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REPORT ON THE EXAMINATIONS

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ACCOUNTING

6143
Paper 1

GENERAL COMMENTS

Some learners left out questions not answered.
Learners should learn their final accounts format.
Most learners struggled with interpretation question.

COMMENTS ON INDIVIDUAL QUESTIONS

1 (a) Poorly answered. Most of the learners gave answers of application of computers in Accounting.

Answer

- electronic banking
- e-mail
- video-conferencing or conference calls
- voice over internet protocol/digital phone connection
- social media
- setting up websites
- goods can be ordered online

Any **two** [2]

(b) Fairly well answered. Some learners did not give the full definition of double entry.

Answer

Every transaction is debited in one account and credited in another account.

[1]

(c) Fairly well answered. Some learners gave the heading columns names for the ledgers, namely debit, credit and balance instead of mentioning the ledgers names.

Answer

- General ledger
- Debtors ledger
- Creditors ledger

[3]

(d) Poorly answered. Most of the learners were mentioning the book of first entry instead of giving the definition of books of first entry.

Answer

Books in which information from the source documents are recorded/recorded daily/recorded for the first time(1) before the transactions are entered in the ledger accounts. (1)

[2]

(e) Poorly answered. Learners did not explain the use of documents in the books of first entry. Instead, they explained the use of document numbers on transactions.

Answer

- Documents are numbered consecutively (1) so that it is easier to see whether all documents have been recorded. (1)
 - Numbering enables queries (1) from customers, suppliers or internal queries to be answered quickly. (1)
 - Document numbers act as reference numbers (1) so the source document can be easily traced. (1)
- Any one statement for basic comment (1) for expansion. (1)

[2]

(f) (i) Well answered. However, some learners could not identify the name of the source document given. Some learners omitted the dollar wording in the amount of money in words.

Answer

Receipt (1)		No: 401
		21 September 2022
Received from: R Rap (1)		
Amount:	Four hundred and sixty dollars only	(1) N\$ 460-
cash	<input type="checkbox"/>	
debit card	<input checked="" type="checkbox"/> (1)	
		<i>S Clavinova</i> S Clavinova

[4]

- (ii) Poorly answered. Learners did not state the use of a receipt but instead mentioned that the receipt is for proof of payment.

Answer

The receipt is a written acknowledgement that money has been received and acts as proof of payment.

[1]

- (g) Poorly answered. Learners were explaining the double entry principle instead of the dual function of the cash book, while some learners gave the definition of the cash book.

Answer

The T-accounts for cash and bank are shown in the columns on the debit and credit side of the cash book. (1)

Using a cashbook makes it easier to see an overview of all money available to the business. (1)

[1]

- (h) (i) Poorly answered. Learners could not calculate the bank balance. Most of them could also not identify the correct figures to be used in the cash book or in the bank reconciliation statements.

Answer

$$8\ 200 - 1\ 200 (1) = 7\ 000 (1)$$

OR

$$5\ 280 + 2\ 500 - 780 (1) = 7\ 000 (1)$$

OR

$$5\ 280 + 1\ 720 (1) = 7\ 000 (1)$$

[2]

- (ii) Fairly well answered. Even though the question was fairly answered, some learners supplied employment of capital and working capital instead of current assets.

Answer

Current assets

[1]

- (iii) Fairly well answered. Even though the question was fairly well answered, some learners stated bank account as an item and some stated current liabilities accounts.

Answer

Debtors
Other receivables
Cash
Petty cash
Cash float

Any **one**

[1]

- (i) (i-ii) Well answered.

- (iii) Poorly answered. Learners could not give the meaning of post-closing trial balance.

Answer

- (i) **Pre-adjustment** trial balance is the normal trial balance drawn up at the end of each month. (1)

Or

Trial balance extracted from ledger accounts before taking into account any year-end adjustments.(1) [1]

- (ii) **Post-adjustment** trial balance is drawn up at the end of the financial year after adjustments were made. (1)

[1]

(iii) **Post-closing** trial balance is drawn up at the end of the financial year after the closing transfers to final accounts have been made. (1) [1]

2 (a) Fairly well answered. However, some learners were giving reasons for why goods are returned instead of what was asked.

Answer

- To see if all inventory ordered is received.
- To see if the inventory ordered is the correct item, size, etc. delivered.
- To see that the correct number of inventory is received.
- That the amount charged on the invoice corresponds with the amount on the purchase order. Any **two** [2]

(b) Well answered.

Answer

- Inventory was broken or damaged when delivered.
- Inventory has expired.
- Wrong colour/wrong inventory/wrong size has been delivered.
- More goods delivered than ordered.
- Prices on invoice are different from quoted prices.
- Trade discount considered.
- The price of goods was reduced after invoice has been issued. Any **two** [2]

(c) Well answered. However, some learners omitted dates and some could not calculate trade discount. Some learners recorded the stationery bought in the Creditors Journal.

