfaces.
- Always wash your hands after you remove your old gloves and before you put on clean gloves
- Always throw away used disposable gloves.

- 4 (a) These questions were well answered by most candidates. They were able to identify the micro organisms that cause food poisoning to candidates in the hostel and listed the correct symptoms of food poisoning in (ii).

The correct answers were:

- (i) - Bacteria (staphylococcus aureus/Salmonella)
- Moulds
- Fungi
- Yeast

- (ii) - Stomach cramps/stomach ache/stomach pain
- Vomiting
- Nausea
- Diarrhea/ running stomach
- Fever

- (iii) This question was well answered by most candidates. Candidates managed to give clear points on principles of food hygienic rules to ensure food safety, however, candidates failed to give brief discussions.

The correct answers were:

- Do not allow food to stand at room temperature for longer than 1-2 hours
- Use clean equipment / any kitchen hygiene/clean kitchen after use
- Use personal hygiene- wash hands regularly
- Store food in a refrigerator/ cool conditions
- Prepare food just before the meal
- Store food in covered containers
- Reheat food to boiling point before serving

- Rinse chicken and eggs before cooking
- Check sell by date on all products.
- Cover the food

(b) This question was poorly answered by most candidates. Candidates only considered the general food safety principles without taking note of left over food (rechauffe).

The correct answers were:

- Use leftover food as soon as possible and used within 48 hours as bacteria are still active
- Leftover food should be cooled quickly, placed in a clean, covered container and then stored in a refrigerator.
- Cut it in very small pieces when reheating the food so that it can be reheated quickly.
- In the case of meat, remove excess fat and bone. Then mince or chop finely.
- For fish remove skin and bone. Then flake finely.
- Leftover food should not just be warmed but reheating is required, not re-cooking.
- Leftovers should be reheated quickly to a high temperature, but not cooked as re-cooking will toughen proteins.
- Do not keep leftover food for more than 4 days
- Reheat leftover food at 74°C
- Reheated food must not have cold spots, so make sure to stir occasionally during heating

(c) This question was poorly answered by most candidates. Most candidates failed to list ways to prevent cross contamination from **food to a person**. Instead they gave general answers on how to prevent cross contamination.

The correct answers were:

- Wash fruit and vegetables well before eating or cooking them
- Wash the top of food cans and jars before opening
- Cook chicken, fish and meat well, there must be no pink colour in the middle when you cut it open
- Cook perishable food as soon as possible after purchase, as it deteriorates quickly
- Thaw frozen food well before cooking especially chicken and pork
- Keep food away from warm or hot conditions. Micro-organisms multiply in warm conditions
- Always cover the food/Keep food covered at all times
- Expired food must not be eaten/Do not eat food that has expired

5 The whole of question 5 was poorly answered by most candidates. Most candidates focus on security equipment and security officer instead on safety procedures. Most candidates failed to give an in-depth discussion on the food and beverage division of a hospitality establishment to maintain security.

The correct answers were:

- (a)
- Provide adequate lightening in all areas of the establishment. Keep the trees and shrubbery in the gardens trimmed and maintained so that surveillance of the property is not hindered by it. Use fencing and gates as needed, to control access.
 - Provide secure locking devices on all exterior doors, including accessible roof openings, doors to accessible balconies and terraces, shipping and receiving areas, and parking garage entrances, as needed.
 - Provide for a remote surveillance of the property (linked with the police or a security company).
 - As a means of controlling access into building, keep exterior doors locked and provide 24-hour security in the lobby of the buildings.
 - Strictly enforce front desk security procedures by not providing names and room numbers of guests and the distribution of room keys.
 - Install deadbolt locks, peepholes, safety chains (night latches) and self-closing devices on guest room doors. Provide information on safety and security policies in guest rooms.

(b) **The correct answers were:**

- **Monitor employees' access:** Be aware of which employees have keys or pass codes. These are important responsibilities and the relevant employees should be made accountable if an incident occurs. A general rule is that no employee should be responsible for more than one security measure.
- **Keep employees' lockers for bags and clothing in a designated area:** Keep employees' lockers for bags and clothing in a designated employee area with a closed, locked door and camera installed. This is smart for two reasons: it prevents employees from stowing stolen product in their bags and it prevents employees from stealing from one another.
- **Lock up the extra supply:** Make sure storage rooms are locked at all times and keys are only issued to designated employees or manager. If a security system is installed that works with codes, make sure every employee is given a different code so that it is easy to see who unlocks doors/areas and when.

- **Install security cameras as they are good anti-theft options and CCTV**
Explain to staff that cameras help safeguard the business and the whole team from theft (whether from outside or inside). They also provide positive proof for an honest employee who is caught up in a dispute over a shortage at a till or an irate customer. When a significant difference in the bar or kitchen stock is picked up, security footage can be effective for proving the theft occurred. Also, if employees and guests see cameras, they will be less likely to steal products or pocket cash. To be effective, the cameras should be placed in or outside the doors of the important areas e.g. liquor storage, kitchen and kitchen stores or near the office safe.
- Create a positive work environment
This can help to prevent employee fraud and theft. Open lines of communication, employee recognition and fair employment practices help staff potential impact on their jobs and pay.
- **Make employees aware of the consequences:**
Explain to employees what happens to the establishment if it loses money due to stock disappearing. Explain that when the establishment does not make a big enough profit and gets into financial difficulties, the establishment may have to close and they will lose their jobs. Inform employees that there are controls in place to prevent theft. They will be less likely to try to steal if they know they are being monitored. Let them know stealing results in termination.
- **Preventing violence in the bar and restaurant**
- **Escort individual employees to the parking of their cars toward the end of the evening**
- **Ensure that you do stock taking regularly/Inventory**

6 (a) This question was well answered by most candidates. They were able to describe take away service style.

The correct answers were:

- This type of service includes the preparing and selling of food for consumption away from the premises where food is eaten and away from where it is cooked.
- When the customer places an order, pays and collects the items at the same point.

(b) This question was poorly answered by most candidates as they could not give the advantages of the above mentioned style to the business.

The correct answers were:

- Increased sales
- Convenience / save time

(c) This question was well answered. The definition of lunch was clearly given.

The correct answers were:

- **Lunch** is a meal eaten in the middle of the day and is typically lighter and less formal than an evening meal.

OR

- **Lunch** is a meal normally *eaten* second during the day and is eaten between breakfast and dinner times.

(d) These questions were well answered by most candidates.

- (i) - 1 Dinner Fork / Main fork
- 2 Dessert Spoons
- (ii) Water glass/ Juice glass
- (iii) Wine/Red wine
- (iv) Crown

7 This question was correctly answered by most candidates. They have shown their knowledge by identifying and stating the use of the equipment.

- (a) - It is used for dusting
- It is used for buffing
 - remove spider webs

(b) This question was poorly answered by most candidates. Candidates could not clearly explain the ways to remove the red wine stain from the white table cloth.

The correct answers were:

- Stretch the stained part of the garment over a bowl
- Cover the stain with salt and pour boiling water over the stain
- Wash when complete
- If the stain remains, treat with diluted vinegar and wash
- Blot the stain with white wine to neutralize it
- If the stain persists, soak the white table cloth in bleach or Jik for about 10 minutes. Then wash in hot water

POSITIVE SUGGESTIONS TO TEACHERS:

- Teachers are encouraged to make use of the latest syllabus
- Teachers are encouraged to make use of the new prescribed Grade 10-11 Hospitality textbook
- Teachers are encouraged to teach according to the syllabus objectives and ensure that learners master the objectives well.
- Teachers are encouraged to evaluate learners on how to answer **KNOWLEDGE AND UNDERSTANDING QUESTIONS/PROBLEM SOLVING & EVALUATION/ LEVEL QUESTIONS** with different command verbs like **Explain, Describe and Discuss**. Learners should give at least 3 main points and be able to provide sufficient detailed discussions, explanations and descriptions.

For Example:

Describe: state the points of a topic or give characteristics and main features

Discuss: write about issues or topic in depth in a structured way, giving examples.

Explain: set out purposes or reasons/make the relationships between things evident/ provide why and/or how and support with relevant evidence.

Teachers are encouraged to give exercises to learners in order to describe, discuss and explain any Hospitality objectives and assess learners. Give them feedback by paying more attention to how to answer the describe, discuss and explain questions.

Teachers should encourage learners to give two/three/four points in each question and answer according to the command verb used.

- Teachers are encouraged to pay school visits to sister schools that are offering Hospitality for enrichment.
- Teachers are encouraged to use different teaching aids and integrate ICT when teaching hospitality to cater for all candidates.

KEY MESSAGES

- The inclusions of printed clear and good quality photographs as supporting evidence as stipulated in the Teachers' instructions is compulsory.
- Centres are encouraged to send sufficient evidence for moderation purposes.
- The table cloth should be of plain colour. Garnishes should be suitable for a specific dish, not too much or covering the entire dish and they should not change the taste or flavour of the dish.
- Candidates should always look professional by wearing their school uniform during the practical test.
- All centres must ensure they are familiar with the instructions which are sent to all centres. These instructions clearly state that the Examination numbers, Centre Name, Candidate Name and Candidate Number and assignment number are to be written on all the Preparation Test Mark sheets.
- Candidates must fill all their details on each preparation sheet.
- Centres should ensure that they use the updated documents for the administration of the practical exercise.
- The Practical Exercise Summary Sheet, Attendance Checklist and the MS1 forms should all be included with the candidates' work.
- Examiners must complete the Summary assessment form in order of the checklist with candidate numbers in order.
- Examiners should refer to scheme of assessment booklet and ensure that the mark scheme is accurately, rigorously and consistently applied.
- All examiners should refresh their knowledge regarding the instructions and mark scheme annually.
- There are still examiners who either do not read the Examiners' Report or do not use prescribed mark schemes to mark the practical Test. Mark schemes are provided every year in 'Instructions to Teachers'.
- There are still some examiners who did not mark candidates' written test.

1. GENERAL COMMENTS

- Many centres presented work of a good standard and submitted work which met the assessment criteria. Many candidates need more guidance and practice so that they can accurately respond to the demand of the test allocated to them.
- However, there are still some centres that presented substandard work so, there is still room for improvement and they should focus, understand, add extra effort and determination to ensure positive results.
- Candidates should also be encouraged to develop the skill of systematic planning when writing their Time Plans. For example, while one dish is cooking in the oven, another can be prepared or decorated.
- In general, the timing of dishes should be more carefully considered, with dishes requiring cooling, being prepared first, while hot dishes should be planned for later in the test.
- Candidates are expected to complete the list of ingredients in the order of the vegetable dishes.

- There are still some centres whose candidates' dish looks larger than the quantity of ingredients given. Examiners must ensure that candidates measure correctly and stick to the correct quantities given.
- Candidates should not use more ingredients than required.
- Collection of ingredients should not be written on the plan of work. Candidates are expected to collect all their equipment and ingredients a few minutes in advance before official cooking time starts exactly at 08H00.
- Presentation of dishes should be all three full dishes plus candidates' name tags, not pieces of dishes.
- Candidates should start with the longest dish and end with the shortest dish.
 - **Dish 1:** Mixed Vegetable Mornay/Vegetable Ham Cougère
 - **Dish 2:** Quiche with onion and spinach
 - **Dish 3:** Baby Marrow & Yoghurt Cake
- Candidates should demonstrate sufficient skills in using a wide range of ingredients, in the manipulation of various mixtures as well as the use of different cooking methods, which make full and sensible use of the oven and the top of the cooker.
- The time plan should be filled in to complete the whole 120 minutes with the time intervals or slots of 5-10-15 minutes (5/10/15). Examiners should train candidates on how to divide their time plan correctly.
- The special points on the order of work form should not be filled with unnecessary information. Candidates should only write the oven temperatures as well as cooking time which is more than 10 minutes.
- A recipe which consists of ingredients where candidates are given an option to choose either, candidates should not use both ingredients on the list of ingredients as well as on the shopping list but rather, candidates are expected to choose only one. Similarly, with the metric units, candidates are expected to choose only one metric system and not both for each ingredient e.g. 50 ml (20 g) grated cheddar cheese----- 50 ml grated cheddar cheese ----- or 20 g grated cheddar cheese.
- Water should not be listed in any of the columns of the shopping list as it is readily available in the laboratories.
- Ingredients under the shopping list should not be listed with descriptions or techniques **EXCEPT** for the sizes e.g. small, medium, large or extra-large.
- A pinch measurement is equal to **0.5 ml**.
- Examiners should always write a report with relevant reasons, in case a specific ingredient for a recipe has been substituted which should accompany the Practical component consignment.
- Centres are reminded that only one set of Preparation Sheets should be issued to each candidate. Only originals are to be forwarded to the moderator.
- Teachers should remove carbon copies/copies and be kept safely at school as back up copies for future use.
- Preparation sheets of all candidates should be fastened together with a staple in the correct order as they appear in the checklist.
- Order of works should be planned to start at **08h00-10h00** always, regardless of the cooking time.
- Marks should be carefully added up, scaled and transferred to the Practical Exercise Summary Mark Sheet and MS1 Excell sheet.
- These marks should be checked and verified by a Head of Department/Subject Head/Senior Teacher in the same department for accuracy and quality assurance.
- Teachers are motivated to mark the candidates' Written Practical Test/Preparation Sheets with a red-inked pen.

- All candidates' work should show evidence of having been marked, with annotations clearly written on the work to give evidence of how and where credit has been awarded.
- Examiners need to annotate in sufficient detail to make the moderation process straight forward.
- In case a candidate did not finish cooking on time s/he should not awarded mark of 'good sense of timing' in the method of working column.
- Examiners should ensure that candidates' work is of highest standard and candidates should ensure hygiene, by keep cleaning up and washing up throughout their practical cookery test.
- Examiners should ensure that they use the right form of Scheme of Assessment which is part of **INSTRUCTIONS TO TEACHERS** that comes together with **Paper 2** Practical Test to assess candidates' work based on the Practical Paper.

2. COMMENTS ON INDIVIDUAL QUESTIONS

1. THREE SUITABLE DISHES CHOSEN: Most candidates performed above average.

Dish 1: Mixed Vegetable Mornay/Vegetable Ham Cougere

Dish 2: Quiche with onion and spinach

Dish 3: Baby Marrow & Yoghurt Cake

- Most candidates managed to choose **three** suitable and correct vegetables dishes with different preparation techniques as required: **Mixed Vegetable Mornay, Quiche with onion and Spinach, Vegetable Ham Cougere** and **Baby Marrow and Yoghurt Cake**.

2. PLAN OF WORK:

- **INGREDIENT LISTS:** Most candidates performed below average. Most candidates wrote two metric units e.g. 25g (30ml). Examiners are encourage to caution candidates to choose only one unit of measure. If its 25 g that is enough. Also, most candidates did not list all the ingredients. There were a lot of omissions. At some centres, candidates did not list but rather wrote in a paragraph format. Examiners should ensure that candidates list all ingredients by giving them two list of ingredients paper or ask them to divide the list of ingredients into two columns and be able to have enough space for listing. Examiners should ensure that candidates understand that a pinch of salt, pepper, cayenne pepper or mustard powder is 0.5 ml regardless (of 2 ml cayenne Pepper that appears on the recipe booklet). Since candidates are copying the ingredients list from the Recipe Booklet they should be precise. Candidates should not indicate 2 ingredients on the ingredient list. They should always choose one ingredient instead of writing both e.g. 75 ml Natural yoghurt and Bulgarian yoghurt. In this case candidates should only choose one ingredient but not both.
- **Time Plan:** Thank you to some few centres that managed to ensure that candidates' practical test always began at **08H00 to 10H00 (120 minutes time coverage)**. However, there are still some centres whose candidates wrote 11H00-18H00. Such planning is wrong and the time exceeds the 120 minutes (2 hours). Time intervals and slots of activities should always be **5 minutes, 10 minutes** and **15 minutes**.
- **Order of work:** Most candidates performed below average. Examiners should always ensure that candidates plan systematically in such a way that in most cases candidates bake the **Mixed Vegetable Mornay for 20 minutes/Bake the Quiche with Onions and Spinach for 30 minutes/cover the sauce pan of Vegetable Ham Cougere for 10 minutes/Bake the Vegetable Ham Cougere for 45-50 minutes/Bake Baby Marrow and Yoghurt Cake for ± 30 minutes** until done and light brown. But on the order work candidate did not indicate that while baking, cooking should continue and come back again after baking or cover the sauce pan of vegetable ham cougere lapsed to remove the dishes from the oven. Candidates should indicate this on their order of work, since in actual cooking they should obviously come back to the oven and remove the cake. Thus, they should indicate it on their order of work and in such they planned systematically and they are following such a system to ensure that all steps of cooking are orderly followed for quality results.
- Planning of work must be systematic always and each dish should not be planned on a separate page. While one dish is cooking or baking for a period of time e.g. 20 minutes, candidates should plan to start the next dish and return to that specific dish after the time lapsed. Such systematic planning should be indicated on the order of work. In actual fact the sequence is always systematic during practical cookery but candidates failed to indicate it on their order of work.

Examiners must ensure that, candidates include cleaning and washing up from the beginning, during and after the practical cookery.

- **Special Points:** Most candidates performed below average. Only oven temperatures and 10 minutes and above should be written on the special points column no other unnecessary information. For instance, bake the **Mixed Vegetable Mornay** for **20 minutes**/Bake the **Quiche with Onions and Spinach** for **30 minutes**/cover the sauce pan of **Vegetable Ham Cougere** for **10 minutes**/Bake the **Vegetable Ham Cougere** for **45-50 minutes**/Bake **Baby Marrow and Yoghurt Cake** for **± 30 minutes** until done and light brown
- **Shopping List:** Most candidates performed below average. Candidates listed most of the ingredients under the wrong heading, such as ham under Fresh Fish, Meat & Poultry group. Ham is packaged, therefore, Ham is part of Canned, Frozen and Packaged Foods group. Most candidates also listed water. Water should not be part of the shopping list, as it is readily available in the laboratory.
- Most candidates could not transfer some ingredients to the shopping list. Most candidates also failed to add similar ingredients together with accurate quantities, e.g. pinches of salts, pepper etc. a pinch is equal/equivalent to 0.5 ml and all pinches of salts in different recipes should be added together.
- Examiners should ensure that the shopping list includes all ingredients added together and their correct metric units. Candidates should not write the techniques on the shopping list. Encourage candidates to write the full name of an ingredient and not part of it. In this case was a 1 egg yolk, we do not buy 1 egg yolk but 1 full egg. This should be written as such on the shopping list.

3. **METHODS OF WORKING:** Most candidates performed above average. Based on most centres candidates' work, it is evident that they have good command of general approach, used the cooking methods correctly and showed the correct use of cooking methods as well as the correct use of equipment.

Most candidates were observed to have good cooking skills by applying all the required cooking techniques correctly.

It is also evident that most candidates were fuel efficient by switching off the electricity here and there when the stove is not in use and by ensuring that practical cookery test should end in two hours only.

Further, most candidates also possessed good food safety skills by ensuring that they have worn their Personal Protective Equipment (**PPE**) during practical cookery such as hairnet, apron and protective shoes which in this case was their school wear shoes.

Additionally, most candidates have shown good command of food economy since they managed to measure their quantities accurately.

However, examiners must ensure that they send enough evidence to aid the moderation process. Examiners should take photographs of candidates during their practical cookery to enable the moderator to assess the tidy and methodological work. Most centres only submitted photographs of dishes but not other photographs of **BEFORE, DURING AND AFTER** practical cookery.

Examiners are urged to ensure that they read Paper 2 Scheme of Assessment and Instructions to the teachers, it's the guide that instructs on how examiners should conduct and approach this practical test.

On page 4 of Scheme of Assessment: **INSTRUCTIONS TO TEACHERS** its clearly indicated **EXAMPLES OF PHOTOGRAPHS THAT CAN BE TAKEN BE PROVIDED (Hard copy/soft copy):**

- A photographs shortly after the start to show their preparation and organisation for the tasks
- A photographs during the tasks to show cleanliness and organisation
- A photograph showing application of food safety (washing hands, use of colour coordinated chopping boards, position of food in the fridge)
- A photograph showing use of specific tools and equipment such as knives, grater, peeler, wooden spoon, spatula, whisk etc.
- A photograph during the task to show to what extent they were following the plan
- A photograph of the waste bin to show amount of waste
- A photograph towards the end of the task showing candidates personal cleanliness of their work area
- A photograph of each dish from different angles, including the inside of the dish e.g. when a slice is taken away.

MIXED VEGETABLE MORNAY: Most candidates prepared this dish and the results were supposed to be as follows:

Appearance: *Slightly Browned due to bread crumbs.* Some candidates' dishes appeared burned. Ensure that candidates are sticking to the right and correct oven temperatures as well as required cooking and baking times.

Garnishing: Some candidates used spinach on this dish as a garnish which is not suitable even though they cut in small pieces one can still notice that its spinach. Suitable garnishes such as fresh/dry parsley, chives, oregano, bay leaves etc. should be used by the candidates.

Cleanliness: Both the casserole dish and plate where the candidates presented their dish appears spotlessly cleaned.

Taste: Savoury/well-seasoned due to pepper, salt, mustard powder and chicken stock cube.

Texture: Topping should be crispy/crunchy/brittle/crusty and in the middle it should be creamy due to cheddar cheese.

QUICHE WITH ONION AND SPINACH: Most candidates prepared this dish and the results were supposed to be as follow:

Appearance: *Golden colour.* Most candidates' dishes looks golden with some few candidates dishes that looks slightly brown. Candidates should be guided to stick to the baking times which are clearly indicated on their recipe booklets.

Garnishing: Suitable garnishes such as Red/Green chilies, red onions, fresh/dry parsley, strips of green/red/yellow peppers, slice/grated of a tomato/cucumber/baby marrow, chives, oregano, bay leaves etc. should be used as garnish by the candidates.

Cleanliness: Both the ovenproof pie dish and plate where the candidates presented their portion of mixed vegetable appears spotlessly cleaned.

Taste: Savoury/well-seasoned due to cayenne peppers, salt, nutmeg and mustard powder.

Texture: Topping should be creamy, soft due to savoury custard toppings ingredients such as eggs, milk and cream, silky and smooth from sautéed spinach and onions.

VEGETABLE HAM COUGERERE: Few candidates prepared this dish and this is how the results were supposed to be for future references.

Appearance: *Slightly Brown Colour:* Most candidates managed to achieve the slightly brown colour.

Garnishing: Suitable garnishes such as Red/Green chilies, red onions, fresh/dry parsley, strips of green/red/yellow peppers, slice/grated of a tomato/cucumber/baby marrow, chives, oregano, bay leaves, fresh cream, thyme, dill, sage, strip leek, rosemary, feta cheese, roasted baby marrows and cucumbers, etc. should be used as suitable garnish by candidates. Most candidates could not garnish this dish correctly.

Cleanliness: Candidates' plates appeared well cleaned.

Taste: Savoury/well-seasoned due to salt and paprika.

Texture: Crusty/Crispy/crunchy and creamy due to cheddar cheese and milk.

BABY MARROW AND YOGHURT CAKE: Mostly all candidates prepared this dish and the results were as follows:

Appearance: Light Brown and well risen.

Garnishing: All the candidates managed to garnish/dust their Baby Marrow & Yoghurt cake with 15 ml of icing sugar. Garnishes for sweet dishes such as mint leaves, grated/carvings/sliced/ribbons/julienne of carrots, baby marrows, cherries, strawberries etc. can be used by candidates to garnish their sweet dish.

Cleanliness: All candidates presented well baked Baby Marrow & Yoghurt cake on spotlessly white plate.

Taste: Sweet due to brown sugar, grated carrots and icing sugar.

Texture: Smooth and soft.

EVALUATION: Ensure that all candidates are commenting on the five points to consider when they are evaluating their dishes after their initial practical cookery. Candidates are advised to give valid reasons and ensure that they are commenting focusing on each dish.

- **Techniques Used:** Candidates should give sufficient techniques since there are quite a lot of techniques used in all the recipes such as: **Mixed Vegetable Mornay:** spooning, stir, grating, mixing and sprinkle.
 - **Quiche with Onion and Spinach:** mixing, rubbing, cutting, greasing tin, pressing the pastry, refrigerate, sauté, sprinkle and whisking
 - **Vegetable Ham Cougere:** sifting, stirring vigorously, stir over a low temperature, beating egg, spooning, melting, saute, cutting, sprinkle.
 - **Baby Marrow & Yoghurt cake:** creaming, mixing, stirring, pouring, greasing and dusting.
- **Time Management:** Candidates should give sufficient reasons on their whole preparation time. They should give valid reasons why they finished on time and why they did not finish on time. They should express themselves freely. Teacher should arrange the candidates cooking stations a day before the candidates initial practical cooking test. Candidates should have a stopwatch and the lab should also have a wall clock to ensure that both candidates and the teacher are time conscious.
- **Reasons for Success or Failure:** Candidates should still give valid and sufficient reasons why they think their practical cookery was a success or failure. Success: By following their order of works systematically and doing as required by the recipes.
- **Comments on appearance and textures of the dishes:** Teacher should teach candidates to give appropriate and suitable comments on each dish such as **slightly brown** for **Mixed vegetable Mornay**, **Golden colour** for **Quiche with Onion and Spinach**, **golden brown** for **Vegetable Ham Cougere** as well as **light brown** for **Baby Marrow & Yoghurt Cake**.
- **Taste of the dishes:** Mixed Vegetable Mornay **Savoury/well-seasoned** due to pepper, salt, mustard powder and chicken stock cube. **Quiche with onion and Spinach:** **Savoury/well-seasoned** due to cayenne peppers, salt, nutmeg and mustard powder. **Vegetable Ham Cougere:** **Savoury/well-seasoned** due to salt and paprika. Baby Marrow and yoghurt Cake: **Sweet** due to brown sugar, grated carrots and icing sugar. Candidates should avoid to give vague taste comments such as good, nice, delicious but rather be specific.

General Comment

Kindly take note, garnishing should be applied in a skilful way so as to not change the taste and flavours of the dish, yet it should not over power the dish (covering the whole dish with garnishes). The dish should be clearly visible and garnished appropriately with suitable garnishes.

Ensure that the candidates are clearly identified by wearing their name tags with candidate numbers as well as placing their name tags with candidate numbers at their cooking station, this is required for identification purposes and ensure that the dish presented belongs to the right candidates. Also ensure that the dishes are identified by placing the name of the dish next to its right dish.

The school is, however, advised to enable the teacher to capture quality and clear photographs and videos for best and quality results. Clear and sufficient evidence will benefits candidates to earn what is due to them.

3. POSITIVE SUGGESTIONS TO TEACHERS

- For identification purposes, ensure that all your candidates have their name tags/student cards printed with their candidate numbers and their full names and surname. Also, their station must have their name and candidate numbers, also the name of their dishes next to their plates.
- Ensure that your Summary of Assessment is moderated by Your Head of department/Subject head/senior teacher in your department for accuracy.
- Last but not least, thank you for improving since 2020-2022. Thank you for marking your candidates' forms with red ink pen as advised.

KEY MESSAGES

Thank you to all centres that work hard and diligently toward 2022 Coursework Tasks 1, 2 and 3. Congratulations to all teachers who managed to adhere to all instructions and meet all requirements and specifications for these tasks.

Centres are still reminded to ensure that all candidates' work should be correctly identified by their Candidate Number, Name and Surname as well as their Centre Name and Centre Code.

The emphasis is still on the inclusions of all evidence, so all centres are still reminded to ensure that all candidates' evidence is sent to DNEA for moderations purposes.

Paper 3 Coursework Tasks should be packed in candidates' portfolio file (preferably the 10 pockets file). There are still some centres who packed Paper 2 and Paper 3 in one portfolio file. These two papers are different and should be packed differently and be treated differently too from the beginning of administering the whole process.

There are still some centres that sent few portfolio file of some candidates and leave some at school. Centres are encouraged to send all registered candidates' coursework tasks to DNEA for moderations purposes.

Centres are still reminded to send sufficient evidence of videos for task 1 and sufficient photographs for tasks 2&3 as indicated clearly in the teacher's instructions. Examiners should study the teacher's instructions well because they are our road map that is navigating and guiding us to our rightful destination until we complete our coursework tasks with ease.

Still, there are some centres who submitted unmarked candidates' work. Some examiners are awarding marks without evidence of marking or commenting on how and why marks were awarded in the marksheet. Examiners are encouraged to mark all candidates work using red ink.

Some examiners were slightly lenient when awarding marks to candidates. In some cases there was insufficient or no evidence of correctness but still such candidates were awarded marks by their examiners. Examiners are kindly reminded to mark all their candidates' work and award marks to deserving candidates and mark wrong candidates who did not meet the standards and requirements for their coursework tasks.

All coursework tasks should be completed by candidates in their full school uniform and professionalism should be demonstrated by candidates at all time.

Obligations go out to all centres that completed task 3 at local Hospitality Establishment due to reasons that such centres do not have a guestroom with bathroom facilities. Thank you for improvising superbly to ensure that candidates have completed their coursework tasks on time and with access to all facilities and equipment.

All centres should ensure that candidates are provided with suitable facilities, resources and equipment to ensure that all their tasks are completed and meet the specification of the assessment.

GENERAL COMMENTS

There were positive and significant improvements by most centres in terms of administering of Paper 3 Coursework Tasks. However, centres are encouraged to submit quality and sufficient work that will lead to improvements in candidates' performance. Most candidates need to demonstrate good communications, professionalism and good customer service skills. Candidates also need to possess good table setting skills by mastering international standards for afternoon tea party. This will be achieved when candidates are familiarized with good table setting skills and know suitable cutleries, crockeries, utensils, glassware as well as suitable decorations. Examiners should ensure that candidates follow the correct cleaning procedures during their cleaning task. Further, examiners should ensure that all candidates are wearing all the required PPE (Dust Mask, Safety/hand gloves, Safety Shoes {school shoes}, apron, hairnet/hair cap etc.) All candidates should complete their Coursework Task in their complete neat school uniform well tucked-in.