Answers

(i)

Ruby Traders				DJ7	
Debtors Journal – August 2022					
Invoice	Day	Details	Fol.	Amount	
				N\$	
20	5	C Chameleon		2 200 (1)	
21		L Lion		600 (1)	
22	10	E Elephant		10 200 (1)	

[3]

(ii)

Ruby Traders				DRJ7	
Debtors Returns Journal – August 2022					
Credit note	Day	Details	Fol.	Amount	
				N\$	
11	19	L Lion		1 000 (1)	
12		E Elephant		1 200 (1)	

[2]

(iii)

Ruby Traders				CJ7	
Creditors Journal – August 2022					
Invoice	Day	Details	Fol.	Amount	
				N\$	
41	3	W Whale		13 090 (1)	
42	7	S Snake		7 920 (1)	

[2]

(iv)

Ruby Traders				CRJ7	
Creditors Returns Journal – August 2022					
Invoice	Day	Details	Fol.	Amount	
				N\$	
9	16	S Snake		1 320 (1)	

[1]

- (d) Poorly answered. Some learners left out the dates while incorrect names of accounts were used in the detail's column. They also entered wrong transactions in the Debtors' ledger and also entered wrong transactions in the Creditors ledger.

Answers

Debtors Ledger of Ruby Traders

E Elephant

Date	Day	Details	Fol.	Debit	Credit	Balance
				N\$	N\$	N\$
2022 Aug	1	Balance	b/d			8 000
	10	Sales		10 200		18 200 (1)
	19	Sales returns			1 200	17 000 (1)
	23	Interest received		150		17 150 (1)
	26	Bank			14 250	2 900 (1)
		Discount allowed			750	2 150 (1)

[5]

Creditors Ledger of Ruby Traders

W Whale

Date	Day	Details	Fol.	Debit	Credit	Balance
				N\$	N\$	N\$
2022 Aug	1	Balance	b/d			2 500
	3	Purchases			13 090	15 590 (1)
	27	Bank/Cash		2 350		13 240 (1)
		Discount received		150		13 090 (1)

[3]

- (e) (i) Well answered.

Answer

To inform the customer/debtor of the amount due

To provide a summary of the transactions for the month/period

To allow debtor to check his/her records

Any **one**

[1]

- (ii) Poorly answered. Most of the learners did not understand the question and were giving answers related to why statements of accounts are issued.

Answer

The statement is a summary of the transactions which have already been recorded in the accounting records.

[1]

- 3 (a) Well answered. However, some learners were having difficulties in giving a proper meaning of provision for doubtful debts.

Answer

- (i) Bad debts is the actual amount that a business will not be able to collect from debtors, which is written off.

[1]

- (ii) Bad debts recovered is money received from debtors after debts were written off.

[1]

- (iii) Provision for doubtful debts is an estimate of the amount which the business will lose due to possible bad debts.

[1]

- (b) (i) Poorly answered. Learners could not subtract the full amount of the account that was written off in order to determine the remaining balance of debtors on which the calculation was based.

Answer

$$53\,500 - 1\,200 = 52\,300 \text{ (1)}$$

$$52\,300 \times 5\% = 2\,615 \text{ (1)}$$

[2]

- (ii) Fairly well answered. Some learners used the wrong figure to calculate the difference between the opening and closing provision.

Answer

Provision for doubtful debts will decrease (1) O/F with N\$35 (2 650 – 2 615) (1) O/F

[2]

- (c) Fairly well answered. Some learners did not use the correct names of accounts. Some learners ticked or crossed instead of writing the name of the account name in the space provided. While some cash instead of bank.

Answer

	Item	Account debited	Account credited
(i)	The balance of Juliet's account was written off.	Bad Debt (1)	Juliet (1)
(ii)	Payment was received from William after his account was written off.	Bank/Cash (1)	Bad debts recovered (1)
(iii)	The change in the provision for doubtful debts account was transferred to the final accounts.	Provision for doubtful debts (1) *Based on O/F (b) (ii)	Profit & Loss (1) *Based on O/F (b)(ii)
(iv)	A closing transfer was made for the bad debts account.	Profit and Loss (1)	Bad Debts (1)

[8]

- (d) Fairly well answered. However, some learners drew up a T-Account for provision for doubtful debts instead of an extract from the statement of financial position, while some wrote wrong headings such as current liabilities and recorded in their debtors and provision for doubtful debts instead of current assets.

Answer

Romeo
Extract of Statement from Financial Position at 31 August 2022

Current assets	N\$	N\$
Debtors (53 500 – 1 200)	52 300 (1)	
Less Provision for doubtful debts	<u>2 615</u> (1) O/F	49 685 (1) O/F

[3]

- 4 (a) (i) Poorly answered. Most of the learners could not identify the correct figures needed to calculate total purchases.

Answer**Purchases**

	N\$	
EFTs paid to credit suppliers	43 150	}
Discount received	2 950	
Returns to credit suppliers	1 670	
Amounts owing to credit suppliers 30 September 2021	63 180	}
Add cash purchases	22 675	
Total credit purchases	<u>133 625</u>	(1)

Alternative calculation

		N\$			N\$
2022 Sep 30	Bank	43 150	2022 Sep 30	Purchases	110 950
	Discount received	2 950			
	Purchases returns	1 670			
	Balance c/d	63 180			
		<u>110 950</u>			<u>110 950</u>

110 950 credit purchases (1) + 22 675 cash purchases (1) = 133 625 Purchases (1)

[3]

- (ii) Poorly answered. Most of the learners used a wrong format, some used the running balance method format instead of the T-account. Wrong account names were used in the T-account format, some accounts that were supposed to be debited were credited and some accounts that were supposed to be credited were debited.

Answer

**Expenses
Bank Account**

		N\$			N\$
2022 Sep 30	Capital	130 000	2022 Sep 30	Non-current assets	59 400
	Sales	148 500 (1)		Trade payables	43 150 (1)
				Purchases	22 675
				Expenses	
				Balance c/d	37 235 (1)
					116 040 (1)
		278 500			278 500

(1 mark for two items on debit and credit side, apart from expenses)

[4]

- (b) (i) Poorly answered. Most of the learners used the vertical layout instead of the T-account for both the final accounts. In addition, most learners could not calculate missing figures for the gross profit as well as for the closing inventory. Some used purchases return account in the Trading account which was not supposed to be used. Most learners wrote the words closing inventory instead of inventory only.

Answer

Trading Account

		N\$			N\$
	Purchases	133 625 (1) O/F		Sales	148 500 (1)
	Gross Profit	37 125 (1)		Inventory	22 250 (1) O/F
		170 750			170 750

[4]

- (ii) Poorly answered. Most of the learners wrote out the accrued expense as an account in the profit and loss account, instead of opening up brackets for expenses and added the accrued expense adjustments to the amount coming from the bank account.

Answer

Profit and Loss Account

		N\$			N\$
	Expenses (37 235 (1) O/F + 2 500 (1))	133 625		Gross Profit	37 125 O/F
	Depreciation	5 940 (1)		Discount received	2 950 (1)
				Net loss	5 600 (1) O/F
		45 675			45 675

[5]

5 (a)(i-ii) Fairly well answered. Some learners lost marks because they could not round off to two decimal places as required in the question paper. Some also did not indicate the percentage sign (%) on the answer.

(iii) Poorly answered. Most of the learners used the opening capital amount instead of the capital employed amount.

Answer

(i) **Gross profit margin**

$$\frac{(340\,000 - 237\,320) (1)}{\frac{102\,680 \times 100}{340\,000} 1} \quad \left. \vphantom{\frac{(340\,000 - 237\,320) (1)}{\frac{102\,680 \times 100}{340\,000} 1}} \right\} (1) \text{ whole formula}$$

= 30,20% (1) [3]

(ii) **Net profit margin**

$$\frac{45\,000 \times 100}{340\,000} 1 \quad \left. \vphantom{\frac{45\,000 \times 100}{340\,000} 1} \right\} (1) \text{ whole formula}$$

= 13,24% (1) [2]

(iii) **Return on capital employed**

$$\frac{45\,000}{(428\,169 - 40\,000 + 50\,000) (1)} \times \frac{100}{1}$$

$$= \frac{45\,000}{438\,169 \text{ O/F}} \times \frac{100}{1} \quad \left. \vphantom{\frac{45\,000}{438\,169 \text{ O/F}} \times \frac{100}{1}} \right\} (1) \text{ whole formula}$$

= 10,27% (1) O/F

OR
$$\frac{45\,000}{(428\,169 - 45\,000) (1)} \times \frac{100}{1}$$

$$= \frac{45\,000}{383\,169 \text{ O/F}} \times \frac{100}{1} (1)$$

= 11,74% (1) O/F [3]

(b) Poorly answered. Most of the learners did not base their answers on their own calculations that they work out and were just giving any answer when they were answering this question. Some wrote increase in sales instead of increasing in selling price

Answer

- Higher mark-up
- Lower cost price of inventory
- Higher selling price of inventory
- Lower rate of trade discount allowed to customers
- Higher rate of trade discount received from suppliers
- Different mix of sales

Or other suitable reason Any two [2]

(c) Poorly answered. Even though the question was poorly answered, some learners manage to get the year correct but, however, they failed to give the correct reason that was asked.