TASK 1: COMMUNICATION, CUSTOMER SERVICE SKILLS AND PROFESSIONALISM

1. Examiners are encouraged to practise theory during teaching of Communication, Professionalisms and Customer Service topics.
2. Examiners are also encouraged to keep monitoring and checking the candidates Communication Task's progress at all times which will clearly indicate candidates' readiness.
3. Examiners should ensure that candidates have name tags/student identification cards with their correct names and surname and candidates' numbers.
4. Examiners should ensure that candidates' videos are sufficient and meet the criteria and specification for the assessment. Candidates should be encouraged to do research and gather more information to make their communication task interesting and be able to answer the questions of missing ingredient. Candidates have **20 minutes** to prepare for their roleplay; **10 minutes** is for their Preparation and **5 minutes is for candidate 1** to play the role of a manager while **candidate 2** is acting as a customer and they interchange again for **5 minutes for another candidate 2** to play the role of a manager and **candidate 1** to act as a customer. In this case the examiner was required to assess the role of the manager.
5. Examiners should ensure that, this task is recorded in a noise free room whereby only the examiner, and the two candidates are present. Other candidates should be away and should not watch the recordings. This is an examination, therefore, other candidates should not be present. Further, no other candidates should be in the next/ nearby room so that candidates will focus and to avoid background noise at all times.
6. Examiners are urged to save all candidates' evidence on a provided USB by DNEA with correct names and surnames and their correct candidate numbers.

• COMMUNICATION

Acceptable presentation/demonstration: the candidate who is playing the role of the manager should welcome the customer and introduce him/herself in a friendlier way. The manager should try by all means to be hospitable.

Good Interaction: the manager should engage the customer, by keep checking on the customer if s/he is fine while waiting for this/her take away. Should ask a customer how he is.

Listening Skills: Listening well without interrupting. The manager in this case should let the customer talk.

Confidence: By looking at the manager's body language and feeling sure that the missing ingredient will be replaced and the customer will surely be served with the take away.

Friendliness: The manager should keep smiling .

Respect: The manager should keep addressing and referring to the customer as ma'am, sir, madam, Ms or Mr etc.

Clear Language: Professional language, understanding of what is being said, avoid slang and jargon language at all times.

Eye Contact: The manager should maintain good eye contact without fail.

Problem Solving Skills: The problem of a missing ingredient should be solved in an agreeable manner, with mutual understanding and in amicable ways. The manager should be able to convince the customer that; the missing ingredient will be replaced with a suitable ingredient which will not change the nature of the dish.

• CUSTOMER SERVICE SKILLS

Attentiveness: The manager should be helpful, on time, care, present, available, visible and responding to the customer's query.

Positive Attitude: Be willing to help, show interest, treat the customer the way s/he wants to be treated.

Conflict Resolution: This skill was performed below average by most candidates. Manager should be able to apologise and be able to solve the problem by replacing the missing ingredient, offer a gift voucher/discount etc.

Serving of a Customer: This skill was performed below average by most candidates. Manager should consult the chef and ensure that within 20 minutes the customer's take away is ready and apologetically serve the customer with his/her well-done take away.

Decision taken: This skill was performed below average by most candidates. In this case since it is a manager with the customer, the manager should ensure that s/he convinces and makes the best decision together with the customer to ensure that the customer is happy and satisfied.

- PROFESSIONALISM

Time Management: This skill was performed below average by most candidates. Since the role play is 20 minutes, examiners should divide these minutes as follow: 10 minutes for preparations, 5 minutes for candidate 1 to play as a manager and the remaining 5 minutes is for candidate 2 to play the role of a manager again. Video should not be too short or too long. Examiners should stick to the set time which is part of this assessment's instructions.

Personal Presentation/Grooming: These skills were performed above average by most candidates.

Neat/Trimmed hair: hair should be neat and presentable

Clean hands and nails: Hands should be clean and nails should be clean and short. Thank you to all examiners who record clear and closer pictures of candidates clean hands and nails. Keep up the good work and ensure that all evidence is sent to DNEA for effective moderation purposes.

Clean and tidy: Examiners should ensure that all candidates wear their full school uniform and well tucked in.

Neatly pressed clothes: Examiners should ensure that the candidates' school uniforms are pressed, cleaned and ironed. School shoes should be worn and polished.

Handling of a customer: This skill was performed below average by most candidates. Handle the customer professionally and have a positive demeanour. Examiners should ensure that candidates who play the role of a manager should be able to follow acceptable and professional ways by following correct procedures on how to handle unsatisfied customers.

Express himself/herself on the matter: This skill was performed below average by most candidates. Examiners should ensure that candidates express themselves professionally by ensuring that candidates explain professionally to the customer and give valid reasons why the ingredient is **NOT** available.

Clear voice: This skill was performed above average by most candidates. Examiners should encourage candidates to speak clearly and loudly enough and to ensure that the customer hears and understands the matter.

Preparedness: This skill was performed below average by most candidates. Examiners are encouraged to observe that candidates who are playing the role of the manager are well prepared enough to act as a manager who is approached by an unsatisfied customer due to a missing ingredient.

Alert: This skill was performed above average by most candidates. Examiners should ensure that candidates are fast enough to attend to the customer.

Attentiveness: Examiners should ensure that candidates are paying close attention to the customer with courtesy.

Confidence: The examiners should ensure that candidates know what they offer and are knowledgeable about the dish the customer is interested in.

Acceptable Response: This skill was performed below average by most candidates. Examiners should ensure that candidates have given a positive response professionally. Most candidates failed to give a desired and acceptable response.

TASK 2- MENU AND TABLE SETTING

- Examiners should ensure that candidates are provided with suitable cutleries, crockeries, glassware, decorations and utensils to complete this coursework based on the afternoon tea party menu provided.
- Examiners should ensure that during teaching of Table Settings and Menu Styles they should use different menus to demonstrate hands-on teaching with live crockeries, cutleries, glassware, decorations and utensils and clearly set and place all cutleries, crockeries, glassware and decorations at their rightful place on the table.
- As usual water glass or water goblets should always be on the table.
- A table cloth is needed to protect the table from spills.
- Knives, spoons and tea spoons should be placed on the right of the dinner plate with the forks placed on the right side of the dinner plate.
- A teacup can be placed on a saucer to the right of the plate, handle facing to the right.
- A teapot should be placed to the right and above or near the teacup and saucer with the spout facing to the left.
- All beverages are always served from the right side of the table for easy access.
- Napkins should be placed next to the forks/under the forks or inside the dinner plate since the table setting is suitable for both formal/informal.
- Dessert forks/cake forks/dessert spoons/steak knives are **NOT** suitable cutleries for this Coursework Task. Please take note, freshly brewed coffee is a plate service and no need to include coffee pot on the table.

Examiners should at least take **two** pictures of candidate's table settings **Picture 1:** Candidate's well table set clearly indicates the candidate's correct name and surname as well as candidate's correct student number. **Picture 2:** Candidate seated or standing to his/her well set table.

1. PLANNING/DESIGN OF A TABLE

Layout is well designed: This skill was performed below average by most candidates. Examiners should ensure that all candidates complete and file their table layout (design). Table layout should be in pencil on a white landscape format A4 paper with all suitable crockeries, cutlery, glassware and decorations. Candidates should clearly indicate the key of their drawn table setting format. Examiners should still ensure that they mark the candidate's table layout and candidates must clearly label their table layout with their correct candidate name and surname as well as their candidate numbers.

Drawing is neat and tidy: Examiners should ensure that all candidates' table setting layout/design is neatly drawn. Grey marks and dirt are unacceptable.

Correct indication of:

- **Cutlery:** 2x knife/knife, 2x forks/no forks, 2x/3xteaspoons.
- **Crockeries:** Moroccan tea set (tray, 2 glasses and tea pot), Mint tea pot, 2x cup & saucers, 2x freshly brewed coffee mugs, 2x dinner/small plates, 1x sugar bowl, 1x milk jar, 1x Strawberry jam jar and a 2 stand tier.
- **Glassware:** 2x water glass/goblet. Examiners should ensure that water glass/goblets are always indicated on the table layout even though not mentioned on the menu to meet international standards for table settings.
- **Decorations:** Examiners should ensure that candidates indicate decorations on their layout.

Correct format for table setting: Examiners should ensure that candidates have drawn a table of 2 with all cutlery, crockeries, glassware and decorations.

Suitable Items/utensils is indicated: Examiners should ensure that all items indicated are suitable and have met the specification of this coursework.

Collection of cutlery and crockery: Examiners should place suitable and unsuitable crockeries, cutlery, glassware, decorations, table cloths, table overlays, napkins, and utensils on a display and allow candidates to select suitable ones that meet the specification of this coursework.

In this course work candidates were supposed to collect the following:

- **Collection of decoration items:** Candidates should design their own decorations using either natural/artificial resources available.
- **Cutlery:** 2x knife/knife, 2x forks/no forks, 2x/3x teaspoons, 2x tea knife.
- **Crockeries:** Moroccan tea set (tray, 2 glasses and tea pot), Mint tea pot, 2x cup & saucers, 2x freshly brewed coffee mugs, 2x dinner/small plates, 1x sugar bowl, 1x milk jar, 1x strawberry jam jar and a 2 stand tier.
- **Glassware:** 2x water glass/goblet. Examiners should ensure that water glass/goblet are always indicated on the table layout even though not mentioned on the menu to meet international standards for table settings.
- **Decorations:** flowers, center piece, candidates' own decoration, handmade decorations, traditional decorations etc.

2. APPLICATION OF PRACTICAL SKILLS:

Clear demonstration of table setting: It was evident from candidates' work that they were able to set a table but still examiners are encouraged to ensure that candidates possess good command of table setting skills, both formal and informal.

Correct placement of cutlery, crockery, glassware and decorations: This skill was performed below average by most candidates. Most candidates wrongly placed teaspoons and tea knife. However, candidates should ensure that tea knife is placed on the right side of the dinner plate and dinner forks on the left side of the dinner plate. Most candidates also place the tea spoon on the saucers or in the cups or mugs which were still acceptable placement strategies

3. QUALITY OF THE TABLE SET

Correct items/utensils included: This skill was performed below average by most candidates. Most candidates included unsuitable items such as a cake fork and did not include a water glass.

Table setting according to the number of guests: This skill was performed above average by most candidates. Most candidates set a table for two guests.

Suitable table décor: This skill was performed above average by most candidates. Most candidates used suitable table décor.

4. TABLE DECORATION

This skill was performed above average by most candidates.

As usual most candidates use flowers, candles, center piece and beads to decorate their tables.

Table cloth and table overlay: Most candidates used white ironed table cloths and colourful and attractive table runners for their table settings.

Examiners are still cautioned to avoid using printed or flower type of table cloths. Plain white table cloths are highly recommended associated with a colorful table overlays or table runners.

Napkin/serviette folding style: This skill was performed above average by most candidates. Napkins should be folded in an elegant, neat and suitable way as long as they are placed under the fork on the left side, next to the forks or in the dinner plates.

Examiners should ensure that candidates are trained on different napkin folding styles such as crown or bishop head.

Well done to all teachers who worked very hard to ensure this task is fully completed. Thank you very much.

TASK 3: HEALTH, SAFETY AND CLEANING

Examiners are encouraged to submit evidence of candidates collecting cleaning agents, bed linens and PPE, pictures of the guest room and bathroom before, during (when candidates are performing different tasks of sweeping, dusting, sanitizing, cleaning of toilet/shower/bathtub/etc.) and pictures of the guest room and bathroom after it is cleaned and well-arranged which should include table and chair and the curtain lining and curtains.

1. PLANNING:

Suitable bedroom cleaning equipment listed: Examiners should encourage candidates to list all suitable cleaning equipment that they used.

Suitable cleaning agents listed: Examiners should ensure that candidates listed all suitable cleaning agents that they used to clean the guest room and bathroom.

Suitable PPE: Examiners should ensure that candidates listed all required PPE.

2. COLLECTION OF BED LINEN/PPE/CLEANING AGENTS

This skill was performed above average by most candidates. However, examiners are still encouraged to submit evident photographs of candidates collecting bedroom equipment, cleaning agent and PPE. In most cases candidates listed all PPE but on the photographs candidates appear not wearing their dust masks/safety/hand gloves or hairnet/cap. PPE listed should also be worn by candidates.

3. PROCEDURES/ORDER OF WORK:

Curtain lining and curtains: This skill was performed below average by most candidates. Most candidates' guest room did not indicate the window with curtain lining and curtain.

Bed linen: This skill was performed above average by most candidates. Most candidates managed to set the guest room well with white bed linens and towels folded in elegant styles.

Mats: This skill was performed below average by most candidates. Most candidates failed to place mats in the guest room and bathroom.

Cushions and pillows: This skill was performed above average by most candidates. Most candidates set the guestroom bed with sufficient and attractive cushions, standards and continental pillows.

Mirror: This skill was performed below average by most candidates. It was evident from most candidates' photographs that no mirror was available/placed.

Table and chair: This skill was performed below average by most candidates. Most candidates did not place the table and chair in the guest room. Some candidates place the table in the bathroom, but the table should be placed in the guest room.

4. QUALITY OF WORK:

Level of cleanliness: Most candidates' room appeared clean and spotless.

Bedroom equipment used appropriately: It is evident that candidates use bedroom equipment appropriately.

PPE used appropriately: This skill is performed below average by most candidates. It is evident that most candidates did not wear all required and suitable PPE neither improvise. Examiners should ensure that candidates wear all required PPE for their own protection throughout the entire coursework.

Cleaning agents used appropriately: It is evident that most candidates used cleaning agents appropriately.

Correct procedures of preparing a room: It is evident that examiners trained their candidates to follow correct cleaning procedures to prepare the guest room and bathroom.

5. PROBLEM SOLVING:

Handling of Equipment/cleaning agents: Most examiners are commended for preparing their candidates to master cleaning equipment and cleaning agents.

Able to clean and prepare a guest room: Most candidates are commended for being able to clean and prepare the guest room and bathroom well and neatly.

Readiness of the guestroom: Congratulations to most examiners for ensuring that candidates were well equipped with all suitable cleaning agents and equipment. Most candidates' room appeared well cleaned and ready for the guest.

INTEGRATED PERFORMING ARTS

6150
Paper 1

1. GENERAL COMMENTS

- Candidates overall did poorly in this paper
- Facts which should be now be general knowledge on this level are lacking
- Candidates need to read the questions carefully. Often the answers had no link to the question or even the specific section.
- At some centres it appeared as if the prescribed music and films were not done.
- Historical knowledge goes hand in hand with the different genres. Any historical question related to the genres were extremely poorly answered.
- In some cases candidates just gave any answer instead of answering the specific question.

2. COMMENTS ON INDIVIDUAL ASSESSMENT OBJECTIVES

Section A Listening

1 (a) Idiophone

Most candidates could not answer this question. Traditional instruments had been done since Grade 8 and should not be a problem on NSSCO level.

(b) (i) **Trumpet:** Most candidates answered correctly.

(ii) **Jazz:** Most candidates could recognise the genre.

(iii) **With the abolition of slavery
In the USA in the late 1800's
The slaves combined western music with their own flavour
Resulting in a new type of music called Jazz**
Very few candidates know the history of Jazz.

(iv) **Sharpeville massacre
Masekela was living in exile/He studied in USA**
Most candidates just referred to 'apartheid' in general and not the specific Sharpeville incident. Very few candidates referred to Masekela studying in the USA and that he was exiled and could not return to South Africa.

(c) (i) **United Kingdom:** No candidate knew this answer.

(ii) **Change, Hope, Freedom:** In general the candidates could answer this question.

2 (a) (i) **Bolero:** This composition was known to most candidates.

(ii) **Snare drum:** Most candidates wrote 'drum'.

(iii) **Ostinato:** Some centres could answer this question but at other centres not even one candidate could answer this question.

(b) (i) **Pianissimo**

(ii) **Very soft:**
Candidates seem to struggle with the basic Italian words and meaning of it. This should be done really well in Grade 9 for the candidates to know the few words which are required.

(iii) With the printing the staccato notes were not shown so **any answer regarding beat or rhythm** were taken as correct.

(vi) The bracket moved away from the bass to the treble during printing. The answer of **sixteenth notes or semiquavers** was taken as correct.

- (c) (i) Most candidates could recognise the movement as **'Venus'** but some only answered 'Planets'
- (ii) **Airy, soft, melancholic, peaceful, calm, relaxing, quiet**
Most candidates could answer this question successfully
- (iii) No candidate could recognise this instrument as an **oboe**, although some wrote flute or clarinet. Most candidates did not know what a woodwind instrument is, and answered drums or violins.
- (iv) **Piano, Tranquillo, Andante, Adagio, Crescendo, Largo, Moderato**
Many candidates could link a word to the dynamics, often even an Italian word.
- (v) **Many small compositions combined to
Form a longer piece of music
Often telling a story**
Candidates from specific centres could explain the meaning of suite, but other centres had no successful answers.
- (vi) Most candidates were able to identify **'Mars'** as the bringer of **war**.

Section B

- 3 (a) Many candidates could answer correctly namely **'Jester'** and that he/she could make fun of the King.
- (b) (i) **Namibians have a history of story-telling and
By word of mouth traditions are passed on**
- (ii) **Meatco wanted to reach farmers
so they came up with a stand-up comedy show
where traditional stories were told**
Candidates could not identify what an 'oratory tradition is. Neither could they describe how this tradition is used during stand-up comedy in Namibia. Most were describing scenes from a Trevor Noah film study.
- (c) **Julius Malema
Trevor Noah makes fun of how Malema never knows that he did anything wrong, and then
he accuses people of being racist when he is confronted.
Jacob Zuma
In 'Daywalker' Trevor Noah makes fun of all Zuma's wives/
He makes fun of how Zuma speaks by breaking off his words midway**
Most candidates could identify the two South African politicians although some candidates also referred to politicians from other countries. Unfortunately, very few candidates could describe how Trevor Noah makes fun of them.
- 4 (a) (i) **Pierrot:** No candidate could answer this question correctly.
- (ii) **Pantomime is a play usually performed over Christmas
It is always a satire where they make fun of a fairy tale such as Cinderella**
No candidate could answer this question even though miming and pantomime form a vital part of 'The world of Mime'.

(b)

GREEK	CHINESE
Totally silent- no speaking	Allows speaking and music
Solo performance	Many different actors
Actor uses masks for different characters	Actors paint their faces
	Large props are used such as dragons

This question was answered with some success, though some candidates seemed to have misunderstood the question totally and described specific mime movements.

- (c) (i) **The technology to record sound was not yet developed resulting in silent movies:** No candidate could answer this question correctly.
- (ii) Most candidates could identify '**Charlie Chaplin**' as the correct answer.
- (d) (i) Most candidates could refer to how Marceau helped the children escape from the concentration camps, but could not draw the line to Mangel being a Jewish surname and he changed it in order not to end up in the concentration camp himself.
- (ii) This question was answered successfully with reference to Marceau using his **hands and fingers to flutter like a bird.**

5 (a) Ballroom (any references to a ballroom dance were taken as correct) Flamenco

Most candidates were successful in identifying the images.

(b) Weddings and religious ceremonies were popular answers, which are correct.

Other correct answers include **Traditional Festivals, Dancing during full moon, Dancing before a hunt or war, dancing after a harvest, Rain dancing**

(c) (i) African Americans incorporated the Irish jig and English clog dancing into their own dances

Very few candidates know of the history of tap dancing and most thought it came from South Africa.

(ii) It is to make the tap loud and clear for everyone to hear

Most candidates had success in answering this question, indicating that they know about tap dancing.

(d) (i) Some could answer King Louis but not King Louis XIV.

(ii) Many candidates could refer to the dancing on the tips of the toes but if they gave more detail such as using specialised shoes they would have achieved two marks.

6 (a) Very few candidates could recognise this question as the bit which shows Forrest sitting at the bus stop telling his story to everyone waiting for the bus.

(b) A scene filmed of a real attack during the Vietnam War, was shown on a screen behind Forrest as he was running away from the attack and saving his comrades.

Candidates went into detail about hand-held shots and craning, but not one could answer correctly.

**(c) At first she angrily threw stones at the house
And then she collapses on to the ground crying.**

Many candidates could answer Jenny's emotions correctly, but many also only referred to her as being a drug addict and a hippie.

**(d) Some candidates had success in answering this question on how a group of twenty people were filmed standing at different places in groups around the Lincoln memorial
The people had to wear different clothes with each recording and then all the clips were overlaid to make it appear as if there were thousands of people.**

Most candidates referred to the fact that it was just a large group of people that was filmed by accident. Candidates need to answer questions in the last two sections with more focus on detailed descriptions.

**(e) (i) Traditional African clothing made of animal skin/
A dirty or torn shorts and T-shirt
His upper body would be bare
Accessories such as a bow and arrow/small leather bag
Barefoot/leather plakkies**

Most candidates could describe the character's clothing.

**(ii) Ningwe would move his upper body slowly from side to side
In a swinging movement
While flicking his tongue when he hisses**

Very imaginary answers were given and most of them were correct.

**(iii) Some trees and bushes
A backdrop with traditional huts**

Some rocks and small stones making a path
A blue/brown cloth to show the river

Candidates had a clear understanding what is meant by 'props' and had success in answering this question.

7 (a) (i) Light hearted with catchy songs and predictable endings

Candidates lack an understanding of the history of musical theatre and no one could answer this question successfully.

(ii) People wear masks to hide their identity

Often people hide behind an 'imaginary mask' to hide who they are and what they feel.
Many times people are 'unmasked' during a dramatic event and their real personality shows.

Most candidates could answer this question correctly, though many only scored one as they did not go into the symbolism of wearing a mask.

(b) A mythological character that inspires people to perform or write

Many candidates could describe what a 'muse is.

(c) (i) Christine needs to choose the Phantom to free Raoul
Or she needs to choose Raoul which will result in his death

(ii) She chooses the Phantom in order to save Raoul
Even though it would mean that she will have to become a prisoner

(iii) The Phantom realises she chooses him though she loves Raoul
And he releases them both

In this question the candidates had to describe in detail under each heading how Christine frees herself from the Phantom. Most candidates describe another event, or some did not even describe the film itself. Candidates seem to struggle with detailed answers, often resulting in them only obtaining half of the marks.

The candidates who gave detailed descriptions did well in this question. Unfortunately, there were very few who could do this successfully.

(d) The auctioneers had restored the chandelier
As the chandelier came up for auction, it was lifted to its former position
As it lifts the theatre changes into its former beauty to indicate the late 1884

Few candidates could give reference to the chandelier, but did not go into further detail resulting in them only scoring 1 mark. Most candidates, unfortunately, could not answer this question at all.

3. POSITIVE SUGGESTIONS TO TEACHERS

1. Learners should bring usb sticks to copy the music and the films for them to listen and watch at home. Listening to a song only once or twice will not be enough for them to hear and understand rhythm, instruments and sounds. The same is true for films. Based on the answers given by most learners they definitely lack in depth knowledge of the prescribed music and films.
2. Revise what they learners learned in JS phase regarding musical instruments, theory of music and especially Italian words and descriptions. Try to use these words and other theory related questions as much as possible in describing music and films, to help learners recognise instruments in musicals. Repetition is the only way to success in the listening section of the paper.
3. Practise with your learners how to give detailed description of answers. They often seem to be able to answer the question but then lose most marks because they fail to go further into a description. They can even practise this orally at first in order to also hear the difference between a successful answer and a basic answers.
4. Learners need to understand the history of genres such as music, dancing, filming, stand-up comedy and so forth, which are just as important as knowing the music or film. Do not allow them to neglect acquiring this knowledge.

GENERAL COMMENTS

- Films were of much higher quality than previous years
- Most of the centres have improved
- Candidates were overall much better prepared
- Except for one centre, evidence of training on filming, editing, processing and the using of technical resources is present
- Except for one centre the proof (files) of the candidates have improved tremendously
- Teachers should look at individual assessment of schools for more precise comments

COMMENTS ON INDIVIDUAL ASSESSMENT OBJECTIVES

Planning and research

1. Candidates overall did a lot more planning and research than previous years.
2. A few candidates made a storyboard. This is highly recommended for all the candidates.
3. Some candidates indicated planning and research were done for the films, but this was not evident in the film.
4. This section should not show the findings of the research, it should be indicated in the film itself.
5. The following aspects should be indicated in this objective:
 - ❖ A timeline running from where the planning started to just before the filming was done
 - ❖ How and why the topic was chosen
 - ❖ How the candidate trained and practised before filming commenced
 - ❖ The type of research for example interviews, YouTube training links, internet search links

Process and Refinement

1. Few candidates were successful in developing this objective, giving the impression that a lot of the films were shot and edited in a few days.
2. This objective should develop at least over a month, if not more.
3. Process and Refinement should be recorded after the film was shot, indicating how they edited and refined the video itself.
4. The objective of process needs to include the following:
 - ❖ Where filming took place and why that location was chosen
 - ❖ The equipment used in the filming process
 - ❖ How the 'actors' were prepared for their roles.
 - ❖ The meaning of the costumes and props (why these specific ones)
 - ❖ If interviews were done, who was interviewed and why. Interviews should be on the film as proof that it was really done.
5. The refinement details should include the following
 - ❖ The software used for editing e.g. InShot
 - ❖ How the candidates practised to edit videos and where they learned e.g. the teacher showed them how.
 - ❖ How music, voice-overs and animations were added and refined afterwards. Also the reason the specific music was used should be explained.
 - ❖ If the candidate used special effects, he/she needs to describe how they were added.

Evaluation

1. Only about 5 candidates successfully completed this objective.
2. Evaluation should include the following:
 - ❖ Obstacles and problems the candidate experienced throughout the whole filming process
 - ❖ Problems experienced with the filming crew as well as the actors.
 - ❖ Problems experienced with the software
3. It is of extreme importance the candidates need to say if they were satisfied with the final product, or not and why. They need to look at their video with an eagle eye and be honest about how they feel.
4. Also important here will be the teacher's comments on the film as indicated either with the marking grids, or comments written on how the teacher advised the candidates.
5. It is also recommended the learners assess one another's films about 3 weeks before the due date of submitting the films, in order to still have ample time for improvements.

Quality of the film

1. All the films improved in terms of topics, filming and editing.
2. Small handicaps such as filming in portrait, short clips with no link to the story which slipped through, repeating of scenes and so forth were found. This should have been picked up during the refining process and corrected.
3. A few candidates had a completely different film from the one they describe in their preparatory work. This again indicates the learners filmed at the last minute.
4. Reading the script from a piece of paper will result in a low mark. Actors definitely need to memorise their lines beforehand.
5. When filming indoors, or at night the candidates should ensure that there is enough lighting.

POSITIVE SUGGESTIONS TO TEACHERS

- It is vital to start preparing the learners in Grade 10 for filming. They need to practise filming and refinement with the software before they start with the planning of their film.
- Filming etiquette should be worked on. It was quite disruptive on the films when learners clap their hands while speaking, click their tongues, use slang and make a noise with props louder than the actual speaking.
- If the film is not in English, candidates need to give English subtitles.
- Thank you so much to all the teachers. This newly added paper to the syllabus is slowly but surely moving in the right direction with your help. It is noticed and appreciated.

GENERAL COMMENTS

- All performance have improved a lot from previous years.
- Candidates were much better prepared for all the different assessments than previously.
- Except for one school, the length of the performances is still too short.
- Except for one school, the performances still lack creativity. Most of the performance were just on everyday struggles and little effort was made with costumes and props.
- Stages should be cleared of everything beforehand. Anything on stage during the performances is considered as backdrop or props, and if it is not used the candidates will lose marks.
- The videographers and sound assistants should not be too close to each other. In some of the videos the sound is too loud to hear the candidates speak due to this.
- The videographers also need to be trained beforehand to prevent disturbances such as portrait videos, upside-down videos and videos focusing in and out, resulting in a blurry video.
- Some centres had fantastic and well prepared sound engineers, but other centres need to prepare a bit more.

COMMENTS ON INDIVIDUAL ASSESSMENT OBJECTIVES

Prepared Individual Performance

1. The biggest problem experienced was the length of the performances. A candidate basically has at least two years to prepare for this performance. A performance of less than 8 minutes points finger to a lack of commitment.
2. Overall the performances have really improved in terms of the candidates staying on stage for the whole performance and not running off to change costumes but doing so on stage as required.
3. Very few candidates still performed the role of 2 characters and in all cases it was not very successful. Please advise them to refrain from it. Other candidates very successfully made use of pre-recorded other characters speaking. This achieved a much better result.
4. Many candidates just performed an everyday 'task' performance meaning they perform how they get up, wash dishes, cook and clean yards. This is not expected from a NSSCO level candidate. The candidates really need to prepare much more creative plays to obtain better results. The play should have some meaning.
5. Props need some more preparation as many candidates only seem to grab something the day of the performance and stages tend to look uninteresting.

Unprepared Individual Performance

1. Once again these performance have improved tremendously. Most candidates were able to perform in 5 minutes, which is the minimum length for the unprepared performance. This indicates that teachers practised well beforehand with the candidates.

Prepared Group Performance

1. Most groups had interesting stories and met the required length of 10-15 minutes. Some groups even performed successfully up to 25 minutes which was enjoyable.
2. Candidates should please perform the given topic. It is sad when they give such a lovely and creative performance but it has no connection to the topic.
3. This is the part of the examination where candidates can be extremely creative. Teachers can maybe inspire the candidates with some alternative ways of looking at the topic once the topic is given. Some centres basically had the same play every time as the other groups, using the same props and costumes. Other centres really had very creative and original plays, which is much appreciated.
4. It was obvious from all centres the teachers worked hard on improving the group performances over the last year.

Unprepared Group Performance

1. This section was the one which improved the most. For the first time groups could entertain examiners for more than 3 minutes – the required length is a minimum of 5 minutes.
2. Groups worked well together to create interesting and creative plays.
3. Candidates should ensure that all aspects of IPA are performed meaning all the performances should include music, dance and drama. Often the music and dance part is omitted during the unprepared performance.

POSITIVE SUGGESTIONS TO TEACHERS

- 1 One cannot stress enough that practical work needs a lot of preparation from as early as possible.
- 2 Learners need to be exposed to all four categories as much as possible.
- 3 Peer assessment is a great way of improving these performances. Small disruptions which can drown out speaking are picked up through peer assessment such as dragging of feet, making of weird noises while speaking, very loud sounds and speaking away from the audience. Many times learners are not aware they are making these disruptive sounds and their attention needs to be drawn to it. They need to remember they are in character, so they need to act the character.
- 4 When there are different scenes, candidates will need advice on how to separate the areas successfully. In some performances the candidate were behind props for large parts of the performance. They, for instance, put huge tables in front of them.
- 5 The overall improvement of the performances can only be a result of teachers putting in a lot more effort. Thank you.