Answer

Year ended 30 September 2021 (1) O/F

Reason (based on O/F)

- The business was run less efficiently in 2022
- The percentage of expenses to revenue was greater in 2022
- Expenses were controlled better in 2021

Any one [2]

(d) Well answered.

Answer

- Reduce expenses/control expenses better
- Obtain more other income
- Change the type of expenses
- Improve the gross profit margin

Or other suitable ways Any two [2]

- (e) Poorly answered. Learners did not know the answers for the change in capital employed. Moreover, some learners gave reasons for improving net profit margin instead.

Answer

Increase in profit

Reduction in capital/increase in drawings

Reduction in long term loans

Any **two**

[2]

- (f) (i) Fairly well answered. Some learners included non-current assets and long-term liability accounts in the calculation of working capital. Some regarded Bank (dr) as a current liability.

Answer

$(29\ 169 + 106\ 000 + 26\ 000 + 1\ 000) - 144\ 000$

$= 162\ 169\ (1) - 144\ 000\ (1)$

$= 18\ 169\ (1)\ O/F$

[3]

- (ii) Well answered.

Answer

- Use fixed deposit to pay creditors.

- Introduce more capital

- Sell un-used non-current assets

- Obtain a long-term loan

- Increase the mortgage loan

- Look for cheaper supplies

- Reduce drawings from business

Any **one**

[1]

POSITIVE SUGGESTIONS TO TEACHERS

Teachers should make use of the definition at the back of the syllabus as well as the ratios formulas at the back of the syllabus. They must teach learners how to calculate, advise and comment on the ratios.

Teachers must put more emphasis on the correct layout of final accounts, and it should be strictly in the T-account format.

The use of full dates in the ledgers (year, month and day) should be emphasized more as well as the witting of dates in sequence.

Single entry and incomplete records must be clearly explained to the learners.

GENERAL COMMENTS

Most learners managed to answer all questions.

A lot of learners ignored dates and contra account names; those that did it wrote incorrect names.

Most learners did not know the different layouts/formats of books and financial statements.

Learners struggled with basic theory questions and what stood out was the interpretational (C and D assessment objective) theory questions. All learners were struggling with the recommendation question.

When duplicating an answer, learners tend to forget to delete the incorrect answer, thus having two answers for the same question.

Duplication of accounts in books and aliens (information not part of said account/sub-section/financial statement) are still areas of great concern.

Some learners still use abbreviations which are not accepted.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Poorly answered. Very few learners knew the answer to the question. They could not identify the N\$490 as a current asset.

Answer

Current assets

[1]

- (b) Fairly well answered. Most learners could reflect the correct answer. However, some did not read the question where it stated prior to the preparation of financial statements. They incorrectly stated the N\$1 950 of the Income Statement.

Answer

N\$2 440

[1]

- (c) Poorly answered. Most learners could not state the correct interpretation of the effect on the profit. Wrong terminology was used to explain the effect on the profit, like decrease or increase. The effect should be based on understated profit.

Answer

Effect: Understated (1)

Amount: N\$490 (1)

[2]

- (d) (i) Poorly answered. Most learners did not know how to answer the question. They did not know that there should not be a balance on 1 October 2022 because the fixed deposit matured and was received, thus reducing it to zero. A lot of learners entered the interest in the fixed deposit account. Learners also struggled with the use of the correct dates and contra accounts.

Answer

**General Ledger of Imsi Traders
Fixed deposit: NamBank Account**

Date	Day	Details	Fol	Amount	Date	Day	Details	Fol	Amount
				N\$					N\$
2022 Sep	1	Balance	b/d	60 000 (1)	2022 Sep	30	Bank		60 000 (1)

[2]

- (ii) Poorly answered. Most learners did not know that the fourth quarter's amount was received in the bank on 30 September 2022 and the interest on fixed deposit should have been closed off to the profit and loss account. The calculation of interest was a real struggle. The amount closed off to the profit and loss account was wrongly brought down as a balance. Fixed deposits' matured amount was also included as an entry in this account.

Answer

**General Ledger of Imsi Traders
Interest on Fixed Deposit Account**

Date	Day	Details	Fol	Amount	Date	Day	Details	Fol	Amount
				N\$					N\$
2022 Sep	30	Profit & Loss (Income Statement)		4 800 (1)	2022 July	1	Balance	b/d	3 600 (1) O/F
					Sep	30	Bank		1 200 (1)
				4 800					4 800

[2]

- (e) Fairly well answered. A lot of learners did not know the format of the income statement and lost marks unnecessarily. Most learners could not score the mark unnecessarily for interest on fixed deposit and water and electricity which was given in the previous questions and should have been transferred from the ledger accounts. The calculation of cost of sales was answered satisfactorily. However, the expenses and other income were mixed up at certain times, where learners lost out on some marks. When doing calculations with the calculator some learners are not checking whether they are pressing the right amount, e.g. N\$21 000 written in column, but in answer it reflects as N\$2 100.

Answer

**Imsi Traders
Income Statement for the year ended 30 September 2022**

	N\$	N\$
Sales (158 000 – 1 300)		156 700 (1)
Less Cost of Sales		81 170
Opening Inventory	39 300	}
Purchases (90 000 – 1 000)	89 000 (1)	
Carriage inwards	870 (1)	
	129 170	
Less Closing inventory	48 000 (1)	
Gross Profit		75 530 (1) O/F
Add Other Income		21 340
Rent Income (14 000 + 2 000)	16 000 (1)	
Interest on fixed deposit	4 800 (1) O/F	
Discount Received	540	
Gross Income		96 870
Less Other Expenses		73 840
Carriage outwards	300 (1)	{
General expenses	21 000	
Telephone (4 300 + 860 (1))	5 160 (1)	
Water and electricity	1 950 (1)	{
Rates and taxes	37 430	
Insurance (11 000 – 3 000)	8 000 (1)	
Net Profit		23 030 (1) O/F

* Brackets indicate marks are shared:

1 mark for both inventories

1 mark for 2 accounts where no calculations took place

[13]

- 2 (a) (i) Poorly answered. Learners did not know the theory for this question. The reasoning for allowing interest is not to get more capital or because a partner contributed more. It is solely to compensate partners for investing in the business instead of investing elsewhere.

Answer

Interest on capital: To compensate partners for the loss of interest they could have earned on the money which is now tied up in the business. (1)

- (ii) Poorly answered. Learners did not know the theory for this question. Learners knew the first part of the answer but failed to mention early in the financial period.

Answer

Interest on drawings: To deter partners from making drawings early in the financial period. (1)

[2]

- (b) Poorly answered. Most learners could not do the closing transfers of a partnership, leading to the assumption that the teaching of this part of the syllabus was neglected. Narrations were not done correctly and the calculation of the profit share was a struggle. Some learners prepared an appropriation account instead of a general journal.

Answer

**Wilma and Chrisna
General Journal – June 2022**

Date	Details	Debit	Credit
		N\$	N\$
30	Profit and loss account	42 300 (1)	} (1)
	Appropriation account		
	Close off profit and loss account and transfer profit for the year to the appropriation account (1)		
	Interest on drawings: Wilma	3 000 (1)	
	Interest on drawings: Chrisna	2 100	
	Appropriation account		5 100 (1)
	Close off and transfer interest on drawings to the appropriation account (1)	11 250 (1)	
	Appropriation account		7 500
	Interest on capital: Wilma		3 750 (1)
	Interest on capital: Chrisna		
	Close off and transfer interest on capital to the appropriation account (1)		
	Appropriation account	48 000	} (1)
	Salaries: Chrisna		
	Close off and transfer partner's salaries to the appropriation account (1)		
	Current account: Wilma	7 900 (1)	} (1)
	Current account: Chrisna	3 950	
	Appropriation account		11 850 (1)
	Close off appropriation account and transfer share of loss to the current account (1)		

[16]

- 3 (a) Poorly answered. Most learners could not reflect the opening entries. This is another part of the syllabus that seems to be neglected. Some learners prepared a statement of affairs instead of a general journal.

Answer

**Telana Mynhardt
General Journal – August 2022**

Date	Details	Debit	Credit
		N\$	N\$
1	Vehicles	120 000	
	Equipment	38 600	
	Inventory	16 200	
	Cash	10 500	(1)
	Loan: Buria Bank		50 000
	Capital		135 300 (1)
	Assets, liabilities and capital at the start of the business (1)		

- (b) Fairly well answered. A lot of learners wrote that it is for transactions that do not fit in any other subsidiary books. This is incorrect because it is not a specific use of the General Journal.

Answer

Bad debts

Drawings of inventory

Donation of inventory

Interest charged on overdue accounts

Purchases on non-current assets on credit

Purchases of consumables on credit

Correction of errors

Adjustments for depreciation/provision for doubtful debts/accruals/prepayments

Any **one**

[1]

- (c) Very poorly answered. Most learners could not interpret the transactions that were reflected in the table. A lot of learners wrote at all three dates about the accounts where no effect took place, instead of only the accounts that were affected and the reason for the effect.