MATHEMATICS

6131
Paper 1

General Comments:

The paper was of a similar standard to that of last year. The marks ranged from 0 to 80. In general, the candidates did not perform well. It seemed as if large parts of the syllabus were not covered by many centres. It was also seen, however, that entire centres performed well.

Although the paper is a booklet, it was seen extremely often that candidates made transfer errors when they start with the questions. This resulted in the loss of marks for many candidates. Candidates must be taught to take more care with the copying of questions.

Candidates must please not be given any extra paper when writing their examinations. It was often seen that only answers were written down, without any working in a centre. This is a clear indication that the candidates had additional paper to work on. This is not advisable, as they can not score any partial marks if the final answer is not correct. It was also seen that candidates did their working in pencil and then erased all the working after they wrote down their final answer. The candidates must never erase any working, except if they are sure that the working is wrong. Candidates should be discouraged to write working in pencil. They must please use pen.

It was seen too often that a candidates did the same question in a few different ways, but did not delete the working that they consider to be wrong. Candidates should be discouraged to give choices on working or on the answer space.

In general, candidates had difficulty expressing themselves mathematically. Teachers should emphasize their mathematical writing in class. Candidates must be encouraged to write their work out systematically and not to do more than one step at the same time. If one part of the working is correct and the other part is wrong, no marks can be awarded, as the wrong working spoils the correct working.

Throughout the paper, the quality of rounding was done poorly. Candidates should be encouraged to write the complete answer before they attempt to round. This will prevent them from losing marks due to premature rounding, or rounding to less than 3 significant figures.

Comments on specific questions:

Question 1

This question was well answered, although it was occasionally seen that the candidates rounded the answer to a whole number or to one decimal place.

1	8.86 or $8\frac{43}{50}$ or $\frac{443}{50}$	1	c.a.o
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Question 2

Well answered. It was seen that some candidates used the decimal point as a thousand separator.

Candidates should be discouraged to use any symbol as a thousand separator. They can rather leave a small space between the digits. Few candidates wrote the answer in standard form which was marked wrong.

2	265 900	1	c.a.o
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Question 3

Poorly answered. The most common wrong answer was 5.76, where the candidates failed to adhere to the instruction in the question to round the answer to the nearest integer. Some candidates also wrote their final answer as – 5.76, which is a clear indication that calculator skills were not taught. Candidates should be made aware that if they do not put the – 2.4 in brackets before they square it, the calculator will only square the number and not the negative as well.

3	6	1	c.a.o
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Question 4

It was occasionally seen that candidates gave a list of answers, and not just the correct answer.

- (a) Well answered.
- (b) Moderately answered. Common wrong answers seen were 8 and 125, where the candidates confused square- and cubic numbers.
- (c) Poorly answered. A common wrong answer was 15. Candidates must be taught a prime number is a number with ONLY two different factors, 1 and itself.

4 (a)	48	1	c.a.o
(b)	49	1	c.a.o
(c)	19	1	c.a.o

Question 5

Well answered, although it was seen that candidates wrongly wrote 2.80 (2 decimal places or 2.800 (3 decimal places). Teachers must take care to explain the rounding instructions carefully to the candidates.

5	2.8	1	c.a.o
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Question 6

Well answered, although some candidates failed to simplify their final answer completely. It was also seen that some candidates left their final answers as fractions $\frac{4}{9} : \frac{5}{9}$, instead of simplified to whole numbers. Some candidates use a calculator to simplify the numbers, but failed to realise that they could not give the final answer as $\frac{4}{5}$, but as 4 : 5.

6	4 : 5	1	c.a.o
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Question 7

Moderately answered. A common wrong answer was 3°C. Many candidates could not interpret the keyword “drop” in the question. The word implied that 4 must be subtracted from 1, and not the other way around.

7	- 3 °C	1	c.a.o
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Question 8

This question was poorly answered. The majority of candidates did not have any idea of what to do with the numbers in the table. It was often seen that the two readings were added together, and not subtracted from each other. It was also sadly seen that many candidates concluded with a final wrong answer of - 471. Many candidates realised that they used 471 units, but failed to calculate the cost by multiplying the 471 by the cost per unit.

8	N\$673.53	2	B1 for 471×1.43 OR 471 seen OR B1 for $95322 \times 1.43 \times 94851 \times 1.43$
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Question 9

In general, this question was moderate answered as candidates failed to distinguish between the less than < and greater than > signs. Some candidates used \leq or \geq signs which were not part of the inequalities signs given.

- (a) Well answered, although a common wrong answer of =. These candidates did not realise that $\frac{3}{11} = 0.2727\dots$, is bigger than 0.2700... . Candidates could not interpret the difference between a terminating decimal and a recurring decimal.

(b) Well answered.

(c) Poorly answered. The minority of the candidates realised that they are working with negative numbers. The common wrong answer was <.

9 (a)	<	1	c.a.o
(b)	=	1	c.a.o
(c)	>	1	c.a.o

Question 10

This question was well answered.

10	4	1	c.a.o
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Question 11

Extremely poorly answered. The majority of the candidates did not realise that they are dealing with a direct proportion. Many candidates wrongly calculated the price per kilogram N\$72, instead of the price of 100 kg.

11	N\$7 200	1	c.a.o
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Question 12

Poorly answered. In this question, it was very often seen that the few candidates who realised what they had to do, had difficulty expressing themselves mathematically. Very common wrong working seen was $\frac{3}{8} \times \frac{9450}{1} = 3543.75$.

Occasionally, it was clear that they intended to write $\frac{3}{8} = \frac{9450}{x}$ from further working. The majority of the candidates did not realise that they have 3 parts and wanted to calculate 8 parts, so they are working with a direct proportion.

12	N\$25 200	2	M1 for $\frac{8}{3} \times 9450$ o.e or $\frac{9450}{0.375}$
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Question 13

Moderately answered. It was very clear that many of the candidates did not read the question properly and just took N\$600 as the total amount to be shared. Other candidates succeeded in calculating N\$480 correctly, but failed to add the two amounts to find the final amount of N\$1080 as the question asked. Once again, many candidates failed to realise that they are dealing with a direct proportion.

13	N\$1080	2	M1 for $\frac{9}{5} \times 600$ OR M1 for $480 + 600$
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Question 14

Moderately to well answered. A common wrong answer was 1026.6, where the candidates did not realise that they needed to divide 870 by 1.18 and not multiply. If they convert currencies, they are also working with direct proportion. It should be noted that it is expected that the answers to all money questions should be given correct to 2 decimal places. Many of candidates who got the correct answers, struggled to round the final answer correct to 2 decimal places.

14	737.(2881356)	1	
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Question 15

Fairly answered. Many candidates got the hours correct, but wrongly added the minutes for a wrong answer of 46 minutes. Few candidates wrote the duration of time as time notation.

15	9 hours 28 minutes	2	B1 for 9 hours or 28 minutes
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Question 16

Extremely poorly answered. The minority of the candidates realised that they are working with 6 months, so the total interest is for $\frac{6}{12} = 0.5$ of a year. The few who realised that they needed to do, did not realise that only the interest was asked and not the total amount of the investment, resulting in a common wrong answer of N\$2030. Sadly, it was also often seen that candidates used the formula for compound interest. Some candidates are writing the wrong method of $\frac{3\% \times 2000 \times 6}{100 \times 12}$. Teachers should emphasis that % means over 100.

16	N\$ 30	2	M1 for $\frac{3}{100} \times 2000 \times \frac{6}{12}$ o.e
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Question 17

Moderately answered. Many candidates did not read the question properly and did not realise that the smallest unit is 0.1 which results in an absolute error of 0.05 and not 0.5, which wrongly resulted in an absolute error of 0.25. The few candidates who got both boundaries correct, regularly interchanged the upper- and lower bounds in the answer space.

17	$8.25 \leq l < 8.35$	2	B1 for both 8.25 and 8.35 seen in the method OR SC1 $8.35 \leq l < 8.25$
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Question 18

Extremely poorly answered. The minority of the candidates realised that they were given the 110% and were looking for the 100%. The concept of reverse percentages must receive more attention when percentages are taught. It is advisable to introduce the concept of 100% as the total amount from the junior grades already. The most common wrong working seen was to calculate 10% of 1980 and then just subtract the two amounts, resulting in a common wrong answer of 1782.

18	1800	2	M1 for $\frac{100}{110} \times 1980$ o.e M 1 for $\frac{110}{100}x = 1980$
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Question 19

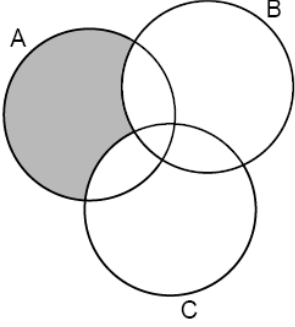
Extremely poorly answered. The minority of the candidates could deal with inverse proportion. The common wrong answer seen was $\frac{35}{42} \times 15 = 12.5$, which was rounded to 13. This wrong answer resulted from using direct, instead of inverse proportion.

19	18	2	B1 for $\frac{15 \times 42}{35}$ o.e or 1.2×15
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Question 19

In general, the whole question was poorly answered. The candidates listed elements when the number of elements were asked and the other way around. They also did not have any idea how to deal with the shading instruction.

- (a) Poorly answered. They did not realise that the number of elements were asked and not the listing of the elements.
- (b) Moderately answered. Very few candidates succeeded in listing the correct elements.
- (c) Extremely poorly answered. Very few candidates realised that they only need to shade the wanted region.

20 (a)	3	1	c.a.o
(b)	10, 12, 15	1	c.a.o
(c)	 <p>Correct shading</p>	1	c.a.o

Question 21

Poorly answered. The majority of the candidates simply replaced the inequality sign by an equal sign and wrongly concluded that $x = 4$. The also changed the inequality signs at random. The minority of the candidates realised that the inequality sign only changes if you divide or multiply by a negative value.

21	$x > 4$	2	M1 for $3x + 2x > 16 + 4$ o.e OR $5x > 20$
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Question 22

In general, it seemed as if the concept of function notation was not taught properly in most schools.

- (a) Moderately answered. Many candidates succeeded in interchanging the x - and y -values, which is **always the first step** when asked to find the inverse. The algebraic manipulation to make y the subject of the formula was poorly executed. It was regularly seen that the interchange of x and y was done together with a wrong first step to make y the subject of the formula. These candidates failed to gain any marks for the question.
- (b) Poorly answered. Some candidates realised the correct order of the compound function, but failed to find the correct solution due to algebraic mistakes. Sadly, it was often seen that the order of the compound function was turned around. Another common mistake was to form an equation and calculate a value of x , instead of leaving the final answer as the requested expression. Some candidates just equated the f and g and then solved the equation, instead of finding a compound function.

22 (a)	$\frac{x+3}{7}$ or $(y) = \frac{-x-3}{-7}$	2	B1 for $x = 7y - 3$ OR $x + 3 = 7y$
(b)	$31 - 28x$	2	B1 for $19 - 4(7x - 3)$ OR $19 - 28x + 12$

Question 23

This whole question was answered extremely poorly.

- (a) Poorly answered. The candidates could not deal with the scale of the graph. Sadly, it was very often seen that the candidates did not even realise that the x -value stands first and the y -value second in a coordinate.
- (b) Extremely poorly answered. Very few candidates even attempted to apply the theory of a straight line in this question. Most did not realise that the y -intercept of -6 was clearly marked on the line. They could just replace their c by -6 . Very few attempted to calculate a gradient. The few who did, often used their wrong coordinate to part (a) and then ended up rounding the values to less than 3 significant figures. Candidates should be taught to always try and find coordinates with integer values on the line to enable them to find the accurate gradient. It is also advisable to leave the gradient as a simplified fraction and not a decimal.

- (c) Extremely poorly answered. Very few candidates drew a tangent to the graph. Most candidates did not realise that any line parallel to the x -axis has a gradient of zero.

23 (a)	(0.6, -4.7)	1	c.a.o
(b)	$y = 2x - 6$	2	B1 for $m = 2$ or $\frac{6}{3}$ o.c. OR B1 for $y = mx - 6$ or $y = 2x + c$
(c)	0	1	c.a.o

Question 24

Moderately answered. Most candidates succeeded in expanding at least one bracket correctly. Very careless algebra mistakes were seen in this question. A common wrong answer for the expanding of $(3n - 2)^2$ was $9n^2 + 4$ or $3n^2 - 6n - 6 + 4$ or $9n^2 - 4$. In the second bracket, many candidates wrongly expanded $3n(n + 5)$ as $3n^2 + 15$ or $3n^2 + 5$.

24	$12n^2 + 3n + 4$	3	M1 $9n^2 - 6n - 6n + 4$ OR $3n^2 + 15n$ M 2 for $9n^2 - 12n + 4 + 3n^2 + 15n$
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Question 25

Moderately answered. It was surprising that many candidates could not deal with any other algebra question in this paper, but could attempt the long division problem fairly successful. As with most of the algebra questions in this paper, careless algebraic writing was displayed. Many candidates correctly used synthetic division, but failed to write down the correct quotient (signs in front of the numbers very often changed at random) from their correct calculation.

25	$2m^2 + 9m + 9$ remainder 77	3	B2 for $2m^2 + 9m + 9$ B1 for 77 M1 for correct process allowing one mistake
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Question 26

- (a) Well answered. The majority of the candidates succeeded in dividing both sides by 5 first. Some candidates attempted to take the square root as first step, but then failed to take the square root of 5 as well. It was sadly often seen that candidates failed to write just the answer of q in the answer space. It was also often seen that candidates wrote $5(4)^2$ or $5(4)^2 = 80$ in the answer space. It should further be noted that $\sqrt{16}$ is an exact number and the 4 must be seen as a final answer.

- (b) Extremely poorly answered. Most candidates did not realise that they could not multiply 5 and 6 as

their indices differ. They wrongly found $x = \frac{\log 65}{\log 30} = 1.23$. Many candidates did not have any

knowledge of the theory of logarithms and just played around with numbers till they got the correct value. The expected order of operations was to divide by 5 first before logarithms was inserted.

26 (a)	± 4	2	M1 for $q^2 = 16$ or $\sqrt{5}$ $\sqrt{80}$
(b)	1.43 (1525493)	3	M1 for $6^x = 13$ M 2 $x \log 6 = \log 13$ OR $x = \frac{\log 13}{\log 6}$

Question 27

Moderately answered. As in the previous question, it was sadly seen very often that the bases 5 and 25 were wrongly multiplied in the numerator. Some candidates confused the one term above the line as two terms and wrongly tried to write it as $\frac{5^{x-y}}{(25)^x} \times \frac{(125)^{3x-y}}{(25)^x}$. In general, a lack of the knowledge of exponential rules was displayed throughout this question. Many candidates realised that they needed to write 125 and 25 as the product of its prime factors first but failed to apply the correct exponential laws after that. It was also seen often in this question that candidates attempted to apply two rules simultaneously, one correctly and one wrongly. This resulted in the loss of marks, as wrong working is seen.

27	5^{8x-4y} or $\frac{5^{8x}}{5^{4y}}$	4	M1 $\frac{[5^{x-y}] \times (5^3)^{3x-y}}{(5^2)^x}$ M2 $\frac{[5^{x-y}] \times 5^{9x-3y}}{5^{2x}}$ M3 $\frac{5^{10x-4y}}{5^{2x}}$
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Question 28

Moderately answered. Most candidates realised that they had to multiply two fractions. Many, however failed to calculate the probability of failing the second test as $1 - \frac{4}{5} = \frac{1}{5}$. It was very often seen that both given fractions were just wrongly multiplied with each other.

28	$\frac{3}{25}$	2	M1 for $\frac{3}{5} \times \frac{1}{5}$
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Question 29

- (a) Well answered. Most candidates realised that an isosceles triangle is created because OA and OT are radii and have the same length.
- (b) Poorly answered. Most candidates did not have the knowledge of the theory of circle theorems.

29 (a)	28°	1	c.a.o
(b)	34°	2	B1 for 124 seen OR OR 180 – 90 – 28 – their (a)

Question 30

Very poorly answered. Candidates multiplied and divided the values at random. Many candidates also wrongly attempted to solve this question by using direct proportion. Very few candidates realised that they firstly had to calculate the sum of the 6 lengths and then the sum of the seven lengths. Then they just had to subtract the two sums from each other.

30	1.45 m	3	B1 for 6 × 1.8 or 10.8 B1 for 7 × .75 or 12.25 Seen from correct working B2 for 12.25 – 10.8
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Question 31

Poorly answered. It seemed as if many candidates were not taught constructions. It also seemed as if they did not have mathematical instruments to use in the examinations. Some candidates draw the angle bisector correctly without the pairs of arcs which made them to gain one mark only.

31	Correct bisector with correct arcs	2	B1 for a bisector with wrong arcs or without arcs OR just correct arcs and no line.
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Question 32

Extremely poorly answered. Very few candidates realised that they had to work with the scale factor square as they are working with similar areas. Some candidates attempted to calculate the radius of the smaller cylinder first, but they wrongly only used the curved surface area in the calculation, instead of the total surface area. Similar areas and similar volumes must receive more attention when similarity is taught in school.

32	540	2	M1 for $\left(\frac{20}{30}\right)^2 = \frac{240}{x}$ o.e OR $\frac{4}{9} = \frac{240}{x}$ OR $4x = 2160$ B 1: k^2 seen as $\frac{4}{9}$ or $\frac{9}{4}$ o.e.
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Question 33

In this question, it was shocking that most candidates did not know the difference between the formula for a circumference of a circle and the area of a circle. It was often seen that the same formula was used in both questions. Many candidates did not know the formulas at all.

- (a) Moderately answered. Many candidates did not read the question properly and calculated the arc length, instead of the circumference of a circle.
- (b) Moderately answered. It was often seen that the area of a semi-circle was calculated, and not the required sector.

33 (a)	113 a.r.t or 36π	2	M1 for $2\pi(18)$ o.e
(b)	56.5 (4866776) OR 18π OR 56.556	2	M1 for $\frac{20}{360} \times \pi(18)^2$ o.e.

Question 33

- (a) Extremely poorly answered. A common wrong answer was 144, resulting from the three lengths multiplied by each other. It seemed as if trigonometry was not taught at all in most centres. Some of the few that attempted to use trigonometry, wrongly attempted to use the 90° -ratios in a non- 90° -triangle. Those who knew that they needed to use the cosine rule, often failed to substitute the values correctly or they did not know the formula.
- (b) Extremely poorly answered. The majority of the candidates did not have any idea what a bearing is. The most common wrong answer was 4, resulting from the length between B and C. Other wrong directions like west, north-east etc. was used randomly. Candidates did not realise that they could get the correct solution by just subtracting their answer in part (a) from 180° .

34 (a)	140.4°	4	M1 for $8^2 = 4^2 + 4.5^2 - 2(4)(4.5)\cos ABC$ M2 $\cos ABC = \frac{4^2 + 4.5^2 - 8^2}{2 \times 4 \times 4.5}$ $= \frac{-27.75}{36}$ M3 for $\cos^{-1}\left(\frac{-27.75}{36}\right)$
(b)	39.6°	1	F.T (180 – their (a))

Key Message

A better knowledge and understanding of mathematical concepts, terms and definitions would help candidates to answer questions from the required perspective. For that reason, definitions, descriptions and appropriate mathematical language and spelling should receive the necessary emphasis. For example, in question 6(a), some candidates seemed not to know what a natural number is.

General Comments

Majority of learners attempted the whole paper well by answering all the questions. However, it was worrying to see many candidates not getting any mark through out the paper.

The standard of presentation and amount of working was generally moderate. Centres should continue to encourage candidates to show formulae used, substitutions made and calculations performed. Candidates should greatly be encouraged to show their working especially in questions with more than one (1) mark, as some marks are usually for the methods used or for correct substitutions in the correct formulae. Showing their work increases the candidates' chances of earning a mark even if their final answer ends up being wrong.

Premature rounding cost a lot of candidates marks in this paper. Candidates should be taught that only the final answer to the question should be rounded to the degree of accuracy required by the specific question or in general correct to three significant figures **except for limits of accuracy that must never be rounded. However, instead of rounding off their answers, candidates may also be encouraged to write down their full calculator displays as their final answers.**

Many candidates struggled to answer questions on probability and statistics correctly. It seems as if, since these are the last topics in the syllabus, that some centres did not cover them during teaching. Teachers should make the efforts necessary to teach the whole syllabus in full before candidates sit for their examinations.

SPECIFIC QUESTIONS

- 1 This question combined the concept of numbers with probability. Although the whole question was well attempted, many candidates rather listed numbers instead of writing down the probability of the particular number type. For example, instead of writing down the probability of prime numbers, candidates listed the prime numbers. The whole of question 1 was otherwise well answered except for 1(f) which was poorly answered. Candidates should be advised to leave their answers in fraction form instead of converting to decimals as they often round wrongly or not to the required 3sf.

1	(a) $\frac{3}{15}$ or $\frac{1}{5}$	1 cao	
	(b) $\frac{6}{15}$ or $\frac{2}{5}$	1 cao	
	(c) $\frac{5}{15}$ or $\frac{1}{3}$	1 cao	
	(d) $\frac{8}{15}$	1 cao	
	(e) $\frac{2}{15}$	1 cao	
	(f) $\frac{3}{15}$ or $\frac{1}{5}$	1 cao	
			6

- 2 (a) Although many candidates could score at least 1 mark, the question was poorly answered. Many candidates did not realize that they had to multiply each given speed with its corresponding time before adding the two answers. Candidates rather added the two speeds and multiplied by 9 leading to a common wrong answer of 2070 km.

(b) Well answered. Candidates understood that they had to divide their answer in 2(a) by 9 to obtain the average.

2	(a) 1020	3	B1 for 3×120 oe B1 for 6×110 o.e	5
	(b) 113.(3333333)	2	M1 $\frac{1020}{9}$ OR $\frac{1020}{3+6}$ FT1 for method only ($\frac{\text{their } a}{9}$)	

3 This question also tested the candidates knowledge on probability. Part (a) was well answered. However, part (b) was poorly answered. Many candidates seemed not to understand what “without replacement” meant as they didn’t change or decrease the total.

3	(a) (i) $\frac{1}{11}$	1 cao	B1 for $1 - \frac{1}{11}$ o.e B1 for $\frac{1}{11} + \frac{1}{11}$ o.e	8
	(ii) $\frac{2}{11}$	1 cao		
	(iii) $\frac{10}{11}$	2		
	(iv) $\frac{2}{11}$	2		
	(b) $\frac{2}{110}$ or $\frac{1}{55}$	2		

4 This question tested candidates on mensuration and limits of accuracy. Candidates should be taught that for such questions on limits of accuracy, the words minimum and maximum are used for lower bound and upper bound respectively. Candidates should also be taught never to **round off their answers for limits of accuracy but rather to write the full calculator display**.

This question was well answered but candidates lost the accuracy mark by rounding their answer to 3sf. A common wrong answer of 2.22 was seen.

4	2.21875	3	B1 for 1.25, and 3.55 seen B1 for $\frac{1}{2} \times 1.25 \times 3.55$ oe	3
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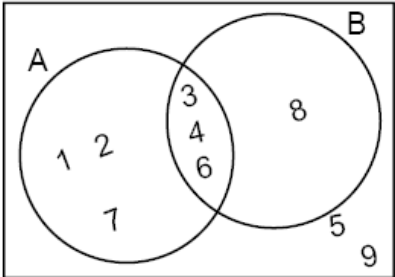
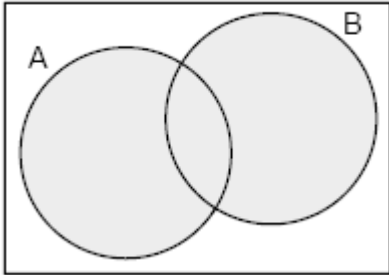
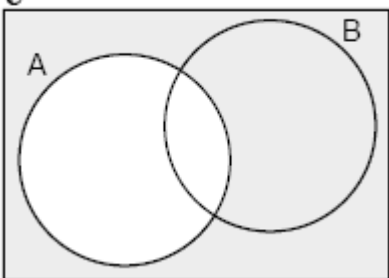
- 5 (a) Well answered although the spelling of the word isosceles was a challenge for many candidates.
- (b) Many candidates did not realize that they had to find the length MC or MD by using the Pythagoras theorem. Many of them that found the length MC or MD ended up spoiling their final answer by prematurely rounding off their answers to less than 3 sf. Candidates should be encouraged to use their full calculator displays in working towards the final answer.
- (c) Not well answered. It was good to see that some candidates were very thoughtful in calculating the area of the quadrilateral by using different correct methods. The easiest way was to recognize that the quadrilateral in question was a trapezium and hence use its area formula.

5	(a) Isosceles	1 cao		
	(b) 20.8(0624847)	3	B1 for oe 4^2+5^2	
	(c) 30	2	B2 for $(\sqrt{4^2+5^2})$ or $\sqrt{41}$	6

6 (a) This question was moderately well answered. The worry however was, some candidates seemed not to know what a natural number is hence they ended up listing 0 as a natural number. In addition, many seemed not to have understood that 10 was not in the universal set as it was defined for numbers **strictly less than (<) 10**.

(b) Well answered.

(c) Well answered

6	(a) {1,2,3,4,5,6,7,8,9}	1 cao		
	(b)			
		3	B1 for $(A \cap B) = \{3,4,6\}$	
	(c) (i)			
		1 cao	FT B1 for correct universal without set A and B	
	(ii)			
		1 cao	B1 for correct.	
				6

7 Algebra remains a problem to many candidates.

- (a) In making y the subject of the formula, candidates struggled to correctly move the term 2π by division. Many could be seen subtracting 2π from both sides of the equation. Those that attempted to remove the square root first failed to square 2π . This question was poorly answered with a common wrong answer of $\frac{t^2}{2\pi^2}$.
- (b) Some candidates struggled with division of fractions in this question. Many of them converted the given expression to an equation and attempted to solve. A common wrong answer of $b = 6$ was seen
- (c) Moderately well answered.

7	(a) $y = \left(\frac{t}{2\pi}\right)^2$ or $\frac{t^2}{4\pi^2}$	2	M1 for $\frac{t}{2\pi} = \sqrt{y}$ OR $t^2 = (2\pi)^2 y$	
	(b) (i) $\frac{b}{6}$	2	M1 for $\frac{2b}{3} \times \frac{1}{4}$ o.e	
	(ii) $-12m^2 + 8m$	2	B1 for $-12m^2$ B1 for $8m$	
	(iii) x^{-8} oe	2	M1 for $x^{\frac{1}{2} \times \frac{1}{2} \times (-32)}$ oe	
	(c) 12	2	M1 for $2x = 24$ or $2x - 24 = 0$	
				10

- 8 This question (part a to c) was moderately well answered. Many candidates could calculate or write down the correct angles but however struggled a lot to write down the correct geometrical reason for their answers. Centres should teach and help candidates to write proper and meaningful mathematical reasons.

8	<p>(a) 90° Angle in a semi-circle is equal to 90°</p> <p>(b) 62° Sum of the angles in a triangle = 180°</p> <p>(c) 118° Opposite angles of a cyclic quadrilateral add up to 180</p>	2	<p>B1 for 90° B1 for correct reason</p> <p>FT2 B1 for 62° or $180^\circ - (\text{their (a)} + 28^\circ)$ oe B1 for correct reason</p> <p>FT2 B1 for 118° or $(180^\circ - \text{their b})$ B1 for correct reason</p>	6
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- 9 (a) Well answered. Some candidates however went on to solve for the values of x when it was not needed for this question and thus spoiling their answers. Those who struggled with factorization ended up either having more than two brackets or with a common wrong answer of $(5x + 2)(x + 1)$.

Clearly many candidates do not understand the meaning of the word(s) **Hence** and **Hence or otherwise**. When the word **Hence** is used at the beginning of the question, candidates are expected to derive their answer(s) from the previous part question. They are not supposed to start over again or use a different method from what they have used in the preceding part question.

On the contrary, **Hence or otherwise**, means that candidates may continue to derive their answer(s) from the previous part question or use a different method from what they have used in the preceding part question to obtain their answer(s).

For example, in question 9(a)(ii), candidates were not expected to use the quadratic formula, for example, but to rather equate their brackets of factorization in (a)(i) to zero and solve.

- (b) Although candidates knew that they had to get the LCM of the two denominators, many could not get the correct LCM. Hence the question was not well answered as many lost marks. Candidates should be encouraged to make use of brackets when multiplying a monomial and binomial or polynomial instead of using the common multiplication sign (\times). The expression $x \times x + 2$ is not equivalent to $x(x + 2)$ and thus did not get any mark.

9	<p>(a) (i) $(5x - 2)(x - 1)$</p> <p>(ii) $x = \frac{2}{5}$ or $x = 1$</p> <p>(b) $\frac{(x-2)(x+1)}{x(x+2)}$ or $\frac{x^2 - x - 2}{x(x+2)}$</p>	<p>2</p> <p>FT2</p> <p>3</p>	<p>B1 for $(5x - 2)$</p> <p>B1 for $(x - 1)$</p> <p>SC1 for $(x + 4)(x - 3) = 0$</p> <p>B1 for $x = \frac{2}{5}$ oe</p> <p>B1 for $x = 1$</p> <p>FT solutions of <i>their a</i></p> <p>B1 for $\frac{x^2 - (x + 2)}{k}$ OR $\frac{x(x)}{k} - \frac{x + 2}{k}$ oe</p> <p>B1 for $\frac{A}{x(x + 2)} - \frac{B}{x(x + 2)}$ OR</p> <p>$\frac{A + B}{x(x + 2)}$ oe</p> <p>B2 for $\frac{x^2 - (x + 2)}{x(x + 2)}$ o.e</p>	7
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- 10 (a)** Moderately well answered. Many candidates knew that they had to substitute one of the variables for the other in one of the equations. Candidates that had their quadratic in terms of y however often spoilt their answers by writing their solutions as x -values instead of y -values.
- (b)** Poorly answered. Although candidates knew that the answer was 5, possibly from their calculators, many failed to show working leading to an answer.
- (c)** Poorly answered. It was evident that many candidates have got no good knowledge of logarithms. Many failed to realize that 1 could be written as $\log 10$ and that $2\log x$ could be written as $\log x^2$. Many candidates expanded $\log(x + 1)$ to incorrectly obtain $\log x + \log 1$.