Answer

2 September 2021

Equipment bought by debit card or electronic funds (1)

3 September 2021

Purchased motor vehicle on credit (1)

30 September 2021

John took drawings in cash (1)

[3]

- (d) (i) Fairly well answered. A lot of learners did not know the definition of prime cost. Some only mentioned cost of materials consumed and direct wages, ignoring totally the direct expenses.

Answer

The total cost of the direct raw materials, direct expenses and direct labour incurred on a product in the manufacturing process.

or

The total of direct materials, direct labour and direct expense of a manufacturing business.

[1]

- (ii) Fairly well answered. Some learners mixed prime cost accounts with factory overhead accounts, e.g. direct wages and royalties.

Answer

Indirect factory wages, factory rent, factory insurance, depreciation of factory equipment, repair of factory equipment, etc.

Any **two**

[2]

- (iii) Fairly well answered. Most learners could only calculate up to N\$20,05 and not the final selling price per unit. Some learners did not round the cents up and some did not round them up correctly, e.g. N\$4 812 or N\$4,812.

Answer

$$\frac{200\ 500}{10\ 000} = \text{N\$}20,05 \text{ (1)} \quad [1]$$

$$\begin{aligned} \text{N\$}20,05 \times \frac{24}{1} &= \frac{4,81}{100} \text{ (1)} \\ &= \underline{\text{N\$}24,86} \text{ (1)} \end{aligned} \quad [3]$$

- (e) Fairly well answered. A lot of learners wrote selling of assets instead of non-current assets. The question was also interpreted incorrectly by a lot of learners who mentioned reasons for increasing working capital instead of only mentioning where funds can be raised, e.g. less drawings, which would not provide funds to buy the equipment since the capital already is not sufficient.

Answer

Long term loan

Admit a partner

Form a limited company

Government grant

Or other suitable source of finance

Any two [2]

- (f) (i) Very poorly answered. Learners could not calculate the correct gross profit if machinery was purchased.

Answer

<u>Changes</u>	N\$
Prime cost (80 000 + 25 %)	100 000
Factory overheads (120 500 + 25000)	<u>145 500</u> (1)
Cost of production	<u>245 500</u> (1)

OR

Present cost of production	200 500
Increase in prime cost (80 000 x 25 %)	20 000
Increase in factory overheads	<u>25 000</u> (1)
Cost of production	<u>245 500</u> (1)

Any of the above calculations

Profit with changes will be N\$ 245 500 x 20% = N\$ 49 100 (1) [3]

- (ii) Very poorly answered. Most learners referred to the machinery instead of the effect of cost involved. This type of analytical question where learners have to use the given information, e.g. estimations given and actual figures might differ is considered difficult for learners. It is imperative that teachers teach the answering of C assessment type of questions.

Answer

Figures relating to changes to cost are only estimates

The amount of goods that will be sold is only an estimate

Can the extra finance be obtained?

Increase in the gross profit is very small (O/F) (49 100 - 48120 = N\$980)

Interest will have to be paid on loan if loan is made

Expenses will increase: e.g. depreciation

Or other relevant factors [2]

- (iii) Very poorly answered. Even if learners recommended that the machinery should not be purchased, they could not justify their answer.

Recommendation based on factors. (On whether or not the machinery should be purchased.)

Answer

No, because expenses will increase, e.g. depreciation on machinery, or if loan is made to buy machinery interest on loan will be paid, increase in gross profit is very small (N\$980) or O/F. [1]

- 4 (a) Fairly well answered. Most learners knew the correct answer but did not know how to spell the error correctly.

Answers

- (i) Error of principle
(ii) Error of commission

[1]
[1]

- (b) Fairly well answered. Learners used incorrect account names and did not know which account should be debited and which account should be credited to correct the errors.

Answer

Entry required to correct the error				
Debit			Credit	
	Account	N\$	Account	N\$
7	Vehicles	178 000 (1)	Vehicle repairs	178 000 (1)
8	J Lungamen	1 200 (1)	S Lungameni	1 200 (1)

[4]

- (c) Poorly answered. Dates were omitted and learners swapped accounts. Accounts that should have been debited were credited and vice versa.

Answer

Date	Day	Details	Fol	Amount	Date	Day	Details	Fol	Amount
2022 Sep	30	Difference on trial balance	b/d	10 298	2022 Sep	30	Marilise		1 950 (1)
		Sales		12 800 (1)			Discount allowed		4 200 (1)
							Discount received		4 200 (1)
							Fuel		18 (1)
							Bank		12 000 (1)
							Returns inwards		730 (1)
				<u>23 098</u>					<u>23 098</u>

[7]

- (d) Poorly answered. Learners did not know how to show the effect on the net profit. They also did not read the instructions about writing a '0' instead of 'no effect'. Some learners did calculate the corrected net profit.

Answer

Mary Indongo

Statement of corrected net profit for the year ending 30 September 2022

	N\$	N\$	N\$
Net Profit			167 900
	Increase (+)	Decrease (-)	
Error 1	12 800		
Error 2	0	0 (1)	
Error 3		8 400 (1)	
Error 4		18 (1)	
Error 5	0	0 (1)	
Error 6		730 (1)	
Error 7	178 000		
Error 8	0	0 (1)	
Corrected Net Profit	190 800	9 148 (1)	181 652
			<u>349 552 (1) O/F</u>

[8]

- 5 (a) Poorly answered. Learners did not know their format of the statement of financial position. Calculation of the correct amounts by using the given adjustments were neglected by a lot of learners. Learners also did not know that the net profit had to be adjusted with those adjustments having an effect on the income and expenses, e.g. depreciation and the increase of the provision for doubtful debts.

Answer

Lallie Retailers
Statement of Financial Position at 31 October 2022

CAPITAL EMPLOYED	N\$	N\$	N\$
Owners' Equity			1 150 200
Capital (1 029 200 + 100 000)	1 129 200 (1)		
Add: Profit for the year (120 800 – 23 000 – 44 800 (1) – 2 000 (1))	51 000	1 180 200	
Less: Drawings (24 000 + 6 000)		30 000 (1)	
Long-term liabilities			200 000
Loan: Venox Bank		200 000	
			1 350 200
EMPLOYMENT OF CAPITAL			
Non-Current Assets	Cost	Prov. for depr.	Book Value
Land and Buildings	700 000	0	700 000
Office equipment (46 000 + 23 000)	230 000	69 000 (1)	161 000 (1) O/F
Motor vehicles (56 000 + 44 800)	280 000	100 800 (1)	179 200 (1) O/F
	1 210 000	169 800	1 040 200
Investments			50 000
Fixed deposit: LL Bank		50 000	
Working capital			260 000
Current Assets		360 000	
Inventory	102 000		
Debtors 202 000			
Less: Provision for doubtful debts 10 100 (1)	191 900 (1)		
Bank (100 000 – 27 900 (1) – 6 000 (1))	66 100		
Less: Current Liabilities		100 000	
Creditors	100 000		
			1 350 200

[12]

- (b) (i) Well answered.

Answer

Prudence principle

[1]

- (ii) Very poorly answered. Most learners did not know the basis to which inventory should be valued. It should be explained that the amount taken is the one that is the lowest of the two, the lowest amount of either the cost price or the net realisable value.

Answer

At lower of cost and net realisable value

[1]

- (iii) Fairly well answered. Learners could not calculate the value of inventory till the end. They only calculated until N\$600.

Answer

	N\$
Scrap value 10 × N\$60	600 (1)
Less selling expenses	140 (1)
Net realisable value	460 (1)

[3]

- (c) Fairly well answered. Most learners could at least score one mark, but it is clear that some did not understand how it would affect the profit and only ticked at any place.

Answer

	Item	Increase	Decrease
(i)	Profit for the year		✓
(ii)	Closing Inventory		✓

[2]

AFRIKAANS AS A SECOND LANGUAGE

6108
Paper 1

ALGEMENE OPMERKINGS

Baie dankie aan al die taalonderwysers wat hulle deel gedoen het om hulle kandidate voor te berei vir die eksterne eksamen. Ongelukkig was daar sentrums waar die taalversorging nie so goed was nie. Ook was daar enkele gevalle waar kandidate se skryfstukke nouliks of glad nie leesbaar was nie.

Ons wil u graag weer daarop wys dat u in u klas standaardtaal moet handhaaf, sodat u kandidate ook beter toegerus kan word vir die vraestel wat hulle moet skryf. Streektaal en Engelse woordeskat het ook baie voorgekom

Dit is baie belangrik dat u, as onderwyser, elke jaar die verslag deeglik bestudeer en aan alle aspekte van die sillabus aandag gee. Die spesifikasies vir die vraestel is op bladsy 23. Alle vrae moet die assesseringsdoelstellings van Lees en Skryf 1 - 4, insluit. U moet seker maak dat u die sillabus absoluut ken.

Dit wil voorkom asof die leesstukke, in teenstelling met sommige onderwysers se kommentaar, tog toeganklik vir die kandidate was. Dit het geblyk uit hul antwoorde. Die inligting is in die leesstukke. Kandidate het nie agtergrondkennis nodig om vrae te beantwoord nie. Doen asseblief moeite dat u kandidate die opdragwoorde ken en verstaan.