10	(a) $x = -4$ and $y = 16$ $x = 3$ and $y = 9$	4	M1 for correct substitution M1 for $(x + 4)(x - 3) = 0$ or correct method of solving B3 for correct x -values or correct y -values or a correct pair
	(b) 5	3	B1 for $\log 10^3 + \log 10^2$ OR $\log(1000 \times 100)$ oe OR [3 and 2 seen WWW] B2 for $3 + 2$ OR $3 \log 10 + 2 \log 10$ OR $5 \log 10$
	(c) $\log 10x^2$ oe	2	B1 for $\log 10$ or $\log x^2$ seen WWW
			9

- 11 (a) This question was well answered. Some candidates however lost marks because they wrote down the number of books instead of the weeks as the question had asked.
- (b) Moderately well answered. Some candidates knew that they had to find the difference between week 7 and 8 but however could not correctly calculate the percentage decrease. Some also lost marks due to incorrect rounding or for rounding to less than 3sf.
- (c) Well answered.

11	(a) (i) (Week) 8	1	
	(ii) (Weeks) 2 to 3 (Weeks) 4 & 5	2	B1 for each correct combination
	(iii) (Weeks) 1 & 2	1	B2 for $3 + 2$ OR $3 \log 10 + 2 \log 10$ OR $5 \log 10$
	(b) 88.9 or 88.88(88888)	3	B1 for $90 - 10$ OR $\frac{10}{90} \times 100$ OR 80 seen B2 for $\frac{80}{90} \times 100$ OR $100 - \frac{10}{90} \times 100$ oe
(c) 640	2	B1 for $2(60) + 2(120) + 3(90) + 10$ oe	
			9

- 12 (a) Some candidates failed to realize that, to find the height of the silo, they had to add the height of the cylinder to the radius of the hemisphere. Many gave their answer as 13.
- (b) Many candidates thought that only the cylinder has a "curved surface area" not realizing that a hemisphere also has a curved part. Thus, many candidates only worked out the curved surface area of the cylinder. Some candidates also did not realize that the silo was made up of two shapes, a hemisphere and a cylinder.

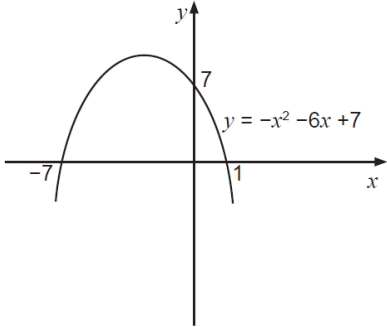
- (c) Candidates used the formula of the sphere that was provided but however they did not divide it by 2 to find the volume of the hemisphere. In addition, some could not recall the formula for the volume of the cylinder.

12	(a) 19	1		
	(b) $716.(283125)$ or 228π	2	M1 for $2\pi \times 6 \times 13 + 2\pi(6^2)$	
	(c) a.r.t 1920 or accept 612π	3	B1 for $\pi \times 6^2 \times 13$ B1 for $\frac{1}{2} \times \frac{4}{3} \times \pi \times 6^3$ oe	
				6

- 13 Part (a) to part (b) were well answered. Part (c) was however poorly answered. Many candidates could obtain the values of x and y by using other methods rather than the matrix method. Since the method of solving was specified, candidates who used other methods to solve only got a mark for each correct value. It was clear that some centers have not taught this objective of the syllabus.

13	(a) (i) $\begin{pmatrix} 20 & 24 \\ -2 & -12 \end{pmatrix}$	2	B1 for any two correct entries	
	(ii) $\begin{pmatrix} 5 & -12 \\ 11 & 2 \end{pmatrix}$	2	B1 for any two correct entries	
	(b) $x = -4$ and $y = 10$	2	B1 for $x = -4$ B1 for $y = 10$	
	(c) 640	5	B1 for $\begin{pmatrix} 1 & 2 \\ 3 & -5 \end{pmatrix} \begin{pmatrix} x \\ y \end{pmatrix} = \begin{pmatrix} 9 \\ 5 \end{pmatrix}$ M1 for $(1 \times -5) - (3 \times 2)$ oe or $\begin{pmatrix} -5 & -2 \\ -3 & 1 \end{pmatrix}$ M1 for $-\frac{1}{11} \begin{pmatrix} -5 & -2 \\ -3 & 1 \end{pmatrix}$ B1 for $x = 5$ B1 for $y = 2$	
				11

- 14 (a) Candidates struggled to complete the square of the given equation correctly. When the method of solving is specified, candidates should be advised to use the specified method in order to obtain full marks for the solution.
- (b) Poorly answered. Many candidates did not know how the correct shape of the graph. Many were often seen drawing straight lines. Candidates should also be advised to indicate the intercepts as this also counts for marks. Many candidates wrote the y-intercept as $y = 7$ which is incorrect as that is an equation of a line. Candidates should be advised to indicate this on the graph or to at least than write y-intercept = 7.

14	(a) $(-3,26)$ (b) 	2 4	B1 for $-(x^2 + 6x + 9 - 7 - 9)$ oe C1 for the correct shape B1 for y - intercept is 7 B1 for x - intercept at -7 B1 for x - intercept at 1	6
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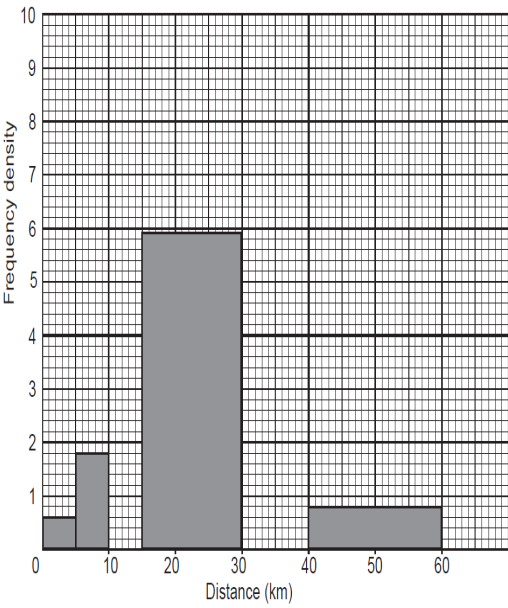
- 15 The whole of this question was well answered. The spelling of the transformations words is still a problem however. Many candidates wrote enlarge, enlarge etc. Instead of enlargement. Candidates should also be advised to pay attention to the labelling of their shapes.

15	(a) (i) Correct shape (ii) Correct shape (b) Enlargement S.F = 3 Centre(6, 1)	2 2 3	B1 for correct shape $[(-4,6), (-4,5), (-6,5), (-6,7)]$ B1 for correct shape $[(5,1), (5,3), (6,1), (7,3)]$ B1 for position B1 B1 B1	7
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- 16 Poorly answered. Only very few candidates managed to answer this question. Many candidates could not write down the three terms of the AP that they should then have used for as terms of the GP to find the common ratio.

16	$r = \frac{3}{4}$ or $\frac{9}{12}$ or $\frac{12}{16}$	4	B1 for $a + d, a + 5d, a + 8d$ seen B2 for $\frac{a + 5d}{a + d} = \frac{a + 8d}{a + 5d}$ oe B3 for $(a + 5d)^2 = (a + d)(a + 8d)$ o.e	6
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- 17 (a) Well answered.
- (b) Poorly answered. Candidates seemed to have ignored that if classes are not of equal widths, then the modal class is determined by the frequency density rather than the frequency. Only few candidates gave the modal class as $10 \leq d < 15$. Majority had a common wrong answer of .
- (c) Moderately well answered. It was however clear that some centers seem not to have taught this part of the syllabus. Some candidates again lost accuracy marks due to incorrect rounding.
- (d) Well answered. Candidates knew that they had to draw bars according to their frequency densities. Those that lost marks, was mostly due to incorrect reading of the scale.

<p>17</p>	<p>(a) 0.6 1.8 5.9(3) 0.8</p> <p>(b) $10 \leq d < 15$</p> <p>(c) 24.1(0714286)</p> <p>(d)</p> 	<p>2</p> <p>1</p> <p>4</p> <p>4</p>	<p>B1 for any two correct</p> <p>B1 for correct shape [(5,1), (5,3), (6,1), (7,3)]</p> <p>B1 for position</p> <p>cao</p> <p>M1 for midpoints 2.5, 7.5, 12.5, 22.5, 35, 50 seen</p> <p>DM1 for $(2.5 \times 3) + (7.5 \times 9) + (12.5 \times 34) + (22.5 \times 89) + (35 \times 31) + (50 \times 16)$ oe</p> <p>DM1 for</p> $\frac{(2.5 \times 3) + (7.5 \times 9) + (12.5 \times 34) + (22.5 \times 89) + (35 \times 31) + (50 \times 16)}{182}$ <p>OR</p> $\frac{7.5 + 67.5 + 425 + 2002.5 + 1085 + 800}{182}$ <p>OR</p> $\frac{4387.5}{182}$ <p>FT4 marks</p> <p>B1 for each correct bar</p>	<p>11</p>
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METALWORK AND WELDING

6188
Paper 1

GENERAL COMMENTS

Metalwork and Welding is one of the more loved vocational subjects in the schools, but due to lack of facilities, only a few schools can offer it. It could be observed during national marking that all candidates who sit for the examination completed within the given timeframe. The Chief marker would like to encourage centres to continue the good efforts to the benefit of the Namibian child despite various challenges at different centres. It is strongly advised for centres to get candidates accustomed to regular practical activities from as early as from the Junior Secondary phase in order to get them thoroughly prepared for the NSSCO external examination. The Chief marker observed that centres still struggle to correctly answer questions that require candidates to describe process, e.g. painting process, galvanizing process, igniting and setting of oxy-acetylene equipment, etc. These processes can only be mastered if candidates are allowed to perform these processes practically.

The candidates entered for this subject really tried their level best to improve the standard and quality of work. Teachers and candidates knew what to expect this year because of the reports of previous years and were better prepared for this examination.

Very good responses were received from the centres regarding the quality and standard of the question paper. It could be well interpreted regarding the style, language and graphics.

From the responses of the candidates based on the questions, there were no problems answering the questions, it was well interpreted. However, good responses were given for most questions and candidates could score good marks. Evidence also shows that quite a few centres did not have the knowledge to answer certain questions successfully and some did not attempt to answer certain questions. By the spread of marks for this question paper, it looks acceptable, but there are some areas which need to improve. In 2022 candidates achieved a significant improvement overall compared to the 2021 candidates.

Section A consisted of compulsory short questions across the syllabus. In most cases candidates scored good marks, whereas improvement is needed in some cases. This can only be improved by offering more training to centres next year.

This year we had 164 candidates compared to 175 in 2021, decrease of 10 entries which is an indication that the subject interest is declining.

COMMENTS ON SPECIFIC QUESTIONS

SECTION A

- 1 **This question required candidates to identify the welding method and was well answered by almost all centres. Many learners wrote tack welding which after deliberations was accepted as an answer.**

(a) Arc welding method; tack welding [1]

*The question required candidates to state one safety rule when welding.
Almost all candidates scored full marks for this question.*

(b) Put on protective clothing
Select correct electrodes
Check condition of welding cables [1]

- 2 **Candidates had to describe steps to be taken when treating a person with an open bleeding wound bearing HIV/Aids in mind.**

Almost all candidates scored full marks for this question.

Analyse the wound
Put on latex hand gloves and appropriate safety gear
Apply first aid by using the first aid kit in the workshop or call the supervisor
If serious, call the doctor (Any 3) [3]

3 (a) Candidates had to identify the precision instrument with most answered correctly.

The micro-meter was accepted as an answer,
Digital micro-meter; micro-meter

[1]

(b) Candidates had to state two functions of the instrument.

Many centres state unrelated answers e.g., measure inside diameter, etc.
Expected answers are as follow: widely used for accurate measurement of external diameter of objects/
thickness

[2]

4 Candidates were required to fill in the missing information

Few candidates seemed to struggle to give the correct uses

Tools	Uses
Chipping hammer	Use to remove slag/ flux after welding
Centre punch	Locate the centre of the hole to be drilled
Steel brush	Brushes are used to remove flaking paint, rust, scratches, dirt, dust from work pieces, places, tools and small imperfections
Divider	They can be used for geometrical operations such as scribing circles but also for taking off and transferring dimensions.

[4]

5 Candidates were asked to identify the calipers.

Question was well answered

- A Outside caliper
- B Inside caliper

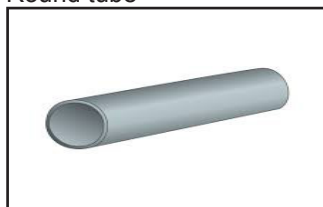
[1]

[1]

6 This question required sketches and notes to show the metal profiles.

Most centers scored full marks for this question.

Round tube



- illustration (1)
- annotation (1)

(2-D profiling with annotations accepted)

[2]

Angle iron



- illustration (1)
- annotation (1)

(2-D profiling with annotations accepted)

[2]

- 7 Candidates were asked to identify the metal section.**
Many candidates wrote bracket instead of gusset, which was accepted as an answer.
- (a) Gusset plate; bracket [1]
State two functions of the metal section.
- (b) Gusset plate is a plate for connecting beams and girders to columns. A gusset plate can be fastened to a permanent member either by bolts, rivets or welding or a combination of the three to help strengthen the joint; stability. (1) [2]
- 8 The question required candidates to describe the types of metals. Surprisingly, most centers struggled to give the correct explanations of the terms.**
- (a) Ferrous metals are metals that contain mostly iron; attracted by a magnet. [1]
- (b) Alloys are a mixture or combination of non-ferrous metals (1) to form a new metal (1) with improved qualities. [2]
- 9 List information needed when ordering screws from a hardware store.**
Well answered.
- The head type,
 - diameter,
 - thread spacing and
 - length. (Any 3) [3]
- 10 The question the use of sketches and notes to show how to join part A to part B by means of a rivet.**
Almost all centers scored full marks for this question.
- Part A overlaps with Part B [1]
 - Rivet is placed centrally [1]
 - Appropriate rivet shown [1]
- [30]**

SECTION B

- 11 (a) Required candidates to identify the type of metal the knives are made of.**
Most centres could not correctly indicate
- (i) Steel; Mild steel; High Carbon steel (Any 1) [1]
- (ii) Forging or drop forging [1]
Candidates were expected to name the method used to form shapes of arrow heads and knife blades.
Almost all centres could not be able to write the correct process.
- (iii) - Forging is heating metals and hammering or pressing it into the desired shape. (1)
 - Anvils are used as a base for hand forging operation. (1)
 - Forging at temperature that is high increases the plasticity of a metal (1) and reduces the force needed to work it (1). [4]
- (b) The question required reasons why a scriber is made of tool steel and not mild steel.**
Few candidates could not answer (i and ii) correctly.
- (i) They have superior hardness and abrasion resistance (1) when compared with other steels as well as the ability to maintain a sharp cutting edge (1) whereas mild steel is malleable. [2]
The question required reasons why roof sheets are made of galvanized and not from copper.
- (ii) Corrugated metal sheets are treated with chemicals (1) and this makes them resistant to mold and algae which are two very common problems associated with non-metal corrugated roofing sheets. Galvanized metal sheets are rust resistant (1) whereas copper can corrode when it comes in contact with water.
 Galvanized metal sheet is cheaper compared to copper. [2]
- [10]**

12 The question required candidates to state properties of metals.

Few candidates struggled to give the correct answers.

(a)

Metal	Properties
Copper	1. Heat resistant; expensive; cannot prevent rust; malleable 2. good conductor of heat and electricity
Cast Iron	1. Brittle metal with hard skin; 2. can corrode; manufacture car engine parts
Aluminum	1. Soft and ductile; Resist corrosion 2. Light in weight; low tensile strength

[6]

(b) Well answered.

(i) Spark test: a piece of metal is brought in contact with the grinding or emery wheel. (1) Once it gets in contact with the grinder, it will either produce more, less or no sparks (1) at all. [2]

(ii) when more sparks are produced it means the metal contains (1) iron, whereas less sparks indicate less iron content (1). [2]

[10]

13 Question (a) to (c) required the description of the listed heat treatment processes which seemed difficult for almost all centres since very few candidates scored good marks for this question.

(a) Tempering is a process of reducing the degree of hardness and strength (1) and increase (1) toughness (1). It is the heating of metal after it has been hardened (1). This makes the metal hard and tough. Chisels and punches are produced by means of tempering (1). (Any 3) [3]

(b) Heating below critical point; Annealing copper makes it softer and less brittle (1), which allows you to bend it without (1) breaking it. This malleability allows you to hammer and mold the copper into any shape you wish without cracking the metal (1). You can anneal any grade and thickness of copper as long as you have a flame that can transmit enough heat to the metal (1). The most straightforward way to anneal copper is by heating it with an oxygen acetylene torch and rapidly cooling it in water (1). (Any 3) [3]

(c) Work hardening of mild steel Work hardening increases of hardness of a metal by hammering, rolling, drawing, or other physical processes (1). Although the first few deformations forced on metal by such treatment weaken it, its strength is increased by continued deformations (1). As stresses are exerted, the crystals slip against each other (1); but, because of the complexity of the crystal structure (1), the more such slips are multiplied, the more they tend to place obstacles in the way of further slippage, because the various dislocation lines crisscross each other. (Any 4) [4]

[10]

14 Identify the hand snips.

Most centres answered question (i-iii) well.

(i) A: straight snip
B: Hank billed snip / curved [2]

(ii) Tool steel [1]

(iii) Provides firm grip of fingers when using it;

Marks were also awarded for:
prevent shock

[1]

(b) Most centers scored full marks for (i)

- (i) For decorative and protective reasons [2]

Describe the step by step process how to apply the correct finishing.

The way centers answered this question proved that they do not focus on finishing processes.

- (ii) **Don't forget to wear gloves, eye protection, and a respiratory mask (1). The first step in painting metal is to thoroughly clean it (1). Make sure you are in a well-ventilated area (1). Use a brush or spray gun to apply paint (1). Wait for few minutes before it is dry (1).**

Marks were also awarded for:

- Apply primer / under coat; Apply paint (desired colour) (Any 4) [4]

[10]

15 (a) Describe how acetylene containers are stored safely.

The question seemed easy to most centres.

- Always use and/or have access to protective clothing and equipment when handling the cylinders. These include gloves, goggles, cotton clothing, and fire extinguishers.
- b. Always work with, or under the supervision of qualified personnel.
- c. Keep cylinders away from any kind of flammable substance.
- d. Acetylene cylinders should always be stored upright, with the valve end in the upward position.
- e. The cylinder valve should always be kept closed when not in use and the fuse plug(s) should be checked to verify a tight seal.
- f. The cylinders should never be stored in extreme temperature environments. In warm environments, the temperature should never exceed 125° (52°). In freezing temperatures, the pressure may drop within the cylinder to nearly zero and when flowed, acetone may leak from the cylinder resulting in clogging of downstream equipment such as a regulator.
- g. Empty and filled acetylene cylinders should be stored separately as well.
- h. Acetylene cylinders should be stored separately from cylinders containing other gases.
- The cylinders need to be protected from potential mechanical and physical damages.

Marks were also awarded for:

- Keep in a gas cage (Any 2) [2]

(b) Correctly answered by most centers, well done. Answers to refer to:

Use a brush and soapy water to apply on the joints where connected to check for bubbles. [2]

(c) Describe methods to light and adjust the welding torch.

Almost all centres were unable to answer this questions correctly. Answers to refer to:

- 1 Open fuel gas valve ½ a turn and ignite flame with a spark lighter.
- 2 Increase fuel gas flow until flame leaves end of tip and no smoke is present.
- 3 Decrease until flame goes back to tip.
- 4 Open oxygen valve and adjust to neutral flame. [4]

(d) Describe the consequences of flash back

Almost all candidates answered this part well. Answer to refer to:

This is a potentially dangerous situation, particularly if the flame reaches the gas supply hoses where it can go up to the cylinders and explode violently causing severe injuries. [2]

[10]

16 (a) Candidates were required to use sketches and notes to propose how the pole could be adjusted at Part A to suit the size of primary school children.

Almost all centres scored full marks for this question. Answers to refer to:

- poles are adjustable at A: Construction details (2)
- appropriate notes: (1)
- appropriate size for application /proportion (1)
- safety aspect consideration: (1) [5]

(b) Candidates were expected to use sketches and notes to show how Part B could be fitted at Part C.

Almost all centres scored full marks for this question. Answers to refer to:

- pole is removable: construction detail: (2)
 - appropriate notes: (1)
 - safety aspect considered: (1)
 - appropriate size for application / proportion (1)
- [5]
[10]

17 Candidates were expected to describe how the type of finish (galvanise) could be applied to the netball pole.

Almost all centre did not score full marks for this question.

- (a) - Prepare the steel for hot-dip galvanizing (1).
- The steel must be cleaned and de-rusted before the electro galvanization can occur (1).
 - Prepare a zinc electrolyte solution (1). Either zinc sulfate or zinc cyanide is normally used for the electrolyte.
 - Immerse the steel in the electrolyte (1). The solution will react with the steel to cause the zinc to precipitate onto the steel, coating it. The longer the steel is left in the electrolyte, the thicker the coating that will be produced (1).
 - While this method offers greater control over how thick the zinc coating is than does hot-dip galvanizing, it usually does not allow for layers to become as thick. (Any 5) [5]

(b) A toxic atmosphere may cause various acute effects (1), including impairment of judgment, unconsciousness and death (1).

- Flammable or Explosive Atmosphere Excessive Heat (1)
- Skin irritation when it comes into contact with the skin (1)
- May cause blindness (1) (Any 5) [5]

[10]

[70]

[100]

General Comments

The DNEA would like to thank all the center's who put in efforts by providing resources such as materials and tools ready for the examination. It was noticed that in some regions centers find it difficult to get all the materials needed. Photographic evidence also show that some centers do not have the proper required tools and had to improvise to complete their practical examination. This kind of practice by regions are uncalled for and must be discouraged. The total entries of candidates have decreased from 175 in 2021 to 164 in 2022. This demonstrates the decline of interest for Metalwork and welding in centres across the country. During the national marking it could be observed that all candidates who sat for the examination completed within the given timeframe. The Chief marker would like to encourage centres to continue the good efforts to the benefit of the Namibian child despite various challenges at different centres. It is strongly advised for centres to expose candidates to regular practical activities as early as from the Junior Secondary phase in order to get them thoroughly prepared for the NSSCO external examination.

Comments on specific questions

Part A

- 1 Candidates were expected to state one type of possible joining method that could be used to attach the top to the frame

The following was expected and most of the learners got it right.
 Temporary joining (Riveting) or Permanent welding (Any 1) [1]

- 2 Candidates were asked to list two suitable cutting tools that will be used in the manufacturing process.

The following answers were expected and almost all centres got it right.
 Hacksaw
 Angle grinder
 Metal cut off machine (Any 2) [2]

- 3 Candidates were expected to list one safety precaution regarding tools/equipment when welding. Almost all centres got it right.

Answers to refer to:
 Wear required safety clothing
 Keep working area clear from oil, water, obstacles
 Read instruction manual
 Make sure all tools and equipment are in working order
 Overalls
 Safety boots (Any 1) [1]

- 4 Candidates had to name a suitable tool used to remove sharp corners and edges. All centres answered this question correctly.

Expected answer:
 file, angle grinder [1]

[5]

Part B Practical (Making of the artefact/product)

Evaluation Indicators	Marks
Preparation of workpiece	10
Interpretation of drawings / specifications	5
Safe handling of tools and equipment	5
Proper use of tools and equipment	5
Safety precautions	5
Accuracy and quality of work/product	10
Total:	40

PART B: Practical assessment criteria

Assessment Objectives	Level of Response	Mark Range	Max. Mark
2. Practical skills Marking out (Preparation of work pieces)	Poor marking out skills, not using the correct tools.	0-1	10
	Moderate marking out skills, using the correct tools incorrectly.	2-3	
	Excellent marking out skills, using all tools correctly.	4-5	
3. Interpretation of data	Limited understanding and inaccurate result of the item made.	0-1	5
	Partial understanding of the specifications given but not producing an accurate item.	2-3	
	Excellent understanding of the specifications given and producing an accurate item.	4-5	
4. Practical skills Safe working	Applying the safety measures using tools.	0-1	5
	Applying some safety rules, but still with the risk of injuries.	2-3	
	Applying all safety rules and works without risk.	4-5	
5 Practical skills Correct use of tools	Not using the tools in the correct manner.	0-1	5
	Using tools as they should be, but lacks the skill to do it correctly'	2-3	
	Uses all tools correctly.	4-5	
6 Practical skills Join Part A to B Practical skills Join Part A and C	Joint is not according to the specifications given.	0-1	5
	Joint is correct according to measurements given, but is inaccurate more than a millimeter and fits too loosely or cannot be assembled.	2-3	
	Joint is accurate and has a snug fit.	4-5	5
	Joint is not according to the specifications given.	0-1	
	Joint is correct according to measurements given, but is inaccurate more than a millimeter and fits too loosely or cannot be assembled.	2-3	
	Joint is accurate and has a good fit.	4-5	
7 Accuracy and quality of products	Joints are not according to the specifications given.	0-1	5
	Joints is correct according to measurements given, but is inaccurate more than a millimeter and is not cut straight.	2-3	
	Joints is accurate and has a smooth finish.	4-5	
Total 40			

Part C Reflection

- 1 (a) Candidates were expected to list one other material that could you have been used for the foot pieces of the stool if they did not have flat bar available. Many candidates wrote angle iron, iron, square tube, metals that are unrelated to the question and the intended function.

Expected responses include:

rubber, Mild steel plate, any suitable material

[1]

- (b) The question required candidates to Mention two types of suitable finishing methods that could be applied to the stool.

- fireproof metal paint
- Polishing

Marks were also awarded for:

Grinding, sanding, filing

[2]

- (c) Candidates were expected to explain the purpose of the foot pieces made of flat bar. Most centres did well.

Expected answers are:

- Preventing it from penetrating into the soil/ground.
- Stability

[2]

[5]

[50]

Metalwork and Welding Practical Examination Assessment Summary Form (NSSCO)

Please read the instructions printed overleaf before completing this form.

Centre number					Centre name	November	2	0					
Candidate number	Candidate name	Teaching group/set	Part A Short questions (Planning) (max 5)	Part B (practical) Making (max 40)							Part C Evaluation (max 5)	Total mark (max 50)	Internally moderated mark (max 50)
				Preparation of work piece(s) (max 10)	Interpretation of drawing & specification (max 5)	Safe handling of tools & equipment (max 5)	Proper use of tools and equipment (max 5)	Practical skills		Accuracy and quality of work (max 5)			
								Joint Part A to Part B (max 5)	Joint Part A and Part C (max 5)				
Name of teacher completing this form					Signature					Date			
Name of internal moderator					Signature					Date			

GENERAL COMMENTS

FINDINGS

The quality of coursework for NSSC/O 2022 has slightly improved but a big habitual tendency of errors that were still picked up at the centres are as follow:

Clear sequence for the sub-topics in the folder needs attention from the teachers which is clearly laid out in the coursework assessment criteria form.

The table of contents should be based on the sequence of the coursework assessment criteria form.

The teacher should ensure that all candidates submit their folders by the end of the second trimester to be evaluated since coursework covers 50% of the total mark for the assessment.

It is not acceptable to see centres with four candidates but where only two could submit their folders and the other two did not and no proof of measures taken to address the situation on time is shared with DNEA e.g.: management should be involved as well as schoolboard and parents of candidates who did not submit their design folders and course work for the year. Such action must be taken way before coursework is submitted for external moderation.

Centres have not been putting in the much needed efforts from the beginning of the Senior Secondary phase. The folder starts in Grade 10 and should be completed in the second term of Grade 11, yet folders submitted showed that little time was spent on them.

Regional Office should give Continuous Professional Development (CPD) Programmes for teachers teaching Metalwork and Welding. If possible, networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis.

Basic calculation errors could be observed, hence centres are implored that effective moderation is done by management.

Marks were awarded lenient or slightly severe which points to the need of teacher training on assessment of coursework.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility to ensure that folders and projects are monitored throughout Grades 10 and 11. Towards the end of the second term of the Grade 11 year, all folders should be internally moderated before the marks are dispatched to DNEA for external moderation. Once again, Regional Offices are implored to make sure that NSSC schools are provided with the necessary materials and tools for candidates to build quality products. DNEA observed that some centres' projects were compromised by the lack of adequate resources.

It is not acceptable to see candidates not submitting any folder or coursework and zero marks are given with explanations why learners do not submit while on the other hand no evidence or proof is shared and efforts done by teacher/HOD/ Principal Schoolboard / Regional Office (Senior Education Officers). Since the folder is supposed to be completed over a two-year time span it should not be done in one week's time which is the case at some Centres.

Candidates who are not submitting photographic evidence has become common practice, yet marks are awarded for the quality of products by the centres. There were a few cases where candidates made poor problem selections and outcomes have shown little evidence of imaginative interpretation and creativity. The sample of work presented for moderation was suitable in most cases and centres generally applied the assessment criteria appropriately, although, in some cases, this was not at the correct level.

It is expected that all folders **must** include clear photographic evidence of the artefacts, in addition to an overall view of the final product, showing detail to support the awarding of marks.

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS

1 Generation and exploration of ideas.

This is the part where most candidates lost valuable marks. Candidates are expected to show evidence of genuine design creativity and not copies from books and other sources. Candidates should include a wide range of different ideas enhanced by clearly annotated sketches. Too often candidates presented a few formal drawings that showed too little design capabilities and tended to follow a single concept. These ideas can be presented most successfully through sketches. Candidates should be encouraged to include all information that comes to mind. Annotations should include comments as to how an idea might link to the specification.

2 Development of proposed solution

In this section of the folder the candidates should take the chosen idea and make further detailed decisions on shape, materials and construction methods to be used in the final product. Most of the candidates showed different levels of presentation skills regarding layout, diagrams, labeling notes and the use of color/rendering of their work with some folders showing outstanding qualities. These candidates should be congratulated on the quality of their work. However, there were some instances where it was not possible to follow the design work produced. Candidates still found it difficult to apply the final ideas and simply choose one of the ideas recorded in the previous section.

3 Planning for Production

Candidates should be encouraged to use a wide range of appropriate communication and presentation techniques in support of the different stages of the design process.

The working drawings still prove to be a major concern for most candidates. The teachers are therefore encouraged to teach learners to clearly draw a detailed planning showing an effective order for the sequence of operation. Sadly, some centres could not provide sufficient photographic evidence to substantiate the credibility of the folders. Some photographic evidence is just a mere posing activity and no real action is seen.

4 Product

Candidates should be congratulated on the wide range of metals used for their products. Photographic evidence showed that some candidates were able to work on their own and able to work at an acceptable standard of construction and finish to the extent that the end product could be used. It could also be noted from the photographic evidence provided that some centres used materials not fit for producing quality products. These materials were probably provided by learners who could not afford to procure the required materials for their products.

5 Testing and Evaluation

The candidates included photographic evidence to show the testing of the product, which is commendable. They are, however, encouraged to link the outcome of the original specifications and make objective judgements on the success of their products.

This section should also include suggestions for further modifications or possible future improvements. Therefore, centres are urged to ensure that specifications are fully evaluated and tested in this section, which will guarantee maximum marks for the candidates.

6 Fitness for purpose

Centres generally tended to award full marks in the high band only. It is important that the full range of marks is used in order to mark this section accordingly. Candidates were expected to state the functionality of purpose of the product.

MOTOR MECHANICS

6189
Paper 1

General comments

The number of entries is still increasing although with a few candidates. Since 2020 when we had our first national examination, there is a lot of improvement. The interest of the subject teachers in the subject is notice by the DNEA. Your input during workshops and in other ways is highly appreciated! There are still a lot of obstacles to overcome before we reach our vision of a top performing subject. Congratulations for that efforts that we put in.

Our performance in this paper was not good at all, especially in the structured questions. In general if we look at all three papers that the candidates wrote, the tendency is that we put more emphasis on the practical part of the subject. Unlucky candidates needs to cover the whole syllabus, which includes also theory. A combination of the two will bring out an **A-candidate!**

Topics in the syllabus that needs urgent attention are Electricity, Calculations, and suspensions. Teachers are encourage to study their syllabuses carefully and try to complete it on time. They must also try to combine the practical part with the theoretical part. In this way the candidates will understand the syllabus better.

More effort should be given to the syllabus on content work for candidates to perform better in P3. P1 which is actually theory is neglected because more effort is been put in for the practical part of the subject.

Comments on individual questions.

SECTION A.

1. Fig.1 shows different tyre inflation pressures. Identify A, B and C and state the Tyre wear pattern it will cause.

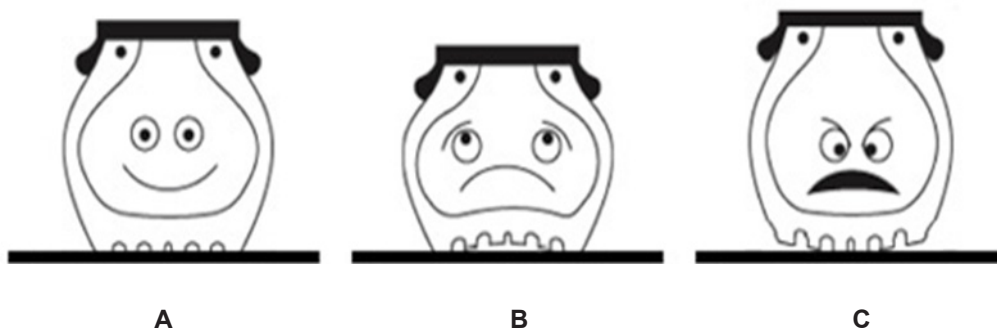


Fig.1

This question was answered correctly by most candidates, although a few did not understand what the question was about. It referred to tyre pressure.

Possible answers could be:

A: Normally inflated tyre.

Effect: Even wear on tyre.

B: Under inflated tyre.

Effect: Excessive wear on the sides of the thread surface.

C: Over inflated tyres.

Effect: Excessive wear on the centre of the threaded surface.

[6]

2. Fig. 2 shows lubricants that were invented to prevent abnormal wear and tear caused by friction.



Fig. 2.

Most of the candidates responded this question well.

2. Mention two effects the wrong viscosity of oil will have on a motor vehicle's engine.

Possible answers could be:

- **Poor fuel economy.**
- **Increased wear on engine.**
- **Increased chemical breakdown.**
- **Loss of power.**
- **Excessive smoking.**

(Any 2)

[2]

3. Fig. 3 shows a hacksaw.



Fig. 3

(a) State **two** reasons why the blade can break.

Most candidates responded this question well.

Possible answers could be:

- When the tension of the blade is incorrect.
- When you apply too much force on the blade.
- **Speed of sawing.**
- **Cutting wrong material.**
- **Use it in as wrong way.**

(Any 2)

[2]

Most candidates did not know the correct answer.

(b) Give the reason why the teeth of the blade must always face forward.

Answer should be:

Cutting only takes place on the forward stroke.

[1]

4. James lives one block from his school. His father told him that the school is about 215 yards from their house. State the distance in meters.

It seems to that candidates did not understand the calculations. No candidate could score a mark here. Attention needs to be given here.

The correct answer should be:

$$1 \text{ yrd} = 0.9144 \text{ m}$$

$$215 \text{ yrd} = 215 \times 0.9144$$

$$= 196.60 \text{ m}$$

[2]

5. Fig. 4 shows three basic electrical circuits.

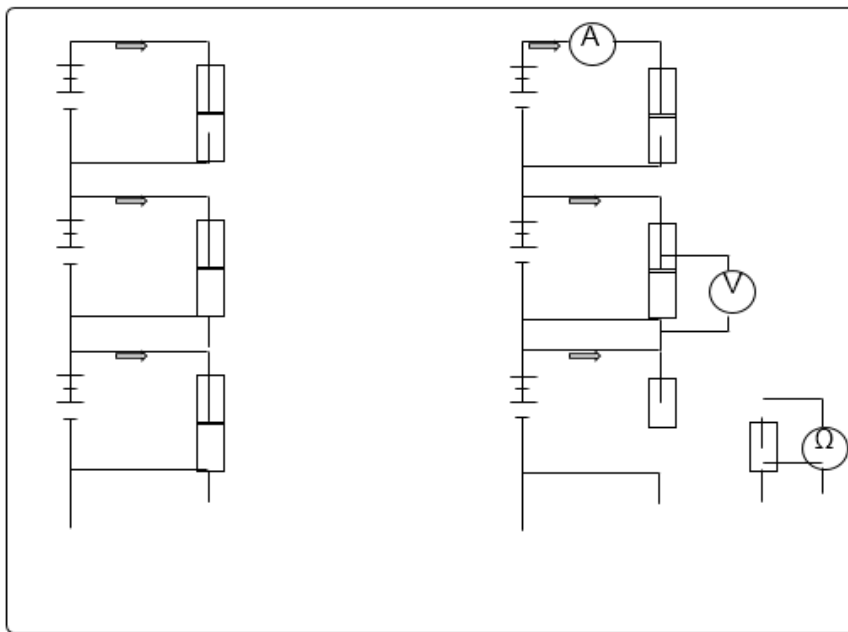


Fig. 4

Poorly responded by the candidates. This is a module that needs urgent attention.

Study the picture and give the basic principle measurement for:

- (i) Current that flows through a resistor:

The correct answer should be:

- Ammeter must be connected in series with the resistors.

[2]

- (ii) Voltage that flows through a resistor:

The correct answer should be:

- Voltmeter must be connected in parallel with the resistor.

[2]

- (iii) Resistance of a resistor:

The correct answer should be:

- Component must be completely disconnected from the circuit.

[2]

6. A vehicle has been recalled by the manufacturer for modification. State in which publication the rectification for this recall will be found.

The correct answer should be:

- Technical Service Bulletin.

[1]

Candidates could not answer this question. We must refer back to the Grade 8 and 9 syllabus in which this topic appear.

7. Fig. 5 shows different types of nuts used for fastening.

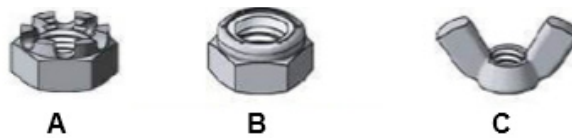


Fig. 5

Identify the locknut.

Most candidates could answer this question.

The correct answer should be:

- B

[1]

8. Fig. 6 shows a person wearing a safety belt.



Fig. 6

Describe why a safety belt in a motor vehicle is regarded as an active safety feature and how it is checked. State why a safety belt in a motor vehicle is regarded as an active safety feature.

Candidates did well in this question.

Possible answers could be:

Keeps person in safe place during accidents.

Pull out quickly to see if it hooks.

Inspect other components of safety belt.

[2]

9. Name three safety factors to remember when handling tools.

Most candidates scored full marks here. But still there are a few do not know how to handle tools. The question included all the type of tools.

Possible answers could be:

- Use tools correctly.
- Do not overload a tool.
- Inspect tools before use.
- Report damaged tools.
- Fix tools before using it.
- Keep cutting tools sharp
- Ensure all guards are in place.
- Sharp edges of sharp tools must face downwards.
- Know how to use tools.
- Do not carry tools in your pocket.

(Any 3)

[3]

10. Fig. 7 shows fasteners.

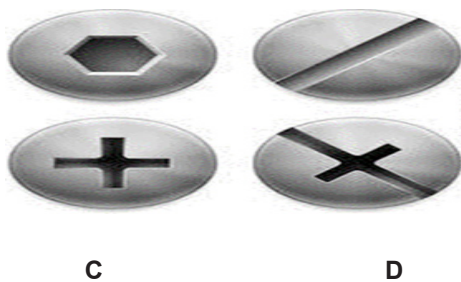


Fig. 7

State the specific tools to fasten or loosen these fasteners.

Candidates had difficulties with this question.

The answers should be:

A: Allen key /Hexagonal key/ wrench.

B: Flat screwdriver.

C: Phillips screwdriver.

D: Either Phillips or Flat screwdriver

[4]

SECTION B

11. A variety of materials are handled in the workplace, some of which are hazardous and should therefore be handled with extreme care.

Complete Table 1 by suggesting preventative measures for the possible hazards.

This is well answered by most of the candidates.

Possible answers could be:

Possible hazard	Preventative measure
Materials that are lying around in the workshop can be a tripping and fire hazard	(a) - Store material in a secure area. - Clean workshop.
Material that is not stacked properly can tumble and injure.	(b) - Materials must be properly packed and stacked away.
Flammable material, including gas and liquids, is a fire hazard and can cause explosions	(c) - Flammable material must be stored separately, and the area must be clearly marked. - Store in lockable area. - Store in well-ventilated area.
Lifting materials that are too heavy or using the wrong lifting techniques can cause muscle injuries.	(d) - Always use the correct lifting technique. - Make use of lifting equipment.
Handling material with sharp edges can cause serious cuts	(e) - Wear gloves when handling material with sharp edges. - Smooth edges of objects.

[5]

- (b) List three ways in which the body usually come into contact with chemicals.

This question was poorly answered by the candidates.

The correct answer should be:

- Inhaling or breathing in gases, dust or mists.
- Ingesting or swallowing solid or liquid chemicals.
- Direct contact or touching.

[3]

- (c) Explain why heatstroke is considered to be more serious than heat exhaustion.

Candidates not do well in this question. A possible reason might be that they that this chapter is too long to study.

Possible answers could be:

- Heatstroke requires immediate medical attention.
- Delayed treatment can result in death.

[2]

[10]

12. Fig. 8 shows the components of an engine driven.

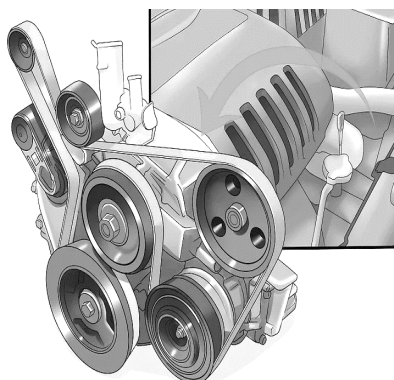


Fig. 8

(a) Give the name of this belt.

Only two candidates give correct/answer. Answers like timing and fan belt was wrong.

The correct answer should be:

Serpentine belt.

[1]

(b) List four causes of belt slip.

Candidates answered this question poorly.

Possible answers could be:

- Incorrect belt tension.
- Oil on the contact surfaces.
- Worn belts.
- Incorrect pulley alignment.
- Overloading.
- Incorrect belt size.
- **Worn out pulleys.**
- **Worn out belt tensioner.**

(Any four)

[4]

(c) Fig. 9 shows a timing chain layout.

Being under constant tension, the chain will stretch over time.



Fig. 9

(i) Identify the different parts.

Candidates could not give correct answers. Only a few could achieved marks.

The correct answer could be:

A: Chain tensioner/ **Tensioner adjuster.**

B: **Chain guide/ Chain aligner.**

[2]

(ii) Mention three results of a stretched timing chain.

This question was poorly answered by the candidates.

Possible answers could be:

- Chain weakens.
- Generates friction.
- Vibration occurs.
- Chain becomes noisy.
- Chain derails easy.
- Chain tends to break easily.
- Can change ignition timing.
- Damage gears.

(Any 2)

[3]

[10]

13. Fig. 10 shows an outside micrometer.

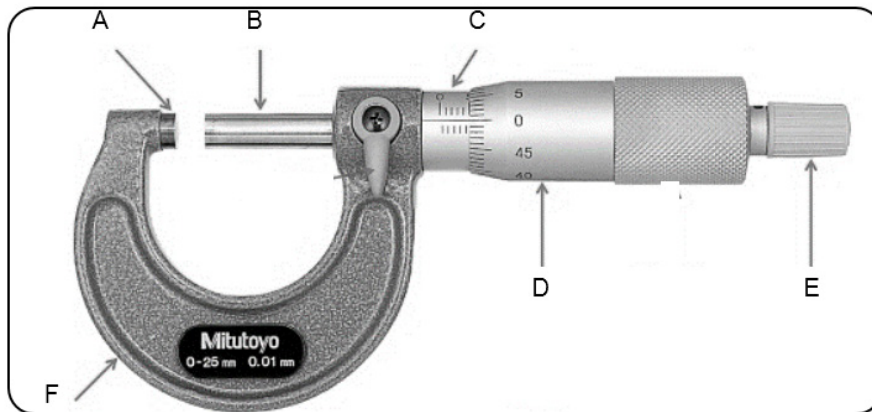


Fig. 10

(a) Identify the parts:

Candidates had difficulties with this question. At these stage candidates were supposed to know the micrometer, because they also worked with it during the Paper 2.

The correct answer should be:

A: Anvil.

B: Spindle.

C: Barrel/ Sleeve/ Main scale.

D: Thimble/ moving scale.

E: Ratchet.

F: Frame/ handle/ body.

[6]

(b) Fig. 11 shows inside micrometer readings. Give each reading.

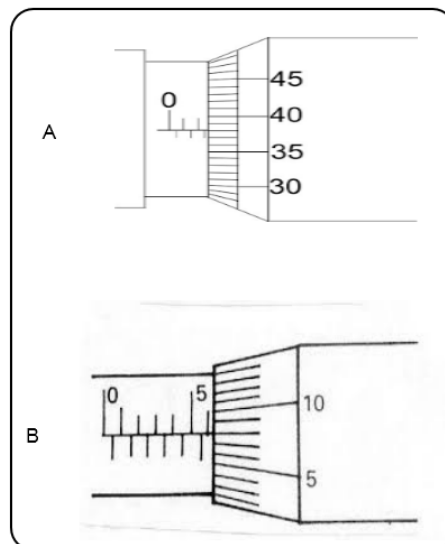


Fig. 11

Only a few candidates could answer this questions correctly.

The correct answer should be:

A: $2.0 + 0.5 + 0.37 = 2.87\text{mm}$.

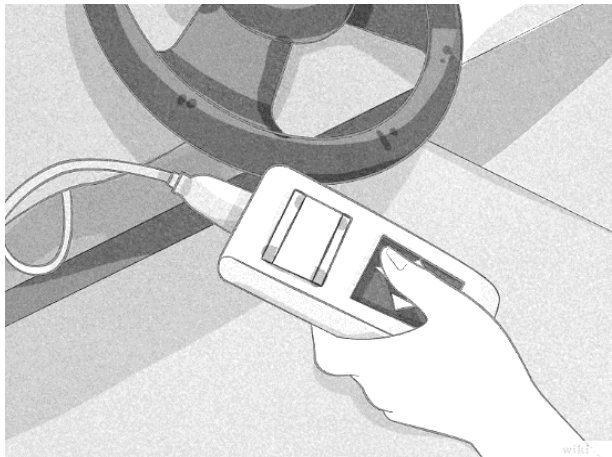
B: $6.0 + 0.08 = 6.08\text{mm}$

[2]

[2]

[10]

14. A customer arrives at your workshop, complaining that he experiences that his car stutters when idling, and when he accelerates. He also mentions that the stuttering started after the engine overheated due to coolant loss because of a leaking radiator hose. The Engine Control Unit (ECU) fault-code tells that there is a misfire at cylinder 1.



Diagnose nine possible causes for the misfiring. (Due to uncertainty of question, possible causes and examples will be regarded as correct answers.)

Candidates could not manage to answer this question.

Possible answers could be:

- Ignition problem.
- Defective sparkplug/s / Spark plug cables.
- Defective ignition coil.
- Firing order not correct. [3]
- Poor compression
- Badly seating valves.
- Leaking gasket.
- Worn/broken piston rings.
- Worn out camshaft. [3]
- Incorrect mixture in that cylinder.
- Air leak.
- Defective fuel injector. [3]

- (b) Give a reason why valve clearance is necessary in an engine.

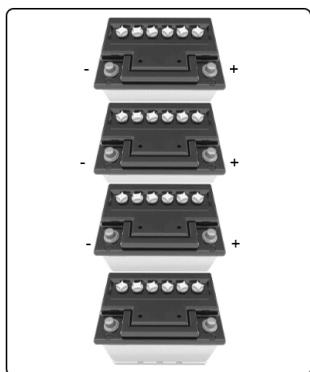
Candidates responded this question poorly.

- To allow for thermal expansion.
- To allow for proper opening and closing of valves. (Any 1) [1]

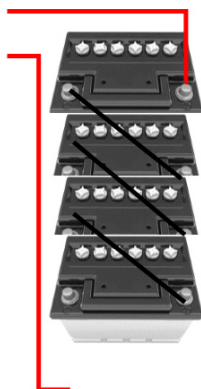
[10]

15. Fig. 12 shows two sets of 12 Volt batteries.

(a) Draw battery cables connecting the batteries in series. [2]



Possible correct is:

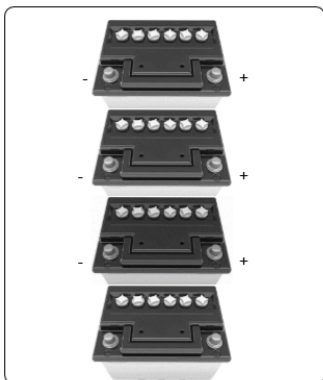


(i) Calculate the total voltage.

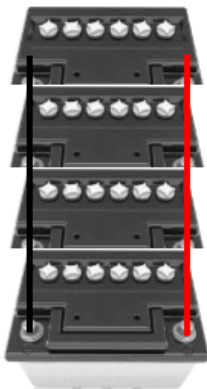
$$V_t = 12 + 12 + 12 + 12 \\ = 48$$

[2]

(ii) Draw battery cables connecting the batteries in parallel. [2]



Possible correct answer is:



(iii) Calculate the total voltage.

$$1/V_t = 1/12 + 1/12 + 1/12 + 1/12$$
$$V_t = 48/4 = 12 \text{ Volts}$$

[2]

**This question shows that the topic of electricity needs more attention.
Most of the learners could not answer it**

(b) Name two possible causes of slow-cranking or no-cranking of an engine.

Many candidates could answer this question.

Possible answers could be:

- Low battery voltage.
- Mechanical failure. (Stucked engine)
- Loose battery terminals.
- No battery in vehicle.
- Voltage drop.
- Faulty starter motor/ relay/ solenoid. (Any two)

[2]

[10]

16. Fig. 13 shows the results of a dry cylinder pressure compression test on a four-cylinder spark ignition engine. With reference to the vehicle manufacturer's specifications, the normal pressure should be between 125 to 175 psi.

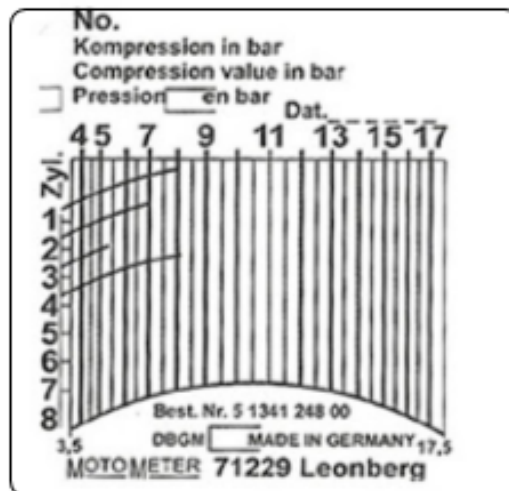


Fig. 1

(a) State the function of a cylinder pressure compression test.

Most of the candidates could not answer this question.

The answer should be:

To determine the condition of the valves, valve seats and piston rings.

[1]

(b) Indicate three possible causes for the poor pressure readings in cylinders 2 and 3.

**Candidates answered this question poorly. The idea is that they do not know
What can lead to poor pressure readings.**

Possible answers could be:

- Badly seating valves.
- Leaking head gasket.
- Worn / broken piston rings.
- Worn cylinder walls.
- Improper valve clearance.
- Cracked cylinder head/ block.
- Bended connecting rod. (Any 3)

[3]

- (c) Convert the measured pressures from bar to psi.

This was an indication that candidates cannot do calculations. A part of the syllabus that needs to be addressed.

Answers should be:

Cyl. 1: $8 \times 14.5 = 116$ psi

Cyl. 2: $7 \times 14.5 = 101.5$ psi

Cyl. 3: $6 \times 14.5 = 87$ psi

Cyl. 4: $8 \times 14.5 = 116$ psi

[4]

- (d) Make two possible repair recommendations to rectify the cylinder pressures.

Poorly answered by candidates.

Possible answers could be:

Repair cylinder head.

Repair complete engine.

Adjust valve clearance.

Grind valves.

Correct tightening of cylinder head bolts.

Replace piston rings.

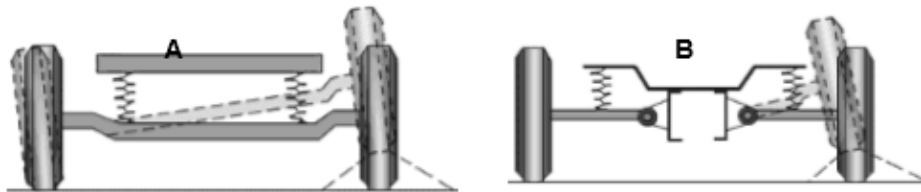
Honing of cylinders.

(Any 2)

[2]

[10]

17. Fig. 14 shows two different suspension systems.



- (a) Identify the systems:

In most cases candidates could not answer this question.

The answers should be:

A: Solid beam axle.

B: Independent axle.

[2]

- (b) Differentiate between system 'A' and system 'B'.

Only a few candidates could answer this question.

The correct answer is:

A: The deflection of the suspension at one wheel affects the other wheel.

B: One wheel can move up and down with minimal effect on the other wheels.

[2]

- (c) Fig. 15 shows a cartoon of a vehicle with worn shock absorbers.

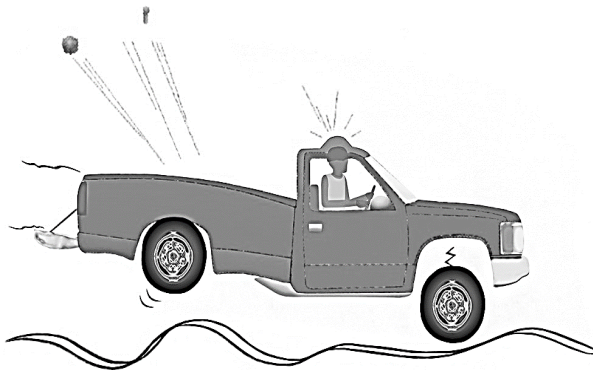


Fig. 15

Worn shock absorbers causes excessive body motion, and should be inspected regularly.

Discuss how the following tests are done:

Candidates answered this question poorly. It seems to that they were confused with visual inspection on the outside of the car and they did not link it with the shock absorber.

Possible answers could be:

Bounce test: Push down hard several times on a corner of the body and then release it. The body should bounce about twice and then stop. Should the body continue to bounce several times, the shock absorbers are bad. [2]

Visual inspection: An oily residue running down the shock indicates a seal leak. Check for physical damage to the shock. Check the condition of the mountings and rubber bushings. [2]

Road test: Drive the vehicle over a variety of roads. Excessive body sway, dip, wander or float will be evident of poorly functioning shock absorbers. [2]

[10]

[70]

[100]

General comments.

The DNEA would like to congratulate all the centres, despite the prevailing challenges, still made an effort to equip their candidates with the necessary knowledge and skills to perform the assessment. They also put an effort in to have all materials and tools ready for the examination.

Photographic evidence also shows that some centres do not have the proper required tools and materials. A preparation list for the paper was sent earlier in the year to centres to prepare themselves with tools and the necessary materials. It also proved that invigilation at some centres were done in contradiction with examination rules, whereby:
(a) Candidates are standing next to each other doing the Part B of the Question Paper.
(b) Two different engine blocks were used to assess one learner for Part B.

Unfortunately, it is evident that some centres are still not familiar with the format of the paper, which led to insufficient photographic evidence provided, misinterpretation of the tasks required, etc. This resulted in a loss of valuable marks.

Recommendation

It is imperative for subject teachers to do the following:

- Subject teachers must familiarize themselves with the content of the syllabus.
- If teachers are uncertain about execution of syllabus content, ask for assistance.
- Ensure that material and equipment as prescribed for practical assessment is in place well in advance.
- Subject teachers must familiarize themselves with the content of the question paper.
- The Question Paper required for measurements to be done, and reads as such:

You are required to replace a piston that was damaged. You are given a replacement piston, and you have to determine whether the clearance between the replacement piston and the cylinder wall is within the manufacturer’s specifications.

First of all it refers to **ONE** piston only.

Therefore your measurements was only for one piston and one cylinder.

The measurements to be taken in the cylinder bore must be taken at three or four different heights in the cylinder between Top Dead Centre and Bottom Dead Centre, therefore it is indicated as **MEASURING POINTS**.

Measuring point	1	2	3	4
X – axis				
Y – axis				

The diameter of the replacement piston should be measured on the skirt of the piston (the area below the oil ring groove, 90° from the gudgeon pin hole), measured with either an outside micrometer or vernier caliper.

This measurement should then be subtracted from the value of the cylinder bore measurement to determine the piston to cylinder-wall clearance, and NOT to be measured with a Feeler Gauge.

The photographic evidence as prescribed by the syllabus is actually the proof that the candidate did complete the task as required, and should bear evidence of all the required measurements to be taken.

Comments on individual questions:

Part A: Planning

Total time for completing Part A will be 40 minutes.

You are required to replace a piston that was damaged. You are given a replacement piston, and you have to determine whether the clearance between the replacement piston and the cylinder wall is within the manufacturer’s specifications. In this task you will demonstrate your ability to take the required measurements, and calculate the piston to cylinder wall clearance.

1 Give a step-by-step layout of your work plan to carry out these measurements.

Candidates failed to give an explanation of what they are planning to do. It seems to that they cannot describe what to do in the reality.

A guide for the marking is given below.

Measurement of cylinder bore.

- Check specification clearance of the engine at hand.
- Set an outside micrometer to the estimated diameter of the engine's cylinder, and lock the micrometer. **Estimated diameter measured with a ruler/ vernier calliper.**
- **Clamp the micrometer lightly in a bench vice.**
- **Fit a dial bore gauge with a head that matches the size of the cylinder.**
- Zero the dial bore gauge to the micrometer.
- Insert the bore gauge perpendicular to the block, into the cylinder, more or less 2 cm – 2.5 cm from the top.
- Move the gauge back and forth until the needle on the indicator reverses its direction, and carefully settle the needle on zero.
- Double check that the head of the gauge is level before you begin measuring.
- Following the same procedure, shift the gauge head 90° and take the measurement at the same point from the top.
- Continue measurements by lowering the bore gauge by 2 cm – 2.5 cm intervals and taking the measurements. Record all the measurements.
- Compare the measurements to the dimensions listed in the specifications reference sheet.

[15]

2. Tools needed to determine piston to cylinder wall clearance.

Candidates failed to identify the tools needed. That is a topic on its own in the syllabus.

Possible tools that they could have used:

Outside micrometer.

- Dial bore gauge.
- Bench vice.
- Steel ruler/Vernier calliper.
- Pencil/pen/marker and paper.
- Telescopic gauge
- Inside micrometer.

[5]

[20]

Part B: Realisation

Total time for completing Part B will be 2 hours.

1 Cylinder Bore Measurement.

Most candidates could not do this activity. It was clear that they did not understand what to do.

Measuring point	1	2	3	4
X – axis				
Y – axis				

A guide for the marking is:

Task	Marks allocated
1 Cylinder bore measurement	
(a) Check clearance specifications in reference sheet	1
(b) Correct setting of outside micrometer to the estimated diameter of engine cylinder based on measurement of cylinder diameter measured with a vernier calliper or steel ruler.	2
(c) Correct clamping of micrometer in a bench vice	1
(d) Correct fitting of a head that matches the size of the cylinder to the bore gauge	2
(e) Correctly zero the dial bore gauge to the micrometer	2
(f) Correct procedure for measurement demonstrated. Measurements should show 3 or 4 points of measurement on x- axis and y-axis. Measurements should be taken between TDC and BDC of the cylinder.	5

[13]

2. Piston diameter measurement.

Most candidates at least have an idea of how to measure the diameter of the piston.

The correct procedure is:

(a) Check piston size specifications.	1
(b) Correct determination of measuring point. Measurement must be taken on the skirt of piston, the area between the oil ring groove and the open end of the piston, 90° from the gudgeon/piston pin hole.	2
(c) Proper use of micrometer to take measurements.	2

[5]

3. Piston to cylinder wall clearance.

Most candidates failed in how piston to wall clearance is measured. The use of a feeler gauge to measure that clearance is unacceptable.

The correct process is:

3 Piston to cylinder wall clearance	
(a) Correct calculation to determine clearance measurement. Take diameter of piston and subtract it from biggest bore measurement.	2

[2]

[20]

Part C – Reflection/Review

Answers will vary, and depends on the different engines and its condition used per Region.

- 1 State the usability of the replacement piston with regard to the measurements obtained, and compared to the manufacturer's specifications.

Candidates failed in this question. They could not answer the question about usability.

Possible answers could be:

- Candidate should mention the usability.
- Usable and state why. (1)
- Not usable and state why. (1)

[2]

- 2 Discuss the effect the difference of measurements in the cylinder will have on the performance of the engine.

Candidates could not answer this question correctly.

The correct answer could be:

Candidate should give a logical answer based on the measurement results between cylinder bore and piston diameter.

[2]

- 3 Give a reason for the answer in question 2 above.

The answer for question 3 was depending on answer of question 2. Candidates failed in this question because they already failed in Question 2.

Candidate should explain the reason for the answer in Question 2.

[4]

- 4 Make a recommendation based on your findings on how to maintain good engine performance.

Poorly answered by most of the candidates.

Possible answers could be:

- Candidate should mention that all parts to be replaced and must meet the manufacturer's specifications.
- Points to take into consideration:
- Resleeve – Fit new pistons and rings (standard size)
- Rebore – fit bigger pistons and rings (oversize)
- Resleeve – Fit new pistons and rings (standard size)
- Honing and fit new piston and piston rings.
- New cylinder block.

(Any 2)

[2]

[10]

GENERAL COMMENTS

FINDINGS

It is the third year that assessment took place in the subject of Motor Mechanics since it was introduced in 2019. The change in the number of terms, the Mock – examination and a lot of other factors had a big influence on the performance of the candidates. There was a slight improvement in the quality of coursework for NSSCO 2022, but we can still improve and we need to improve.

The respective offices should make sure that Examiner's Reports are studied and recommendations drafted for implementation purposes from the regions to the schools.

We need to study Centre Reports and recommendations must be implemented by the centres.

The assistance of the Regional Directors is needed to make sure that Senior Education Officers and Circuit Inspectors study and analyse these reports and monitor that the recommendations are implemented at schools that offers Motor Mechanics as a subject.

In some cases there were samples of work presented for moderation that were not suitable and a few centres generally did not applied the assessment criteria appropriately.

Regional Offices should give continuous professional development (CPD) programmes for teachers teaching Motor Mechanics. If possible networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis.

The coursework starts in Grade 10 and should be completed in the second term of Grade 11, yet the coursework samples of some centres submitted, show that very little time was spent on them. Some of work shows that they were finished in a rush. Some centres gave the candidates unnecessary administrative work like visual reports and condition report which were not necessary.

All coursework **must** include clear photographic evidence in hard copy (not on USB) of the steps together with either a heading or short description of each step, to support the awarding of marks. **It is advisable that the subject teacher must be held responsible for the taking of the photos and not the candidate.** Candidates do not always have the necessary facilities to provide the photographic evidence. The checklist marked by the teacher must be included.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility to ensure that the coursework are monitored throughout Grades 10 and 11. Towards the end of the second term of the Grade 11 year coursework should be internally moderated before the marks are dispatched to DNEA for external moderation. Regional Offices must make sure that NSSCO schools are provided with the necessary materials and tools for candidates to complete quality coursework. DNEA observed that some centres' coursework were compromised by the lack of adequate resources.

It is not acceptable to see that candidates are not submitting any coursework and zero mark is given without an explanation why learners do not submit, while on the other hand no evidence or proof is shared in attempted of efforts done by teacher / HOD / principal / school board / Regional Office (SEO). Since the coursework is supposed to be completed over a two year time span it should not be done in one weeks' time which is the case at some centres.

Learners and teachers must see to it that they are wearing suitable PPE at all times once if they are doing coursework or any practical lesson.

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS:

Task 1: Perform a voltage drop test on the starter motor circuit of a vehicle:

Most of the candidates showed that they can complete this task. Some centres experienced problems with the taking of the relevant photos. The photographic evidence is again playing a vital role during the moderation.

Task 2: Perform a cylinder compression test on a four cylinder four-stroke engine:

Candidates performed very well in this task. The idea of centres to show the reading on the pressure tester was good. Some centres could not provide it.

Task 3: Inspect and adjust steering wheel free play:

This was actually a difficult task for some centres. The testing of the free play of the steering wheel was the most difficult part of this task. Most candidates could not do it.

Task 4: Perform an engine oil pressure check:

This task was a bit difficult for some candidates. The photographic evidence of one centre (X19, Noordgrens SS) even indicated the reading on both rpm's. The candidates scored therefore high marks.

Task 5: Inspect and adjust clutch free play:

The photographic evidences in this task was lacking. Some centres could not provide enough and quality photos which made moderation difficult. A few centres could not measure the pedal height.

Conclusion

Centres needs to be helped with the necessary equipment and material to provide proper photographic evidence since this is of most importance during the moderation process. Since we are not moderating from the teacher's impression or sight, the quality and number of photos is very important. A good suggestion is to take the previous year's papers and work through it with the learners so that they can get used to the standard of the papers.

NAMIBIAN SIGN LANGUAGE

6107
Paper 1

PART A: OBSERVATION AND COMPREHENSION

Question 1

Most candidates were able to answer the questions, however, a few candidates from one school had challenges with responding to this question. Candidates could not understand what was expected and one of the candidates just copied all the questions as they are without answering any of them. This cohort of candidates faced the same difficulty in the previous year.

Question 2

(a) Candidates clearly had no understanding of what is expected of them when they have to sign a summary. Mostly, all candidates were able to sign the whole story; only a few could not respond to this question as stated in question 1.

(b) Essay question

Most candidates could not respond to this question, either they did not know what was expected of them or they clearly did not understand the question of how to sign an essay.

RECOMMENDATIONS

Generally, teachers should prepare the candidates thoroughly and throughout the whole year.

Candidates' performance was not convincing and this is due to poor monitoring and insufficient assistance in this regard.

Teachers should focus on reinforcing the preparation of any topic, starting with introduction, body as well as conclusion.

Part A: Linguistic Skills

Overall candidates responded well to this question. However a few candidates could not respond to this questions as expected.

- Candidates experienced difficulty with questions (a)-(d). Candidates could not clearly express their own views and opinions.
- Candidates had difficulty with pluralisation.
- Most candidates were not able to answer number 3 on the parameters of signing.

PART B: DEAF CULTURE

Most candidates misinterpreted this question. Instead of signing a children's story, they all signed their own life story.

RECOMMENDATIONS

Teachers are highly encouraged to use different stories and not only focus on the candidates themselves.

Candidates should be tested with different approaches and various level questions to prepare them for the final examination.

More attention should be given to pluralization and parameters of sign language.

Work through previous examination question papers.

OFFICE PRACTICE

6157
Paper 1

Very few learners reached the minimum speed of 30 w.p.m. which resulted in a very high failure rate.

Learners must **TYPE ACCURATELY** and **FAST** to be able to reach the **REQUIRED SPEED** of **30 W.P.M.**

Accuracy tests and keyboard mastering should be practised at least once a week to improve accuracy and build speed.

Candidates need to master touch typing, to obtain the required speed of 30 w.p.m.

If the candidate applies touch typing, it will result in copy typing. Candidates need to type what is given and not change the words.

Because candidates have not mastered touch typing, they omit words, sentences and even whole paragraphs. This results in words being left out which adds to the failure rate.

If a candidate cannot type 30 w.p.m., he or she will not be able to complete Paper 2.

Display of margins have improved.

The display of lines pacing still needs attention.

Line spacing for the Speed and Accuracy test should be **1.5 LINE SPACES** with **THREE LINE SPACES** between paragraphs. Only enter **TWICE** between different paragraphs.

Letter spaces after punctuation marks need attention. Leave two letter spaces after a full stop BUT only one space after a comma.

Place Paper 1 answers in a separate plastic envelope provided by DNEA.

TEACHERS, PLEASE CONTINUE WITH YOUR HARD WORK IN ORDER FOR US TO IMPROVE OUR CANDIDATES' RESULTS.

TEXT LAYOUT (COMPUTER) GENERAL COMMENTS

THE GENERAL TYPING RULES IN THE NEW KEYBOARD DIRECTIVES SHOULD BE STUDIED.

The **display/layout** of the different topics needs a lot of attention.

Accuracy remains a major concern.

Learners should remember that **ACCURACY** carries more weight than **DISPLAY** and serious attention should be paid to mastering the keyboard to enable learners to obtain a better mark.

SPELL CHECK and PRINT PREVIEW must form part of every completed question so that learners can pick up spelling errors and the way the document will be printed.

THANK YOU THAT MOST CENTRES REMEMBERED to staple pages of each question together i.e., learners should staple the answers **QUESTION BY QUESTION** and place them in the cover.

Sort questions according to the number and place them inside the cover sheet.

COMMENTS ON INDIVIDUAL QUESTIONS

1 CORRESPONDENCE (CIRCULAR LETTER)

1.1 DATABASE

The execution of the database still needs attention. This is a topic that will always appear in Paper 2. Please take note that a database can be applied across the spectrum of the syllabus. Therefore, take note of the general requirements of typing a database as learners are losing marks. It is advisable to use Ms Excel to create the database as it is more user-friendly.

PLEASE TAKE NOTE:

1.1.2 **COLUMN WIDTH:**

Adjust the column widths to fit the contents of each column. Columns that are not adjusted/autofit will result in accuracy marks lost.

1.1.3 **LAYOUT:**

The database should:

- fit on to **one page**
- typed in **courier new**
- **12 font size**
- **landscape orientation** and not portrait orientation.

The order of the fields should be the same as on the question paper.

1.1.4 **FIELD NO 5, 6 AND 7:**

The contents of these fields have to be typed in capital letters.

1.1.5 Text wrapping still needs serious attention – whether the candidate is using Access or Excel.

1.1.6 Letter spaces after punctuation signs need a lot of attention. Leave two letter spaces after a colon, e.g. CHAIRMAN:xxEDUCATOR'S UNION

1.1.7 Make sure date formatting is in the text to avoid changes in the merged letters.

1.2 **FORM LETTER**

1.2.1 Learners should be taught how to apply given information. Display rules in the “Directives” should be studied.

1.2.2 Candidates struggled to complete the retrieved letterhead.

Do not change the font style and line spacing of the retrieved letterhead.

1.2.3 Insertion of fields should be done in Courier New, font size 12 and no bold. Very poorly done.

Leave **TWO** letter spaces after a colon when inserting the Circular No, File No and Enquiries. Make sure that the two letter spaces are in Courier New, font size 12.

Leave **TWO**-line spaces before typing the date – right aligned (the letterhead was right aligned).

1.2.4 Leave two-line spaces after the letterhead.
There is a big problem with the order of the circular letter.

First **TO**, followed by the **TO**, followed by the **Subject Heading**. Use double-line spacing.

THE SUBJECT HEADING SHOULD BE TYPED AFTER THE SALUTATION.

DO NOT TYPE THE WORDS “THE SUBJECT HEADING”.

The receiver should be typed in single line spacing, no bold and apply open punctuation.

1.2.5 Display rules for different paragraphs need a lot of attention.
The hanging indent was not applied correctly.
Refer to the directives on typing paragraphs.

If the proofing symbol instructs the candidate to type the subparagraph headings in bold and underline, then the **number** and the **heading** should be in **bold**, but the **number may never be underlined**.

Headings should always be typed in capital letters – that is a typing rule.

1.2.6 Please refrain from typing the catchword on the first page – refer to your syllabus.

1.2.7 Use the Insert function to insert a page number on page 2 only at the top centre.

1.2.8 Exercise the typing of special signs. Candidates struggled with typing the division sign: $x 5 \div 7$.

1.2.9 Pay attention to the conclusion of a circular letter. No complimentary close in a circular letter.

1.2.10 Some learners totally left out the conclusion. They stop typing the letter after the last paragraph. That can result in losing one display mark and 4 accuracy marks.

1.3 **MERGE LETTERS**

1.3.1 Some learners did not print the merged letters at all.

1.3.2 Candidates should look at the display of the merged letters – when merging takes place, it may happen that the display of paragraphs and page numbers may become distorted.

The **circular letter was very poorly answered.**
The **display was below average and the accuracy remain a problem.**

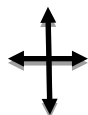
Applying proofing symbols is a major challenge.
Exercises with proofing symbols should be given frequently.

2. PROGRAMME

2.1 Candidates struggled to type the program in book form.

2.2 Candidates struggled to apply the proofing symbols.

2.2.1 Candidates apply this proofing symbol incorrectly.



Centre the contents of the page vertically and horizontally across the page.

2.2.2 The proofing symbol – sp. caps needs a lot of attention. Please remember the words should be underlined with one letter space in between.

2.3 The final document does not have to be in book form – two single sheets can be printed (it does not have to be printed two-sided).

2.4 The proofing symbol combined seems to be a problem.

e.g. Frances Good fortune

2.5 Refer to the directives for the correct display of pages.

2.6 Retrieving of images and the cropping functions needs practice as the images are sometimes distorted.

This question was very poorly answered.

3. TESTIMONIAL

3.1 Candidates had to create the letterhead – they did not know how to display the given information to create the letterhead. **ATTENTION SHOULD BE GIVEN TO CREATING OF LETTERHEADS.**

3.2 The introduction of the testimonial was poorly displayed.

TESTIMONIAL

TO WHOM IT MAY CONCERN

The undersigned is testifying in favour of

MS EDWINA HAIKALI ID 901403 0073 001

(néé Mbitja)

3.3 It was a signed testimonial and candidates did not know how to display the conclusion correctly.

My best wishes accompany her.

(Signed) DR HENRY KAPOFI

PRINCIPAL

This question was very poorly answered.

4. TABULATION

- 4.1 The correct method of typing tabular statements should be studied. This was an enclosed table.
- 4.2 Rules for tabular statements should be applied, double line spacing after horizontal lines and single line spacing before all horizontal lines.
- 4.3 Learners did not set the two spaces before and after the longest word(s) or number(s). Take note of the table property settings.
- 4.4 The vertical headings must be blocked in line with the numbers in the columns below. That indicates that the numbers are two letter spaces from the vertical lines and the vertical headings are double lines spacing from the line.
- 4.5 Apply the rules in the Directives for typing numbers. The units should be kept in the line with units.
- Typing the dash instead of the zero is a major concern.
- Align the N\$ to the right of the column.
- 4.6 The complete table should be printed on one page in landscape orientation. Only footnotes may appear on a second page.
- 4.7 Footnotes should be superscripted (†), **EXCEPT** for the asterisk (*). The asterisk is already given in a superscripted form.
- 4.8 Look at the alignment of the footnotes. No letter space between the footnote and the first word of the footnote.

This question was poorly answered.

5. PROOFREADING

- 5.1 Remember to correct **and** underline the errors.
- 5.2 If the full stop is not the mistake, then do not underline the full stop.
- 5.3 Underline the complete word – not only the character that is wrong.
- 5.4 Underlining should not exceed the word.
- 5.5 If it is a hyphenated word, underline the complete word.

This question was answered well.

6. SPREADSHEET

- 6.1 All editing functions must be applied. Thirty marks are allocated for the editing instructions as indicated in question 6.1. (See edited 6.1 for mark allocation.)
- 6.2 The spreadsheet was typed in Arial and font size 12, so do not change to Courier New, 12 font size.
- 6.3 Inserting the two main headings in rows A1 and A2 were poorly executed.
- 6.4 Adding a column seems to be a challenge as some candidates cannot insert the column in the correct place.
- 6.5 Transposing the SELLING PRICE and MARK-UP columns seems to be a problem for the candidates.
- 6.6 The sort function needs a lot of attention. Candidates only sorted the items and excluded the figures.
- 6.7 When inserting new data, make sure that it is in Arial and font size 12.
- 6.8 Attention must be paid to inserting currency and decimals as well as the display of figures as integers (zero decimals).
- 6.9 Formulas need a lot of attention.
- When calculating Totals, Highest, Number, Average and Lowest, highlight only the figures for the different items. Do not include figures for the totals, highest or lowest.
- 6.10 Printing the spreadsheet in the landscape, fit to one page, centred vertically and horizontally seems to be a problem area.
- Candidates should set the print area before printing the completed document. Otherwise, only the original retrieved work will be printed. Teachers should guide the candidates to master this.
- 6.11 More attention should be paid to the printing of the page with the formulae. Learners must adjust the width of each column so that information will be visible. **Autofit** the column width.
- 6.12 Very few candidates were able to draw a Pie Graph. This topic needs a lot of attention.

This question was poorly answered.

Mark scheme to follow.

Circular No.	File	Enquiries	Date	TO	Name and Surname	Title
14/2/2021	X1/2	Josephine Beukes	7 October 2022	CHAIRMAN: EDUCATORS' UNION	SIMON ANGULA	DEPUTY DIRECTOR
15/2/2021	Z4/6	Moses Shaanika	7 October 2022	HEAD OF DEPARTMENT: HUMAN RESOURCES	SIMON ANGULA	DEPUTY DIRECTOR

• A = 6 marks
* -2 per accuracy mistake
* -2 for wrong font
• If to small – loose mark No. 9 on form letter
• Landscape and fit to one page – loose mark No 9 on form letter
• If too small – use merge letter to mark the accuracy
• Ignore case and bold for field names
• Ignore order of fields
• Ignore text wrapping
• Not printed – use merge letter – loose No 9 on form letter



Ministry of Education, Arts & Culture

Circular No:XX«Circular_No»

Luther Street
Government Office Park
Private Bag 13186
WINDHOEK

File No:XX«File»

Enquiries: XX «Enquiries»

1 ✓ Insert

*-4 fields not inserted (5)
*-2 no letterhead
*-2 fields in the wrong
font – max twice

≠
«Date»

Tel: (061) 244 375

≠
TO

≠
«TO»

2 ✓
*Line spacing
*subject heading in u/c

≠

IMPLEMENTATION OF NEW LEAVE DISPENSATION (RESOLUTION 8 OF 2021) FOR EDUCATORS: TRANSITIONAL MEASURES

-4 subject
heading
omitted

≠

1. The Department of Education mailed the directives to branches in January 2021 regarding the implementation of the new leave dispensation and certain transitional measures for teaching staff.

≠

2. In view of Resolution 8 of 2021 which stipulates a new leave dispensation, the Department of Education is in the process of reviewing the current leave regulations.

5

≠

3. Members must please take note of the following paragraph from circular 13/1/21 of the Department of Education addressed to provincial departments of education. "Certain measures in the regulations were not covered by the resolution and should therefore be applied unchanged until they are replaced by new regulations. All leave regulations are still valid and should be interpreted together with the resolution in such a way that it favours the employee in cases of conflict."

3 ✓
4 ✓
*Line spacing
*Hanging
indent

≠

4. The transitional measures can be summarised as follows:

10

-2 – not typed
not Courier new
if bold

Move par

4.1 ANNUAL LEAVE ACCUMULATED UP TO 30 JUNE 2020

≠
The number of accumulated leave credits as at 30 June 2021 must be capped and audited by 31 December 2021. The capped number will be converted to working days according to the following formula: Audited leave credit x 5 ÷ 7.

4.2 SICK LEAVE

≠
The leave of employees who have exceeded the 36 working days' limit in the period 1 July 2020 to date, and who have returned to work, will be treated in terms of provisions that applied prior to 1 July 2020. Employees will be dealt with, who are still on sick leave, in terms of resolution 7 of 2021.

5 ✓
6 ✓
*heading = u/c
*Line spacing
*Hanging

15

4.3 MATERNITY LEAVE

≠
Employees who have been granted 84 days' maternity leave and have returned to work, will have the option of taking the difference between the 84 days and 120 days' with immediate effect.

≠
Employees still on maternity leave must have their leave extended to cover 120 days paid leave.

≠
Please feel free to contact «Enquiries» if you have any enquiries.

7 ✓
*Display of conclusion

≠
≠
«Name_and_Surname»
«Title»

• Conclusion omitted = -2 + mark No. 7

Database	6	
Form Letter	22	= 40
Display	12	

- 8 ✓ = Merge letter
- 9 ✓ = Data Base – landscape, fitted to one page
- 10 ✓ = Manuscript instructions
- 11 ✓ =
- 12 ✓ =



Ministry of Education, Arts & Culture

Circular No: 14/2/2021

File No: X1/2

Enquiries: Josephine Beukes

Tel: (061) 244 375

**Luther Street
Government Office Park
Private Bag 13186
WINDHOEK**

7 October 2022

TO

CHAIRMAN: EDUCATORS' UNION

IMPLEMENTATION OF NEW LEAVE DISPENSATION (RESOLUTION 8 OF 2021) FOR EDUCATORS: TRANSITIONAL MEASURES

1. The Department of Education mailed the directives to branches in January 2021 regarding the implementation of the new leave dispensation and certain transitional measures for teaching staff.
2. In view of Resolution 8 of 2021 which stipulates a new leave dispensation, the Department of Education is in the process of reviewing the current leave regulations.
3. Members must please take note of the following paragraph from circular 13/1/21 of the Department of Education addressed to provincial departments of education. "Certain measures in the regulations were not covered by the resolution and should therefore be applied unchanged until they are replaced by new regulations. All leave regulations are still valid and should be interpreted together with the resolution in such a way that it favours the employee in cases of conflict."
4. The transitional measures can be summarised as follows:

4.1 ANNUAL LEAVE ACCUMULATED UP TO 30 JUNE 2020

The number of accumulated leave credits as at 30 June 2021 must be capped and audited by 31 December 2021. The capped number will be converted to working days according to the following formula: Audited leave credit $\times 5 \div 7$.

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4.3 MATERNITY LEAVE

Employees who have been granted 84 days' maternity leave and have returned to work, will have the option of taking the difference between the 84 days and 120 days' with immediate effect.

Employees still on maternity leave must have their leave extended to cover 120 days paid leave.

Please feel free to contact Josephine Beukes if you have any enquiries.

SIMON ANGULA
DEPUTY DIRECTOR



Ministry of Education, Arts & Culture

Circular No: 15/2/2021

File No: Z4/6

Enquiries: Moses Shaanika

Tel: (061) 244 375

**Luther Street
Government Office Park
Private Bag 13186
WINDHOEK**

7 October 2022

TO

HEAD OF DEPARTMENT: HUMAN RESOURCES

IMPLEMENTATION OF NEW LEAVE DISPENSATION (RESOLUTION 8 OF 2021) FOR EDUCATORS: TRANSITIONAL MEASURES

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4.3 MATERNITY LEAVE

Employees who have been granted 84 days' maternity leave and have returned to work, will have the option of taking the difference between the 84 days and 120 days' with immediate effect.

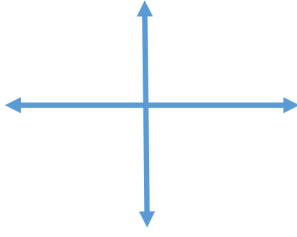
Employees still on maternity leave must have their leave extended to cover 120 days paid leave.

Please feel free to contact Moses Shaanika if you have any enquiries.

SIMON ANGULA
DEPUTY DIRECTOR

QUESTION 2

1 ✓
 2 ✓
 *crop image
 *display—vertical + horizontal
 *line spacing
 *centre



DATE
 Tuesday, 8 March 2022

VENUE
 The Safari Court Conference Hall

TIME
 10:30 – 15:30

COST
 N\$500 per person

4

D	6	
A =	14	= 20



5 ✓
 *centre align

6 ✓ = proofing symbols

SPONSORS: Trustco
LIMITED SEATING: Bookings are essential
CALL: Naomi Strong – (061) 788 8883
EMAIL: womensday@gmail.com.na

P R O G R A M M E

REGISTRATION AND REFRESHMENTS

WELCOME

Master of Ceremonies
Alberta Nkosi

MY STORY OF HOPE

Frances Goodfortune
A mother's triumph over
abandonment as a child, abuse,
alcoholism and destitution.
Frances offers inspiration,
encouragement, support and hope.
She encourages others through
her amazing life story.

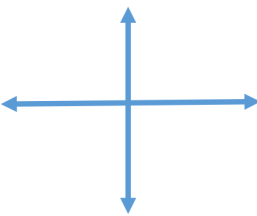
**COMMONSENSE AND PRACTICAL SELF-
DEFENCE**

Sheila Superwoman
4th Dan Sheila has 20 years of
Martial Arts Training. She is a
professional bodyguard who
passes on her expertise to
other women.

L U N C H

8

3 ✓
*left align
*top
*line spacing



4 ✓
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*centre
*line spacing

ENTERTAINMENT

Gazza

NAMIBIA'S NEWEST MILLIONAIRE

Mavis Moneymaker

Mavis became a role model
overnight. She sold her
business for 10 million Dollars
and gave each of her ten staff
members N\$500 000!

14:00 - 14:15
14:15 - 15:00
15:00 - 15:30

THANK YOU FOR YOUR ATTENDANCE

12

RAVENSBURGER INTERMEDIATE COLLEGE

Private Bag X36
 Tel: 061-99 1301
 Fax: 061-99 1300
 E-mail: ravenb@gmail.com

101 Ombala Drive
 Olympia
 WINDHOEK
 Namibia

21 January 2022

TESTIMONIAL

TO WHOM IT MAY CONCERN

The undersigned is testifying in favour of

MS EDWINA HAIKALI ID 901403 0073 001
 (née Mbitja)

It is my great pleasure to personally recommend Ms Edwina Haikali for the role of Grade 11 & 12 Economics and Accounting teacher at Ravensburger Intermediate College. Ms Haikali was a treasured member of our faculty for 6 years and was loved by students and teachers alike. As **principal** of Ravensburger Intermediate College, I can assure you that Ms Haikali is an outstanding teacher who will quickly become an integral member of your school's community.

When we hired Ms Haikali 6 years ago, her extensive knowledge of Economics and Accounting and the learning needs of children were immediately apparent. With her kind-hearted and nurturing nature, she seamlessly integrated herself into all her classes and effortlessly engaged with all her students.

During her time at Ravensburger Intermediate College, she also significantly contributed to the girls' first hockey team, which she coached to victory last year.

Since her very **first** year, Ms Haikali utilised her exceptional teaching abilities to improve the average grade of her students. Her particularly adept use of multimedia, advanced visuals, and practical application enabled her to capture the attention of her students and ensure they were always focused on schoolwork in the classroom. I am confident she will continue to produce such results in the

future and will quickly become a new favourite among the students.

5 ✓
*paragraphs

I have no reservations giving Ms Haikali my highest recommendation for her future position. I am confident she will become an invaluable addition.

18

Please feel free to contact me if you have any questions regarding her character or teaching abilities.

My best wishes accompany her.

6 ✓
7 ✓
*line spacing
*u/c

DR HENRY KAPOFI

PRINCIPAL

8 ✓
9 ✓
*manuscript

Accuracy	21	=	30
Display	9		

SENIOR PERSONAL ACCIDENT PLAN

1✓ = centre table

2✓ = u/c, bold, 14

B E N E F I T S P A Y A B L E						
	PLAN A		PLAN B		PLAN C	
Schedule of Injuries	Up to 75 years	Up to 85 years	Up to 75 years	Up to 85 years	Up to 75 years	Up to 85 years
Fractures	N\$ 25 000	N\$ 30 000	N\$ 15 000	N\$ 20 000	N\$ 7 500	N\$ 10 000
Burns, second or third degree	8 000	9 000	5 000	6 000	2 000	3 000
Dislocations	10 000	12 000	6 000	8 000	3 000	4 000
			Benefit options*			
			Plan A N\$30 000	Plan B N\$20 000	Plan C N\$10 000	
	N\$38,48		N\$56,72		N\$38,48	
					N\$20,24	

- *Even margins ✓3✓4
- *Merging cells ✓5✓6
- *Remove lines ✓7
- *0.2 spaces ✓8✓9
- *Vertical headings ✓10✓11
- *Line spacing ✓12
- *Alignment of values ✓13 ✓14
- *Proofing symbols ✓15✓16
- *Footnote ✓17 ✓18
- *N\$ ✓19 ✓20

*Note: These premiums include 14 % VAT and a N\$2 administration fee.

Accuracy	20
Display	20
	= 40



**MINUTES
COMMITTEE MEETING
5 JANUARY 2022**

MINUTES of a Committee Meeting of the Rock River Soccer Club held at Thule Hotel Conference Centre, Windhoek on Wednesday June 2020 at 7:15 pm.

1. PRESENT

D. Brown, K. Jones, F. Smith, A. Greaves, K. Holmes and L. Johnson.

2. APOLOGIES

J. Carroll, G. Edwards, S. Davies.

3. READING OF MINUTES OF PREVIOUS MEETING

Moved by A. Greaves that minutes of the previous meeting on 1st December 2021 be adopted as a true record. Seconded: G. Edwards; Motion was carried.

4. MATTERS ARISING

- a. In the matter of Chris Thompson, minutes recording the committee decision have been located and, if time allows, the matter will be added to the agenda for this meeting.
- b. Concerns and issues raised by M. Owens at the previous committee meeting (1 December 2021) regarding his contract of employment, have received attention by Messrs K. Jones and S. Davies.
- c. The committee is resolved to re-examine the club's need for refinancing in March 2022 in time for the General Meeting after Easter. This may involve choosing a new banking institution.

5. **FINANCE REPORTS**

The Treasurer tabled the Monthly Financial Reports for December 2021.

6. **CORRESPONDENCE INWARDS**

- a. P. Beattie - Volunteer Awards 2004 Committee agreed with suggestion from F. Smith to nominate Matthew Gray for an award for his services to the club.
- b. **Fun** Sports Australia - Ideas for fun fundraising activities.
- c. IEA Sport - **Newsletter**.
- d. Blackstone Shire Council - Newsletter.

7. **CORRESPONDENCE OUTWARDS**

- a. Office of Fair Trading - Submission of Annual Return.
- b. Office of Gaming Regulation (**QOGR**)
Copy of Annual Report must be sent to QOGR by 14 January Annual Report includes:
 - (1) Audited Financial Statements
 - (2) **Auditors Report**
 - (3) Statement of Club Members

8. **COACH UPDATE CLINIC WITH GEOFF PIKE**

Event will take place on 26 January 2004, 2:00 pm - 8:00 pm. Coaches attending will receive coach update points. The target for participants is 50. S. Murray may bring **10 - 20** participants. Cost for participants will be N\$33 including VAT.

9. **ACADEMY UPDATE**

G. Edwards gave an update of the Academy which included:

- Black Stump Soccer Club has also gained a coach from **Sunshine** Bay Soccer Club.
- John Hopkins will coach U17.

- G. Edwards will coach U13 Development Squad.
- Raffle Tickets have arrived and will be distributed to Academy Players.

10. DELIVERY OF PHONE BOOKS

This fundraising project was cancelled by the committee due to lack of volunteers.

11. NEW COMMITTEE MEMBER

Following advice from John Hopkins it was moved by A. Greaves and seconded by G. Edwards that John Hopkins be appointed as a committee member. Carried unanimously.

12. SPONSORSHIP

Should seek sponsorship from Group Training Queensland.

13. CANTEEN CONVENOR

Ideas were put forward on how to obtain a canteen convenor and voluntary support for the canteen. Expression of interest for position to go up in club and circulated by email. All teams should be rostered to assist in the canteen.

The meeting concludes 10:15 pm.

.....
CHAIRMAN

.....
SECRETARY

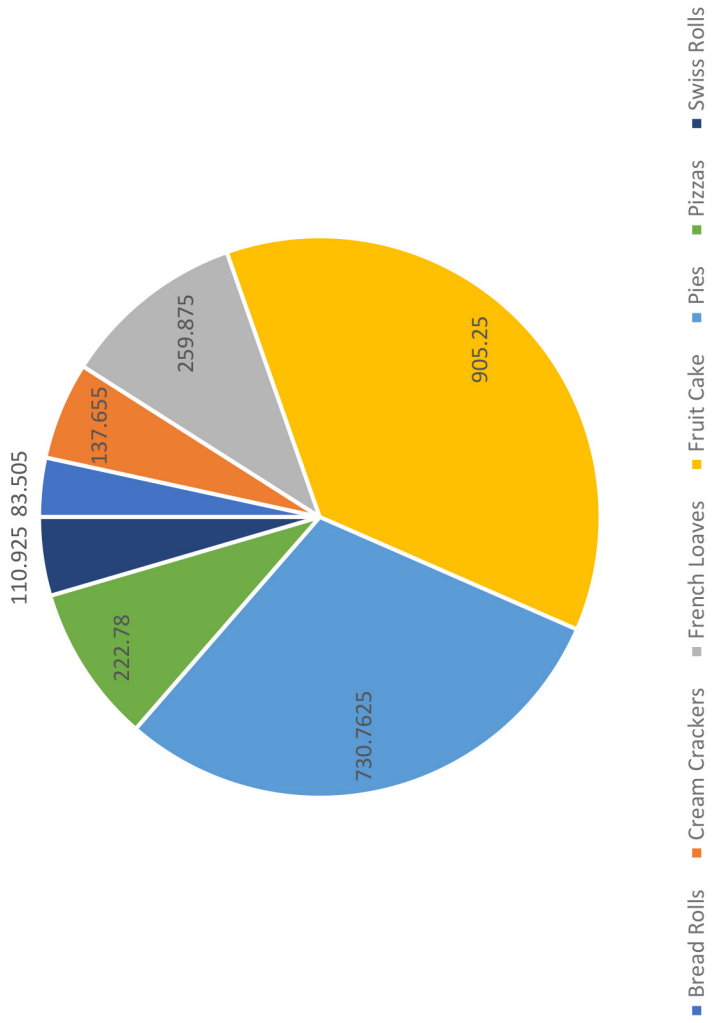
.....
DATE

SPREADSHEET

2.1	<p>Add rows at the top of the spreadsheet to insert the following headings in Cell A1 and A3:</p> <p>A1 - OMBILI SUPER FOODS A3 - SALES FOR OCTOBER 2022</p> <p>Display the heading in row A1 in bold and point size 14. Display the heading in row A3 in bold, italics and point size 12. Centre both headings across the spreadsheet.</p>	2							
2.2	Leave row A4 open after the column headings.	2							
2.3	Add a new column TOTAL INCOME between UNITS SOLD and TOTAL PROFIT. Fit the column width throughout the document.	2							
2.4	Transpose the SELLING PRICE and MARK-UP columns.	1							
2.5	<p>Add the following data at the end of the spreadsheet.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: center;">ITEMS</th> <th style="text-align: center;">COST PRICE</th> <th style="text-align: center;">UNITS SOLD</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Pizzas</td> <td style="text-align: center;">9.40</td> <td style="text-align: center;">158</td> </tr> </tbody> </table>	ITEMS	COST PRICE	UNITS SOLD	Pizzas	9.40	158	1	
ITEMS	COST PRICE	UNITS SOLD							
Pizzas	9.40	158							
2.6.	Sort the ITEMS with the values in alphabetical order.	1							
2.7	Bold print all the column headings.	1							
2.8	Right align all the column headings except the ITEM column.	1							
2.9	<p>Insert a blank row after the last ITEM and add the following in bold print.</p> <p>TOTAL LOWEST PROFIT HIGHEST PROFIT AVERAGE PROFIT</p>	1							
2.10	<p>Insert a formula to calculate the following:</p> <ul style="list-style-type: none"> ▪ MARK-UP = Cost Price multiply 15 % ▪ SELLING PRICE = (Cost Price plus Mark-Up) ▪ TOTAL INCOME = (Selling Price multiply Units Sold) <p>TOTAL PROFIT = (Mark-Up multiply Units Sold)</p>	4							
2.11	Display the values from COST PRICE to TOTAL INCOME with a currency (\$) and two decimal places.	1							
2.12	Display the values of the TOTAL PROFIT column as integers with a currency (\$).	1							
2.13.	Insert a formula to calculate the following:	5							

	TOTAL PROFIT LOWEST PROFIT HIGHEST PROFIT AVERAGE PROFIT Display with a currency and zero decimals.		
2.14	Insert border across the spreadsheet with the method you are familiar.	1	
2.15	Print one copy of the edited spreadsheet in landscape, fit to one page, centered vertically and horizontally and save.	2	
2.16	Print a copy of the edited spreadsheet showing the formulae used and save. Auto fit the columns.	1	
PIE GRAPH			
2.17.1	Chart title to be displayed at the centre top of the graph: PROFIT FOR OCTOBER 2022	1	
2.17.2	Display data labels for each Item.	1	
2.17.3	Display a legend of the graph.	1	
TOTAL		30	

PROFIT FOR OCTOBER 2022



OMBILI SUPER FOODS						
SALES FOR OCTOBER 2022						
ITEMS	COST PRICE	15 % MARK-UP	SELLING PRICE	UNITS SOLD	TOTAL INCOME	TOTAL PROFIT
Bread Rolls	\$0.95	\$0.14	\$1.09	\$586.00	\$640.21	\$84
Cream Crackers	\$19.95	\$2.99	\$22.94	\$46.00	\$1,055.36	\$138
French Loaves	\$4.95	\$0.74	\$5.69	\$350.00	\$1,992.38	\$260
Fruit Cake	\$85.00	\$12.75	\$97.75	\$71.00	\$6,940.25	\$905
Pies	\$14.99	\$2.25	\$17.24	\$325.00	\$5,602.51	\$731
Pizzas	\$9.40	\$1.41	\$10.81	\$158.00	\$1,707.98	\$223
Swiss Rolls	\$14.50	\$2.18	\$16.68	\$51.00	\$850.43	\$111
TOTAL						\$2,451
LOWEST PROFIT						\$84
HIGHEST PROFIT						\$905
AVERAGE PROFIT						\$350

1 GENERAL COMMENTS

Most of the candidates **DID NOT STUDY** and questions were **NOT ANSWERED SATISFACTORILY**.

There is a lot of room for improvement. Certain centres must see to it that candidates study more.

Candidates should **READ THE QUESTIONS PROPERLY**. Some answers were completely irrelevant to the question.

Candidates should be taught the outcome for Name, Identify and Explain in a question. Questions are answered wrongly.

2 COMMENTS ON INDIVIDUAL QUESTIONS

1 (a) Satisfactorily answered.

Answer

- team-spirit, group dynamics, cooperation.
- tolerance, appreciation of diversity
- safety conscious
- environmental awareness
- social responsibility
- positive attitude and flexibility
- good time-keeping

Any **four** [4]

(b) Poorly answered – candidates just guessed the answers of the secretaries.

Answer

- (i) Private Secretary (1)
- (ii) Executive Secretary (1)
- (iii) Executive Secretary (1)
- (iv) Private Secretary (1)
- (v) Executive Secretary (1)

[5]

(c) Poorly answered – candidates do not know the reasons.

Answer

- Technology offers numerous communication benefits. It changes the way workers interact with one another.
- Technology helps employees think outside the box and implement new ideas.
- Employees can do many tedious tasks faster and with less effort, saving time and work.
- Employees can have access to their work with the use of smartphones, tablets and other mobile devices almost anywhere in the world.
- Technology provides access to software templates that enable workers to complete tasks more efficiently.
- Technology allows workers to get more done in the same amount of time, which means companies need fewer workers, fewer resources and so cut costs.

Any **four** [4]

(d) Satisfactorily answered.

Answer

- franking machines
 - weighing scales / machine
 - labelling/addressing machines
 - folding/inserting
 - wrapping/rolling machines
- Do not** accept collators, joggers, binders

Any **four** [4]

(e) Poorly answered – candidates confused this answer with the security of computerised data.

Answer

- when the office is unattended, lock files containing legally protected information. (1)
- keep confidential information in your workspace out of sight (in folders, face down) from passers-by and visitors. (1)
- shred or confidentially destroy sensitive information. Do not throw this paperwork in the trash. (1) [3]

2 (a) Satisfactorily answered – but candidates should be careful to write their own versions.

Answer

- Check the correct code and number before dialling.
- After dialling the number, allow sufficient time for the call to be connected.
- If you make a mistake while dialling, replace the receiver for a short while and then start dialling again.
- When the person answers, say who you are and to whom you wish to speak as well as the extension number if you know it.
- If you are connected to a wrong number, remember to apologise.
- A telephone call should be planned in exactly the same way as a business letter. Any five [5]

(b) Poorly answered – candidates gave examples of communication methods.

Answer

- (i) Verbal communication (1)
- (ii) Written communication (1)
- (iii) Visual communication (1) [3]

(c) Satisfactorily answered – candidates should look at the marks allocated to the question and give full answers.

Answer

- 1 A cellular office layout plan is one in which each individual office is separate from the others (1)
individual offices can be isolated by closing a door. (1)
- 2 In modular office layout workstations are in large rooms with no internal dividing walls. (1)
Workstations can be arranged in cubicles. (1) [4]

(d) Very poorly answered – candidates could not explain Microfilming at all.

Answer

- Microfilm is an analogue storage medium using film reels which are exposed and developed into photographic records.
- It is typically used to store paper documents such as periodicals, legal documents, books and engineering drawings.
- These micro-photographs can be re-enlarged to their original size without any loss of detail or information. Also called micrography. [3]

(e) Poorly answered – candidates gave examples of postal dispatching companies.

Answer

- Fast Mail Services
- Ordinary Mail Services
- Postage and prepaid envelopes
- Express Mail Service (EMS)
- Bulk Mail – Unsorted
- Bulk Mail – Pre-Sorted
- Registered Mail
- Pamphlet and Brochures Distribution Any five [5]

3 (a) Satisfactorily answered.

Answer

- Accepting requests courteously.
- Listening properly and giving feedback to show understanding.
- Anticipating likely questions and having answers ready.
- Offering suggestions and help.
- Requesting any assistance required politely.
- Discussing any difficulties concerning working relationships and resolving or reporting them accurately and promptly.
- Making constructive criticisms of current or proposed work systems. Any five [5]

(b) Very poorly answered – candidates could not differentiate between the Debit and the Credit Card.

Answer

- 1 Credit Card: a small plastic card issued by a bank, building society, etc., allowing the holder to purchase goods or services on credit. (1)
- 2 Debit Card: a card allowing the holder to transfer money electronically from his or her bank account when making a purchase or obtaining cash. (1) [2]

(c) Poorly answered – candidates do not know what information is found on a bank statement – irrelevant items are mentioned.

Answer

- The balance at beginning of statement period (1)
- Total withdrawals (1)
- Total deposits (1)
- Bank Charges/Services fees (1)
- The balance at end of statement period (1) [5]

(d) Well answered.

Answer

- carry on with her daily tasks (1)
- prevent others from disturbing the meeting (1)
- make sure that the refreshments, lunch and cocktails will be served at the correct time (1)
- receive messages for members attending the meeting and in emergencies, enter the room to deliver the message to the chairman or arrange for the message to be flashed on to the screen in the room. (1) [4]

(e) Poorly answered – candidates confused it with the advantages of video conferencing for meetings.

Answer

- visibility (can see one another) (1)
 - more personal (person to person) (1)
 - real time responses (1)
 - identify with persons in other regions (1)
 - cheaper [4]
- Any four [4]

4 (a) Very well answered.

Answer

- Suitability (1)
- Flexibility (1)
- Accessibility / Simplicity (1)
- Safety (1)
- Space saving (1)
- Dust-free (1)
- Durability (1)
- Tidiness (1) [8]

(b) Satisfactorily answered, although some candidates did not write full answers. e.g. to allocate payments.

Answer

- To record petty cash transactions. (1)
- To have proof of payments. (voucher and change received). (1)
- To allocate payments to a specific expense e.g. Postage. (1)
- For less entries in the cash book (for small payments). (1)
- To avoid fraud. (1) [5]

(c) Poorly answered – candidates explained how to clean an office or to avoid waste in the photocopy room.

Answer

- Turn off equipment when it is not being used. (1)
- Encourage communications by email and read email messages on screen to determine whether they are to be printed (1)
- Reduce fax-related paper waste by using a fax-modem and by using a fax cover sheet only when necessary. (1)
- Produce double-sided documents whenever possible. (1)
- Do not leave taps dripping. (1)
- Install displacement toilet dams in toilet reservoirs. (1)
- Find a supply of paper with maximum available recycled content. (1)

- Choose suppliers who take back packaging for reuse. (1)
- Instigate an ongoing search for “greener” products and services in the local community. (1)
- Before deciding whether you need to purchase new office. (1) furniture, see if your existing office furniture can be refurbished. (1) Any four [4]

(d) Well answered – please refrain from adding to many examples to the contents of the syllabus.

Answer

- People enquiring about job vacancies (1)
- People asking for details of goods or services (1)
- Customers who have a complaint (1)
- Sales representatives (1)
- Charity collectors (1)
- People who have an appointment [5]

5 (a) Well answered.

Answer

- Do not open envelopes marked personal, private or confidential. (1)
- Deal with envelopes marked urgent immediately. (1)
- Tap contents down before opening the envelope. (1)
- Staple enclosures to main correspondence. (1)
- Check that envelopes are empty. (1)
- Sort the mail separating the mail for each person, department or section. (1)
- Date stamp all mail. (1)
- Enter amount of cash in a remittance book if money has been included in an envelope. (1) [8]

(b) Poorly answered. This is a topic that appears frequently so pay attention to meeting terminology.

Answer

- i A proposal to alter a motion by adding or deleting words. It must be proposed, seconded and put to the meeting in the customary way. (1)
- ii The minimum number of persons who must be in attendance to constitute a meeting. (1)
- iii A question regarding the procedures at a meeting. (1) [3]

(c) Well answered as candidates obtained good marks in this question.

Answer

PETTY CASH VOUCHER	
(1) No: A13	
(1) 23 July 2020	
Required for (1) Pen and Pencils	Amount (1) N\$27,65
Required by	
Petty Cashier (1) Romona Cilliers	Authorised by (1) Nilton Gertze

[6]

(d) Satisfactorily answered although candidates should use the full name for the index system.

Answer

- Visible Card Index System (1)
- Card Index or Vertical Card Index (1)
- Rotary or Strip Index System (1) [3]

PHYSICS

6118
Paper 1

1	B
2	D
3	B
4	C
5	B
6	D
7	C
8	A
9	C
10	B
11	A
12	B
13	C
14	A
15	D
16	A
17	B
18	D
19	B
20	B
21	B
22	C
23	B
24	C
25	D
26	B
27	D
28	D
29	D
30	A
31	C
32	A
33	B
34	B
35	C
36	A
37	B
38	B
39	C
40	B

GENERAL COMMENTS

The standard of questions in terms of level of difficulty of this paper compared to the previous years was the same. Few candidates tackled this paper well, meaning only a small fraction of candidates showed knowledge of basic Physics. Not many were able to give the correct definitions of scientific terminologies, do correct calculations of physical quantities nor show knowledge on the laws of Physics, and utilize them to answer questions. A good example is the law of conservation of momentum - it still needs more emphasis as most candidates find it hard to state it and apply it. A high proportion of candidates are still struggling to answer the questions on the topic of vectors as well. Most candidates seemed not to be prepared for this paper as most of their responses were poor. Many of them could not demonstrate basic scientific knowledge of physics like definitions and calculations of physical quantities such as energy, current just to mention a few.

Most candidates' answers indicated proper teaching was not done in most schools. Syllabi content were not covered fully especially all the newly introduced content. Testing via formal tests, class activities and demonstrations of practical knowledge/abilities (using practicals), were not done or received very little attention. Only few candidates seemed to understand and use the command words such as define, calculate etc. to answer the questions appropriately.

The previous examiner's report gave positive suggestions towards improving the performance in Physics, but still teachers are encouraged to ensure that:

- The basic competencies in the syllabus are fully covered and assessed well, in a manner that proper lesson preparation is done before teaching commences. This ensures that proper teaching is accomplished.
- Candidates are motivated to learn Physics with understanding, know scientific terminologies, make use of their basic mathematics and other science related knowledge.
- Candidates are clear and precise on how to answer questions requiring a description or explanation. This is achieved when candidates read the questions carefully to understand exactly what is being asked.
- In calculations, candidates must set out and explain their working correctly. When candidates give an incorrect final answer and no working is shown, it is often impossible for the examiner to give partial marks for any working that is correct.
- Numerical answers should have correct units if any.
- Candidates practice by attempting questions in support materials or examination papers from previous sessions.
- Candidates are motivated to work hard, see the need or necessity of studying Physics and to be serious with their education in general.

COMMENTS ON SPECIFIC QUESTIONS

Question 1

- (a) Well answered, most candidates were able to give potential energy.
- (b) Poorly answered. Most candidates failed to mention the principle as electromagnetic induction.
- (c) Well answered, most candidates were able to mention the correct term as frequency. A high number struggled to spell the word frequency correctly.
- (d) Few candidates could score this mark. Most candidates mentioned work done instead of power.
- (e) Most candidates could mention acceleration, but only few candidates could spell the term acceleration correctly.
- (f) Well answered. Most candidates could identify turning effect of force as moment. Few candidates wrote momentum instead of moment.

1	(a) Potential (energy) ✓	Allow gravitational not gravity	1
	(b) Electromagnetic induction ✓		1
	(c) Frequency ✓		1
	(d) Power ✓		1
	(e) Acceleration ✓		1
	(f) Moment ✓		1
			6

Question 2

- (a) Moderately answered. Some candidates wrote “potential energy” only, this is an indication that most candidates did not know that there are different types of potential energy. Other candidates misinterpreted the question and gave the energy conversion that took place.
- (b) (i) Well answered. Majority of the candidates got the correct answer while some only multiplied the mass with the distance which was given and forgot to include the acceleration of free fall, g.
- (ii) Poorly answered. Majority of the candidates could not derive the correct formula to calculate the total energy input. This shows that candidates were not trained on how to manipulate the formula to change the subject of the formula. Candidates should be trained to be able to make any variable the subject. Teachers are encouraged to test learners on changing the subject of the formula.
- (c) The advantage was poorly answered. Learners could not compare the advantages of oil to wind powered energy instead they focussed only on oil.

The disadvantage was well answered. Most candidates correctly pointed out oil causes pollution, oil is non-renewable and so on.

2 (a)	Chemical (potential) energy ✓		1
(b)	$E = mgh$ (✓)		
(i)	$= 32 \times 10 \times 2.5$ (✓) $= 800 \text{ J}$ ✓✓		2
(ii)	$(\text{input energy}) = \frac{\text{output (energy)}}{\text{efficiency}} \times (100)$ (✓) $= \frac{800}{65} \times 100$ (✓) $= 1231 \text{ (J)}$ ✓✓		2
(c)	Advantage: Not dependent on weather or wind / always accessible or available. ✓ Disadvantage: Polluting/greenhouse gas emitted/ lead to global warming/ is not renewable/ can run out or used up. ✓	owtte	1 1
			7

Question 3

- (a) Well answered, however many candidates failed to get the full marks because many candidates could not draw a line with a steeper slope compared to the slope of their first line.

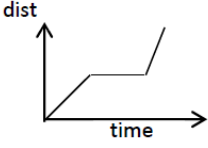
Some candidates used free hand to draw their graph which is not correct since the graph is supposed to be straight line. Candidate did not differentiate between the distance – time graph and the speed – time graph, therefore, teachers are encouraged to properly differentiate between a distance-time graph and a speed-time graph and how to interpret them in terms of motion.

(b) Poorly answered. Most candidates used the formula $distance = speed \times time$ instead of calculating the area under the graph. Most of the candidates who attempted to calculate the area under the graph could not calculate it correctly as they failed to take correct readings from the graph, especially the time at which the elevator moved at constant speed.

(c) (i) Well answered, but a number of candidates only wrote “CONSTANT” without specifying what is constant.

(ii) Poorly answered. Most candidates used the area of a triangle to calculate the deceleration and a number of them used 20 seconds or 25 seconds as the time taken instead of five seconds which is the difference in time (25 – 20).

Most of the candidates also used “d” to denote deceleration which cost them marks. Thus it should be emphasised that deceleration is just a negative acceleration hence it is denoted using “a”.

3 (a)		Sloping line with a constant gradient. ✓ Horizontal line ✓ Sloping steeper the first one ✓
(b)	Distance = Area under the graph (✓) $A = \frac{1}{2} \times (\text{sum of parallel sides}) \times \text{height}$ (✓) $\frac{1}{2} (25 + 12.5) \times 3.5 / 13.125 + 43.75 + 8.75$ (✓✓) 65.625 (m) ✓✓✓	correct rounding off to at least 2.s.f
(c) (i)	Constant speed / zero acceleration ✓	owtte
(ii)	Acceleration = $\frac{0-3.5}{5}$ (✓) (-) 0.7 (m/s ²) ✓✓	Ignore – No rounding off

Question 4

(a) Well answered. Fewer candidates could not score this mark because they failed to figure out that size and magnitude are the same. The concept of defining a vector is basic, hence teachers are urged to emphasize it more.

(b) Poorly answered. Fewer candidates could draw the vectors in the correct direction as 92 m/s pointing to the east and 24 m/s pointing to the south. Fewer candidates struggled to draw the resultant velocity as a line drawn from the tail to the head or from the tail to the other tail in case, they attempt to use the parallelogram method. Most candidates drew the line for the resultant velocity but could not score this mark because they drew a wrong direction.

Few candidates could give the correct magnitude of a resultant velocity by measuring the length of the resultant velocity and use a scale given to convert it to m/s and the direction by measuring the angle of the resultant velocity using a protractor or stating the direction using the bearing.

The responses of the candidates have clearly shown that the topic of vectors is not well taught as candidates are giving strange answers. Teachers are urged to emphasize it more and assess it well.

4 (a)	Has magnitude and direction. ✓		1
(b)	<p>Magnitude = 95 ± 0.1 ✓✓ Direction = 14.6° ± 0.5 south of east or (Bearing of) 104.6° ✓✓</p>	<ul style="list-style-type: none"> • Two vectors drawn correctly ✓ • Resultant velocity drawn correctly with its direction / dotted line can be used ✓ • Magnitude of the resultant velocity ✓✓ • Direction of the resultant velocity ✓ <p>Accept: when the parallelogram method is used correctly</p>	5
			6

Question 5

- (a) Moderately answered. Most candidates could only score one mark for mentioning one part of the law which is total momentum remains constant and failed to mention the condition that is only when no external resultant force is acting on the objects that are colliding. The law of conservation of momentum should be taught with understanding for the candidates to be able to state it correctly and to use it to solve problems.
- (b) Poorly answered. A larger number of candidates could not recognize that the car and lorry are moving in opposite direction, hence one of the velocities should be negative. A few candidates could identify that they only need to calculate the momentum before collision, hence they could not identify the formula to be used. Teachers are encouraged to do more activities in the classroom related to the concept of momentum for the candidates to be able answer these types of questions. The concept of momentum should also be taught by relating to our everyday life.
- (c) Poorly answered. Most candidates could recall that they need to use the law of conservation of momentum but could not apply it to calculate the speed of the lorry after collision.

5 (a)	When two or more objects interact, their total momentum remain constant, ✓ provided no external resultant force acting on them. ✓		1 1
(b)	Total momentum = $mu + mu$ (✓) $= (1000 \times 20) + (2000 \times -16)$ (✓) $= \pm 12000$ (kg.m/s) ✓✓		2
(c)	$mu + mu = mv + mv$ (✓) $v = \frac{-12000 + 15000}{2000}$ (✓) $= \pm 1.5$ (m/s) ✓✓	ecf from 5(b) No rounding off	2
			6

Question 6

- (a) Poorly answered. Candidates had an idea about what is happening to the rays but faced difficulties in differentiating the term Refraction and Reflection.

Most of the learners could not spell the terms reflection and refraction correctly.

- (b) Fairly answered. Most of the candidates were able to draw the refracted ray away from the normal line correctly. However they failed to maintain the same angle as the ray that is striking.

6 (a)	Refraction ✓		1
	(Total Internal) reflection ✓		1
(b)	Refracted away from the normal. ✓		1
	Same angle as ray striking. ✓		1
			4

Question 7

- (a) (i) Fairly answered. Candidates could not differentiate between virtual and real image. Many candidates also lost marks because they could not show clear comparisons for example they used; the image is large instead of the image in larger. Spelling of terms was also a big concern with this question for example most of the candidates spelled the term virtual as either virtual or visual.

Some candidates also used wrong terms to describe the image, like enlargement instead of enlarged

- (ii) Poorly answered. It seems that the candidates have no idea what the focal length is and where to measure it from. Focal length is measured from the optical centre to the principal focus or where the ray cuts the principal axis.

- (b) (i) Fairly answered. Most candidates managed to draw two rays however they could not score both marks for the rays since they did not put arrows on the rays to show the direction. It should thus be emphasised that rays are not rays unless they show the direction.

It is also worth noting that some candidates just do not know how to draw the rays and where should they pass or when should they bent. Consequently, some candidates drew the ray going to the top of the lens or refracted outside the lens instead of the centre line. Some candidates only drew the ray but not the image, thus they could not score the last mark. Others drew an image which was not similar to the object whereby some made it a double arrow, hence they could not score the mark.

- (ii) Fairly answered. Just as in (a) (i), candidates failed to show comparison and some used terms like "really" image to refer to real image.

7 (a) (i)	Virtual / On the same side of the lens as the object / Larger than the object / upright	Any correct 2	2
(ii)	3.0 ± 0.1 cm ✓		1
(b) (i)	<ul style="list-style-type: none"> One ray that goes through the optical centre of the lens pass without being refracted. ✓ An incident ray parallel to principal axis refracted to pass through the principal focus. ✓ An incident ray that pass through the principal focus and refracted parallel to principal axis Correct image where the rays meet ✓ 	Any two correct lines ✓✓	1 1 1
(ii)	Smaller than the object / diminished ✓ Upside down / inverted ✓ Real ✓ Behind F ✓	Any correct two properties owtte	2
			8

Question 8

- (a) Poorly answered. Most of the candidates could not properly define the term pulse although the definition is clearly given in the syllabus.
- (b) Moderately answered. Candidates identify the formula to calculate the speed of sound as *wavelength* × *frequency*, however, most of them failed to determine the frequency and substituted the period for frequency. Some candidates could not score full marks due to either wrong rounding off or premature rounding of the frequency. Teachers are encouraged to emphasise on these aspects during their teaching.

8 (a)	(single) disturbance ✓	Allow: a single wavelength	1
(b)	$v = \lambda \times f$ (✓) $= 2 \times 769.2$ (✓✓) $= 1538.4$ (m/s) ✓✓✓	769.2307692 seen (✓) correct rounding off to at least 2.s.f	3
			4

Question 9

- (a) (i) Moderately answered, as few candidates could identify the first part as conduction and the second part as convection. Few candidates were also spotted answering the second part as evaporation. The difference between convection and evaporation should be emphasized.
- (ii) Poorly answered. Most candidates failed to identify that the inside of the metal case is insulated to reduce or minimize the heat loss.
- (b) (i) Well answered. The majority of candidates scored full marks because they could use the correct equation to calculate the energy transferred.
- (ii) Poorly answered. Most candidates could not use the relationship between the energy transferred and the cost of electricity, instead most candidates multiply the rate per kWh and the time taken which is wrong.
- (c) (i) Moderately answered, as fewer candidates could define the term specific heat capacity correctly. Most candidates answered the question wrongly by indicating that heat energy is needed to raise 1kg of substance instead of heat energy is needed to raise the temperature of 1kg by 1K or 1C.
- (d) Most candidates could only score 1 mark for the unit 'Joule' but only fewer candidates could use the formula of energy transferred in terms of c and change in temperature.

9 (a) (i)	Conduction ✓	Correct spelling	1
	Convection ✓	Penalize once on spelling	1
(ii)	To keep the ceramic brick hot for a longer time / reduce heat loss (by conduction). ✓	Owtte Not prevent or avoid	1
(b) (i)	$E = P \times t$ (✓) $= 2.6 \times 7$ (✓) $= 18.2 \text{ kWh}$ ✓✓	correct rounding off to at least 2.s.f	2
(ii)	N\$ 91.00	Ecf from b(i)	1
(c) (i)	Heat required to raise the temperature of 1kg mass, of a substance ✓ by one kelvin or one °C ✓		2
(ii)	$Q = mc\Delta T$ (✓) $= 120 \times 750 \times 25$ (✓) $= 2\,250\,000$ ✓✓ J ✓	For units: accept kJ or MJ.	3
			11

Question 10

- (a) (i) Well answered. Most candidates could identify the arrangement of the lamps as parallel. Fewer candidates could spell the word parallel correctly.
- (ii) Moderately answered. Most candidates could only score one mark by indicating the lamps have independent operation and could not mention other advantage like bulbs become brighter.

- (b) Moderately answered. Fewer candidates could transform the equation of resistance to write the equation of current as 1.125 A.
- (c) Poorly answered. Most candidates could not use the correct formula to calculate the total resistance of the lamps in circuit 2. Most candidates seemed not to have an idea that the total resistance of the components in parallel are reciprocal of the sum of the individual resistance.

10 (a) (i)	Parallel ✓		1
(ii)	Any two from: <ul style="list-style-type: none"> If one lamp blows the other stay on / independent operation The lamps are brighter The voltage across them is the same 		2
(b)	$I = \frac{V}{R}$ (✓) $= \frac{9}{8}$ (✓✓) $= 1.125$ ✓✓✓	8 seen (✓) correct rounding off to at least 2.s.f	3
(c)	$\frac{1}{R_T} = \frac{1}{R_1} + \frac{1}{R_2}$ (✓) $\frac{1}{R_T} = \frac{1}{3} + \frac{1}{5} = \frac{8}{15}$ (✓) $(R_T) = \frac{15}{8}$ (✓) $= 1.875$ ✓✓	correct rounding off to at least 2.s.f	2
			8

Question 11

Generally, this question was poorly answered. The candidates seemed to have an idea of the concepts in question (electromagnetic induction) however it seems like the part of the graph of output was never covered.

- (a) Poorly answered. Most candidates seemed to have no idea of what to be on the horizontal axis instead they indicated either current or frequency.
- (b) Moderately answered. Most candidates scored a mark for a greater amplitude however few of the candidates drew a wave of uneven amplitude.
Thus learners should be encouraged to show seriousness when doing drawings. Only a few candidates managed to score the last mark.
- (c) Well answered, however a number of candidates could not show comparison in their statements, for example instead of saying use stronger magnets some of them simply said use strong magnet.

11 (a)	Time ✓		1
(b)	Graph with increased amplitude ✓ but smaller wavelength ✓		2
(c)	Increase speed of rotating the coil ✓ use stronger magnet ✓	Clear comparison	2
			5

Question 12

- (a) Well answered. The concept of background radiation seemed to be emphasized well in the class.
- (b) Poorly answered. Most candidates failed to describe the nature of beta particle as a faster moving electron.
- (c) Poorly answered. Most candidates could not estimate the half-life by using a table. Teachers need to practice and emphasize this more.
- (d) Well answered. Most candidates could state the precautions correctly.

12 (a)	(contaminated) surface / other radioactive material / radiation from the rock or soil/ cosmic rays / radiation from space/ (radon gas) from ground.	Any other correct cause	1
(b)	- Is a (fast moving) electron ✓		2
(c)	Any value in range 45-55 ✓		1
(d)	<ul style="list-style-type: none"> • Only hold radioactive source with forceps and never with bare hands. ✓ • Cover any cuts on hands before using radioactive source. ✓ • Do not point radioactive source toward the human body. ✓ • Do not eat, drink or smoke where radioactive material are in use. ✓ • Do not remain near a radioactive source unnecessary. ✓ 	Any correct two	2

GENERAL COMMENTS

The overall performance of Physics paper 3 was generally better compared to the previous year. There were vast majority of candidates who responded correctly to various number of questions in the paper.

Physics demands higher thinking skills in mathematical manipulation and application as well as scientific skills. A large number of candidates struggled with finding a suitable scale for the graph, drawing a line of best fit and showing clearly on the graph how they obtained necessary information for the gradient.

The question which required learners to show their knowledge on exposure of experiment such as rate of cooling and planning an investigation were generally partially answered. Candidates in many centers are becoming more familiar with the planning an investigation question. However, candidates would be well advised to plan their answers before writing them, as this will avoid points out of sequence.

In conclusion, Paper 3 is an alternative to practical paper, hence it has shown that some candidates are not sufficiently exposed to experimental and investigative skills and abilities of the syllabus.

COMMENTS ON SPECIFIC QUESTIONS

Question 1

- (a) (i) Well answered
- (ii) Poorly answered. Most candidates were unable to calculate the actual height correctly. Candidates were dividing the measured value by 10 instead of multiplying.
- (iii) Fairly answered.
- (b) (i) Fairly answered. Although most candidates identified the instrument correctly, spelling of micrometer (screw gauge) was a challenge. Some candidates were calling it macrometer or micrometre. Candidates should be reminded that micrometre is more associated with units than instrument
- (ii) Poorly answered. While excellent answers were seen in few centers, most candidates proved to have a problem with taking reading from a micrometer. Candidates should be taught how to take readings from the sleeve and thimble.
- (c) (i) Well answered.
- (ii) Poorly answered. Most candidates proved not to understand the experiment. Candidates should be encouraged to be able to describe sources of limitations of the procedure for the experiment.
- (iii) Moderately answered. Most candidates have shown limited understanding of the term 'directly proportional', thus they could not provide proper reason for their choice.

Mark scheme

1 (a) (i)	7.5 (cm) \pm 0.1 ✓		1
(a) (ii)	(7.5 x 10 =) 75.0 (cm) ✓	ecf from (a)(i)	1
(a) (iii)	fairness of the results / to give similar speed of ball bearings ✓		1
(b) (i)	micrometer (screw gauge) ✓		1
(b) (ii)	7.74 (mm) ✓		1
(c) (i)	ruler ✓	Accept Vernier/dial/digital caliper/ metre rule/ measuring tape	1
(c) (ii)	difficulty to measure depth of hole as the sand falls back/the ruler is wider than the hole ✓	owtte	1
(c) (iii)	statement: disagree ✓ justification: the values do not increase/ decreases in the same ratio ✓	Accept: Statement: agree ✓ Justification: the value of D decreases/increases in the same ratio ✓	2

Question 2

- (a) (i) This part was not well answered. The majority of the candidates copied time as it appears on the stop watches. Some candidates even rounded off.
- (ii) Poorly answered. Majority of candidates did not calculate the average time, they instead divided the total by the number of oscillations. They used the formula of frequency ($f = 1/T$) to determine periods.
- (b) (i) This question was well answered. Most candidates plotted all points correctly. Candidates should be reminded that points should be marked clearly, ideally using x or dot and a line drawn with a sharp pencil. Many candidates did not correctly draw a straight line of best fit.
- (c) This question was partially answered. Although some excellent answers were seen, the majority of the candidates failed to show on the graph how they obtained the necessary information to find the gradient. Some candidates calculated gradient using the data from the table without considering if the points are on the line they have drawn. Candidates should be reminded how to derive units from calculations.

Mark scheme

2 (a) (i)	(t1 =) 12.40 (s) (t2 =) 11.95 (s) (t1 =) 12.07 (s)	All three correctly recorded at correct positions ✓	1
(ii)	$T = \frac{\text{average time}}{\text{number of oscillations}} = \frac{12.14}{10} = 1.214 \text{ (s)} \checkmark\checkmark$	Ecf from (a)(i) 12.14 (s) ✓ seen	2
(b) (i)	axes labelled with quantity and unit ✓ all eight points plotted correctly ✓✓✓ well-judged thin line ✓	award ✓✓ for 6 to 7 plots correctly award ✓ for 4 to 5 plots correct	5
(ii)	indication on graph in both x and y dimensions ✓ negative answer ✓ cm/s ✓	Ecf from (b)(i)	3

Question 3

- (a) This question was poorly answered. The majority of the candidates have shown lack of understanding in avoiding parallax error. Therefore, candidates should be taught how to avoid parallax error in measurements.

- (b) This question was partially answered. The majority of the candidates read and recorded Θ_f correctly. However, candidates had difficulty in reading Θ_R correctly. Hence candidates should be taught about scales on measuring instruments, precision of the measuring instruments as well as consistency in recording values.
- (c) Well answered. Most candidates clearly stated the safety precaution however spelling of words was a challenge example they wrote 'google' for goggle and 'grooves' for gloves. Candidates should be taught safety precautions for different experiments
- (d) (i) This question was well answered. Most candidates used the given equation to get their answers. However, some candidates could not follow the instructions given to them and ended up giving their answers with more or less significant figures than required.
- (ii) Partially answered. Most candidates could not deduce the unit of rate of cooling R from the calculations. Candidates should be taught how to derive units from calculations.
- (e) Well answered.

Mark scheme

3 (a) (i)	Place the measuring cylinder on a level surface / view at right angles / view perpendicular / ✓ Take reading at the bottom of the meniscus ✓	Accept: Place your eye at the water level	2
(b)	23.5 (°C) ✓ ± 0.1 and 80.0 (°C) ✓	Accept: 80 ✓ Allow swopping: 80.0 (°C) and 23.5 (°C) ✓✓	2
(c)	Any two from <ul style="list-style-type: none"> • Wear (insulating) gloves when handling the hot water/measuring cylinder/container. • Wear goggles to protect against splashing hot water in your eyes • Wear an apron/lab coat to protect against spilling hot water on your clothes/skin • Wear closed shoes/rubber boots etc 		2
(d) (i)	All three answers given to 3 s.f. X = 0.427, Y = 0.459 and Z = 0.483 ✓✓	Ecf from (b) Award ✓ when two answers are correct	2
(d) (ii)	t/s ✓ and R/°C/s ✓	Accept: t/min and °C/min	2
(e)	Any two from: room or laboratory or classroom temperature / time of the day the experiment was done / season of the year / humidity / sun through window / air conditioning; pressure draft wind / winds from open windows;		2

Question 4

This question generally was poorly answered and proved to be the most challenging in the whole question paper. A large number of candidates scored from 0-4 marks mostly from, MP2, MP4 MP5 and MP7.

MP1 Candidates could not draw the set up correctly including all apparatus needed; retort stand, spring and mass hanger. The fact that the spring was not included amongst the listed apparatus, confused learners and they omitted it in their drawing. Furthermore, a number of candidates could not differentiate between a spring and a string. This contributed to lose of marks.

MP3 Most candidates could not state clearly the use of a ruler in this experiment.

MP5. Most learners failed to explain how the experiment should be repeated. They had to add other masses to the masses already on the mass hanger one by one. Instead learners wrote add 5 x 50g once or repeat the experiment to make it fair.

MP6. Majority of candidates could not properly label the table. The table should have three columns; mass, length and extension but most learners could only label two variables.

MP8. Poorly answered. Candidates could not tell how experimental data could be used to draw a conclusion.

Mark scheme

4	<p>Method</p> <ul style="list-style-type: none"> Diagram with a retort stand, spring and mass hanger correctly set up MP1 ✓ At least two apparatus labelled ✓ MP2 Measure original length of spring with a ruler ✓ MP3 Add mass hanger to the spring and measure the length MP4 Repeat experiment by adding other masses to the mass hanger ✓ MP5 		5
	<p>Table</p> <ul style="list-style-type: none"> The data will be presented in a table containing mass, (load), length and extension ✓ MP6 Plot the graph of extension against mass MP7 	Accept: Correct table drawn containing mass, length and extension	1
	<p>Conclusion</p> <ul style="list-style-type: none"> Identify the relationship between extension and mass by looking at the shape of the graph. MP8 Suitable comment on how gradient will be used to reach a conclusion ✓ 	Do not accept: Extension is directly proportional to mass	1

WOODWORK

6190
Paper 1

General comments/Findings

A total entries for woodwork 2022 candidate's was 59 of which 1 candidate was registered as absent during the 2022 woodwork paper 1 National examination which is a concern. There is a slight improved total candidates scoring A symbols compared to the 2021 candidates. A concern on the drawing skills reflected a poor performance. Overall poor sketching was the downfall for most candidates. Centres are encouraged to teach candidates basic and advanced drawing skills. Drawing are important in order to help candidates to understand working drawings especially for Paper 2 as they have to understand the product to be made.

Comments on individual questions

Section A

- 1 (a) (i) Name the woodwork machine shown in Fig. 1

Most candidates find it easy to answer this knowledge based questions and in most cases all centres answered this questions correctly which is the Band saw. There was some candidates who confused the band saw with the pillar drill or circular saw.

Answer

Band saw

[1]

- (ii) State two hazards that can lead to serious injuries when using the machine shown in Fig. 1.

Candidates answered this question fairly however there are some candidates who could not distinguish between hazards imposed by the band saw and PPE.

Answer

- Long hair or tie can be a hazard
- Blade guard adjusted too high or too low
- Blade tension not adjusted correctly
- Blade is blunt
- Blade guide not adjusted according to the work done
- Working surface is not cleared of other objects.
- Long sleeved shirts not rolled up.

[2]

- (iii) List two Personal Protective Equipment (PPE) needed when cutting wood on a circular saw.

This question was well answered however few candidates include hand "gloves" as an answer which in this case not applicable.

Answer

Glasses, goggles or face shield Muffs or ear plugs
Protective foot wear/aprons/overalls/protective clothing/ dust mask.

[2]

- (iv) Explain the following acronyms.

Candidates exclusively answered the agronomy MDF correctly at most centres however few centres failed to come up with the correct meaning. Part two was answered well by the majority of the all centres about "ABC"

Answer

MDF- Medium Density Fibre Board.
ABC- Airway Breathing Circulation.

[1]

[1]

- (b) State a reason why electrical equipment should be earthed.

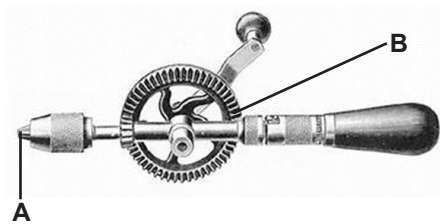
Well answered by most centres.

Answer

Earthing is used to protect a person from an electric shock.

[1]

2 Fig. 2 shows a hand tool.



(a) Using a tick, identify the hand tool shown in Fig. 2.

This part of the question was well answered by most of the centres.

Answer

Hand drill

[1]

(b) Name the parts labelled A and B in Fig. 2.

This part of the question for A and B was not well answered by most of the centres.

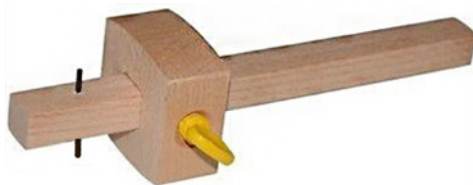
Answer

A – Jaws/Chuck

B – drive wheel/drive gear

[2]

(c) Fig. 3 shows a hand tool.



(i) Identify the tool shown in Fig. 3.

Both questions (i) and (ii) were well answered by most candidates however there was few who could not give the correct tool name.

Answer

Marking Gauge

[1]

(ii) State one use for a tool in Fig. 3.

Answer

Purpose:

To scribe a line parallel to a reference edge

To mark out joints

To mark out the width and thickness when preparing timber

Any one

[1]

3 Fig. 4 shows a portable power tool.



State two uses of the portable power tool shown in Fig. 4.

Candidates answered this part in a way of not knowing how to put the factual points clear and straight some did not know what the tool is used for and therefor many candidates failed to come through straight forward.

Answer

- Use for profiling
- Decorative moulds
- patterns
- trimmings
- edging
- grooves and rebates
- shaping curves

Any two

[2]

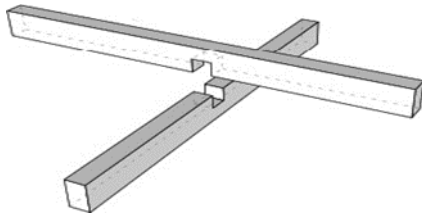
Any acceptable answers

4 Fig. 5 shows a sketch of a cross halving joint.

Most candidates did not answer well this question drawing was not done in isometric or exploded views no joint details shown and no proportion to the drawing shown.

Draw a free hand sketch to proportion in exploded isometric view of the joint.

Answer



Guideline for marker

Two pieces shown in isometric view (1)

Two pieces shown in exploded view (1)

Two joints shown in proportion (1)

Joints details shown (1)

[4]

5. Fig 6. shows a common defect in timber.



Give the correct name for this defect.

Candidates answered well this part question.

Answer

Knot

[1]

6 In the space provided draw a neat diagram showing the grain direction and composition of block board.

Only few candidates answered this question correctly that assesses the learners drawing skills, indicating the grain direction for the joints of the strips for the block board as well as the layers of veneer on top and bottom covering the strips.



Answers

- veneer shown top and bottom (1)
- strips shown (1)
- grain shown (1) (Any two) [2]

7. State two reasons why sanding sealer is applied to wood.

Well answered by most candidates however a few candidates are uncertain about what sanding sealer is and its purpose is

Answers

- Seals the pores in the wood (1)
- prevents water and other substances from causing rot (1)
- also help to blend in the woods grain pattern (1) (Any two) [2]

8. Fig. 7 shows a clamp

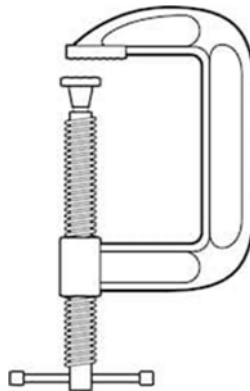


Fig. 7

Name the clamp shown in Fig. 7.

Candidates answered well this question

Answers

- G-Clamp [1]

9. Fig. 8 shows a hinge



Fig. 8

Name the hinge shown in Fig. 8.

Not well answered by most candidates, few candidates indicated the hinge as a Parliament hinge.

Answer

- Cabinet hinge/Concealed hinge/Kitchen hinge [1]

10. State the job role of a carpenter.

This question was answered correctly by the majority of the candidates; however, few are still uncertain of the roles of a Builder over the Carpenter.

Answers

- A carpenter is responsible for working with wood (1)
- Build and repair structures and other items (1)
- Select source appropriate materials depending on project needs. (1)
- Reading plans, calculating quotes and any other duties related to the trade (1) (Any three) [3]

SECTION B

11 (a) (i) Describe the felling process of trees.

Learners find it difficult to describe the felling process of trees, instead candidates answered by indicating the signs of maturity in trees and the favourable seasons/time to fell trees.

Answer

- Identifying the tree
- Determine the direction in which the will fall
- Cut a notch in the trunk
- Cut on the opposite side of the notch
- The tree will fall in the direction where the notch was cut [5]

(ii) Explain the following two methods of seasoning.

Air drying method
Kiln method

Candidates answered well this part question.

Answers

Air drying method:

Wood is dried naturally under a shed /cover on top of bearers with girders/sticks between the layers of timber. [3]

Kiln method:

- Timber is stacked on girders /sticks in layers into the kiln
- Hot air is used to force water content out of the timber
- Humidity is controlled to prevent defects (Any three) [3]

(b) Draw a neat labelled free hand sketches to show two forms of warping in timber.

Candidates tend to answer forms of warping in timber in correctly by giving names such as Sideway warping. Yet they draw a correct /valid sketches that can associate with warping in timber. Teachers are encouraged to teach factual contents based on the syllabus in order for candidates to recall knowledge based questions.

Answers



[4]

12 Describe how to join two pieces of wood using a screw.

This question was not well answered by most candidates based on the reason that, the question was not clearly stated whether one should use a Screw driver or a hand drill to join the two pieces of wood together. However, few candidates have attempted to answer it well by stating that they will use both screw driver and hand drill to join the two pieces of wood together by following the right steps.

Answers:

- Mark out centre hole where to drill
- Bore hole in the first piece of wood that will be larger than diameter of the shank , countersink the hole.
- Bore hole in the second piece of wood.
- This is done by using a bradawl or thinner bit than the screw to be used.
- The diameter the hole should be equal to the core diameter of the threaded part.
- Grease the tip of the screw, especially brass or stainless steel and turn it in with a screw driver. [6]

13. Fig. 9 shows a ledged, braced and batten door

- (a) Identify the function of the brace as indicated on the door in Fig. 9.

This question was answered correctly. However, teachers are encouraged to teacher correct terminology like "triangulation and its purposes on structures."

Answers:

To maintain the stability of the door
To keep the door square and straight.

[2]

- (b) Fig. 10 shows a framed, ledged, braced and batten door.

- (i) Fig. 11 shows an exploded view of a top rail and stile.

Draw a suitable joint of X on the blanks of Fig. 11 to join the top rail with the stile.
Show all hidden details.

Many candidates attempted to answer this part question. However, the following were identified as challenges:

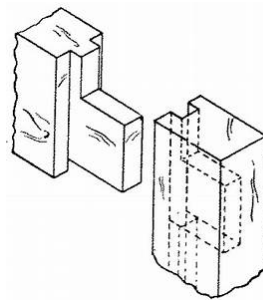
Haunch joint: Only one candidate drew a locked Haunch joint without showing hidden details.

Mortise and Tenon joint: Most of the candidates tried to draw Mortise and Tenon joint.

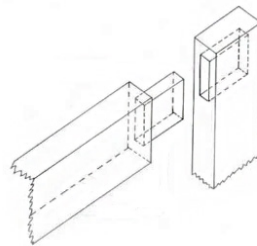
Dove tail joint: Very few candidates drew a Dove tail joint.

In most cases, hidden details and proportions in joints are lacking can draw one to the conclusion that candidates lack interpretation drawing /sketching skills.

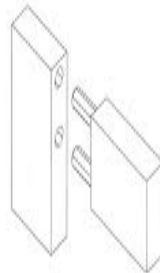
Answers:



Haunch joint



Mortise and Tenon joint



Dowel Joint

Correct Haunch joints	(2)
Shown proportionally	(1)
Joint shown on both pieces	(2)

[5]

- (ii) State three hand tools that could be used to make the joint on Fig. 10.

This question was well answered by most and if not by all candidates.

Answers:

Tools for Mortice joint and Haunch joint

Back saw/Tenon saw

Mortice chisel /paring chisel

Mallet

Combination gauge

Try square

Steel ruler

Marking gauge

(Any three) [3]

Tools for dowel joint

Drill bits

Hand drill/Breast drill

Try square

Combination gauges

Marking gauges

Steel ruler

(Any two) [2]

- (iii) Identify the parts labelled A and B in Fig. 10.

This question was not well answered by most candidates. Candidates find it difficult to identify parts of a framed, ledged, braced and batten door. Therefore, teachers are urged to ensure that wooden doors are part of learners practical exercises.

Answers:

A – Lock rail/Middle rail

B – Bottom rail

[2]

- (iv) Identify one suitable soft wood that could be used to make the door and state two reasons for your choice.

Suitable wood:

Reasons:

Learners easily identified a type of soft wood and stated two reasons for the selection of that particular wood. [2]

Answers:

Pine

Reasons: easy workable cheaper

availability and standardized size

(Any one) [1]

- (c) (i) Wood stains are often used on doors before the application of varnish. State three reasons why stain might be used on the door.

This question was well answered by most candidates.

Answers:

Stains penetrate wood deeply to highlight the grain

Intensify existing tones

Change the color of wood

Provide a level of insects and UV protection

Uniformity in color

Add value to the wood (expensive)

(Any three) [3]

- (ii) Describe the process to apply varnish to the door.

This question was not well answered by all candidates as expected. Candidates gave the purpose of the varnish on wood instead of the steps of applying varnish to the door.

Answers:

- Remove all visible marks and scratches
- Remove all dust
- Apply first coat of varnish with a brush
- Smoothen the surface with fine Sand paper
- Apply the second coat of varnish
- If the second coat is sufficient, multiple coats can be applied

[6]

14. Discuss the basic first aid procedures in case of an electric shock.

This question part was well answered by most candidates.

Answers:

Turn off the source of electricity

If not, move the source away from you and the electrocuted person, using a dry material such as planks, wooden chair, broom or mop.

Begin CPR if the person shows no signs of circulation, such as breathing, coughing or movement.

Call for medical help.

[8]

15. (a) Fig. 12 shows a hand tool



Fig. 12

(i) State the correct name and two uses for the hand tool shown in Fig. 12.

This question was well answered by most candidates.

Answers:

(a) (i) Name: file / half round file [1]

- Uses:
- shaping curves
 - trimming
 - sharpen tool blades
 - smoothing wooden material
- (Any two) [2]

(ii) Fig. 13 shows a steel brush.



Fig. 13

Describe in detail how to clean a clogged file with a steel brush.

Candidates attempted to describe how to clean a clogged file with a steel brush. However, Candidates indicated of dipping the file in oil or clean it under running water.

Answer:

- Clamp the file firmly on the bench vice (1)
- Use the steel brush to brush the surface of the file (1)
- Proceed pushing the brush back and forth in the grooves of the file until the file is clean (2)
- Turn on the other side and repeat the same process. (1) [5]

(b) Fig. 14 shows a handle.



(i) Name one solid wood suitable to produce a handle.

This question was well answered by most candidates.

Answer:

- Ash
- Beech
- Boxwood
- Mahogany
- Red wood
- Meranti

(Any one) [1]

Any other suitable hardwood

(ii) State one reason for the metal ring (ferrule) on the handle labelled X.

This question part was not fairly answered by most candidates. Most candidates indicated the wrong reason of the Ferrule on the handle.

Answer:

To prevent the handle from splitting

[1]

(iii) Give two reasons why the file should not be used without a handle.

Well answered by most candidates.

Answers:

- Preventing injuries
- Improve control over the file

[2]

(iv) Identify by ticking [✓] the correct stationary machine that should be used to produce the round profile of the file handle.

Well answered by most candidates

Answer:

Lathe

[1]

(v) Differentiate between hardwood trees and softwood trees regarding seeds and leaves by completing the table.

Most candidates answered well this question. However, few candidates were unsure of the aspects to look at in order to enable them to answer the question correctly.

Answers:

	Hardwood trees	Softwood trees
Seeds	Consist of stone fruit and pods	Seeds are cone- shaped/concealed in cones
leaves	Broad leaves and shed annually	Needle pointed and evergreen

[4]

General comments/Findings

Each learner must have access to tools and equipment listed in teacher instructions during the examination. All cutting tools must be sharp and all equipment must be in good working order. Most centre adhered to the instructions and it is commendable. There should always be photographic evidence in order to demonstrate and knowledge so that markers find the assessment process easier and authentic.

Teachers are encouraged to mark Part B and leave Part A and C for the markers.

PART A

Equipment

Answer

Tool required for the practical is listed below.

1 Planning

- Work bench fitted with an operational wood vice.
- Pencil
- Steel rule
- Marking knife
- Mortise gauge / marking gauge
- Dove tail saw / Tenon saw
- 6mm, 12mm and 25mm chisels
- Mallet
- Jack plane or Smoothing plane
- Drill Bit
- Measuring tape
- Hammer
- Try –Square
- Hand drill
- Ratchet brace Drill
- G clamp

(Any five) [5]

Please note that **Part A** should be marked by DNEA and not by the teachers at center's.

Part B

This part had to be partially marked by the subject teachers and photographic evidence had to be sent to DNEA. Most marks were fairly and honestly awarded, some were somewhat strict and some very lenient. Besides one center for 2022 photographic evidence was included by all schools but the quality of some could have been better. Congratulations to all centers offering woodwork for ensuring all candidates had proper PPE on.

Teacher assistance

Teachers are **not allowed** to assist in the preparation of the material besides what was required by DNEA in the teachers instructions.

Part C

Candidates were asked to write a short evaluation of the product they made. The desired answer should've referred to most work done as well as a general reflection and pointing out some imperfections.

To the woodwork teacher

Please note that **Part C** should be marked by DNEA and not by the teachers at center's.

GENERAL COMMENTS

FINDINGS

The coursework for 2022 showed some improvements and is overall acceptable according to the fact that altogether above average mark was achieved. Regional Offices should make sure that Examiner's Reports are studied and recommendations drafted for implementation purposes from the regions to the schools.

Regional Offices should give continuous professional development (CPD) programmes for teachers teaching woodwork. If possible networking with DNEA, NIED and other regions with Senior Education Officers as well as relevant stakeholders should be initiated to have teachers capacitated and assisted on a regular basis. The common mistakes centres made during the 2022 folders are found in fewer centres than previous. Too much attention and time was spent on unrequested criterion. **Introduction, design brief and specification were not needed in the folder. This was the same case in 2021.** The folder starts in Grade 10 and should be completed in the second term of Grade 11, yet some folders submitted show that very little time was spent on them. One can draw the conclusion that Centre Reports are not studied and recommendations not implemented by many centres. Due to the defiant negligence by some centres, the assistance of the Regional Directors is needed to make sure that Senior Education Officers and Circuit Inspectors study and analyse these reports and monitor that the recommendations are implemented at schools that present woodwork as a subject.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility to ensure that the folders and projects are monitored throughout Grades 10 and 11. Towards the end of the second term of the Grade 11 year.

The folders should be internally moderated before the marks are dispatched to DNEA for external moderation. Regional Offices must make sure that NSSC schools are provided with the necessary materials and tools for candidates to build quality models. DNEA observed that some centres' projects were compromised by the lack of adequate resources.

Candidates who do not submit photographic evidence is not acceptable and marks are awarded for the quality of products by the centres. The sample of work presented for moderation was suitable in most cases and centres generally applied the assessment criteria appropriately, although, in some cases, this was not at the correct level.

Generation and Exploration of ideas

Most candidates offered three or more ideas and the majority gave neat and well thought ideas. The overall intension is that learners should use their own ideas and presented as a drawing, Isometric, picture view or free hand.

At least four ideas are acceptable but each idea needs details such as materials needed, size and dimensions, reasoning for selection, evaluation and some evidence of testing.

Development of Proposed Solution

Compared to the previous year, this section had a big improvement. Candidates included Isometric, freehand, orthographic and exploded drawings. Details of joining methods as well as materials used were shown. Photographic evidence was well presented. Candidates should be encouraged to present the development in a flow. Showing the sequence from the start until the finishing.

Planning for production

As in 2021, this is the part where most candidates lost valuable marks. This is where candidates can show evidence of genuine design creativity and not copies from one or another source. Some candidates included a step by step plan enhanced by clearly annotated sketches and others just presented a timeline. These steps can be presented most successfully through sketches and candidates should be encouraged to include everything that comes to mind. Annotations should include comments as to how an idea might link to the specification.

Product realisation

Once again, appraisal can be given to almost all centres that produced well made products and supplied DNEA with clear photographic evidence.

Testing and Evaluation

Nearly all candidates included photographic evidence to show the testing of the product, which is commendable. They are, however, encouraged to link the outcome of the original specifications and make objective judgements on the success of their products.

The section should also include suggestions for further modifications or possible future improvements. Therefore, centres are urged to ensure that the specifications are fully evaluated and tested in this section, which will guarantee maximum marks for the candidates.