Die opsomming is hierdie jaar deurgaans beter beantwoord deur die meeste kandidate. Daar is tog nog sentrums waar hierdie vaardigheid nog baie oefening kort.

Ten spyte van die tikfoutjie wat ingesluip het by Taak 5, het baie kandidate tog relatiewe goeie artikels geskryf.

Slegs enkele kandidate het beplanning gedoen by Taak 5 en 6. Dit het gelei tot goeie skryfstukke.

Dit sou goed wees as u as taalonderwysers bietjie meer aandag kan gee aan spelling woordeskat, afleidings en byvoeglike naamwoorde. Die kandidate kon nie kommunikasie en kommunikeer by mekaar kry nie en ook nie elektroniese van elektronika af nie.

AFDELING 1

Taak 1: 1 – 9

Hierdie taak is oor die algemeen goed beantwoord. Sommige kandidate het lang sinne net so uit die leesstuk oorgeskryf en nie net die antwoord nie. Ander het weer die kernwoord van die antwoorde uitgelaat.

- 1 Wat moet lidlande van Unesco doen? [1]
Baie kandidate het nie die vraag behoorlik gelees nie en dan die hele sin net so “gelig” uit paragraaf 1..
Antw. Okavangodelta beskerm.
- 2 Hoe verskil die Okavangodelta van ander deltas? [1]
Goed beantwoord.
Antw. Dit mond nie uit in’n ander watermassa nie.
- 3 Hoe affekteer baie reën in Angola die Okavango-delta? [1]
Meestal goed beantwoord.
Antw. Dit veroorsaak oorstromings.
- 4 Watter effek kan papyrusriet op die Okavangorivier hê? [1]
Goed beantwoord
Antw. Dit kan die rivierloop verander.

- 5 Wat help die lechwes om deur die moerasse te beweeg? [1]
Goed beantwoord, hoewel lang sinne geskryf is.
Antw. lang uitstaande hoewe
- 6 Hoekom is die visspesies in die delta baie belangrik? [1]
Relatief goed beantwoord. Sommige kandidate het die woord voedselketting verander na **voedsel**, wat die betekenis heeltemal verander het.
Antw. Hulle speel 'n rol in die voedselketting van baie diere.
- 7 Wanneer het mense 'n seer lyf en voel hulle koorsig en moeg? [1]
Kandidate het hier bietjie gesukkel. Hulle het die hele sin oor die tsetsevlieg oorgeskryf.
Antw. As jy aan slaapsiekte ly/ of slaapsiekte het. Of as die tsetsevlieg jou gebyt of gestee het.
- 8 Wat maak die inheemse bevolkingsgroepe van die Okavango baie besonder? [1]
Redelik beantwoord
Antw. Taal en identiteit is uniek.
- 9 Noem enige **twee** nadele wat die uitgestrektheid van die delta tot gevolg het [2]
Relatief goed beantwoord, maar ellelange sinne is net so "gelig" uit die leesstuk
Antw.
moeilik toeganklik
groot dele is onbewoon
onwettige jag vind plaas

[enige 2]

[10]

Taak 2

Hierdie taak is relatief goed beantwoord deur die meeste kandidate. Daar was enkeles wat die vraag nie goed beantwoord het nie.

Antwoorde

10	is eers deur die hoër klasse afgekeur?	A	[1]
11	beeld die gevoelens van karakters uit?	C	[1]
12	fokus op bewegings van bene en voete.	D	[1]
13	het in Wene ontstaan?	A	[1]
14	beeld 'n storie uit?	C	[1]
15	is soos 'n Oostenrykse dans?	B	[1]
16	word op maat van populêre liedjies uitgevoer?	D	[1]
17	vereis baie dissipline en groepwerk?	B	[1]
18	is deur verskillende groepe mense ontwikkel?	B	[1]

[9]

Taak 3

- 19 Lees die artikel oor voëls se vere en voltooi dan die aantekeninge op die volgende bladsy.

Jy gaan 'n praatjie oor Voëls se vere in die klas lewer. Maak kort aantekeninge onder elke opskrif waarop jy jou praatjie kan baseer. Die eerste aantekening is vir jou gemaak.

Kern aantekening/ Kort aantekening/ Kolpuntoopsomming/Opsomming in notavorm = alles dieselfde. Hierdie tipe

opsomming kom reeds voor in die Sillabus vir Graad 9. Dit behoort glad nie iets nuuts te wees in Graad 10 nie.

Die opsomming in aantekeningvorm/notavorm is nog nie heeltemal deur kandidate van alle sentrums bemeester nie. **Hierdie vaardigheid kort nog baie oefening.**

Gevolgtik het punte van goed tot baie swak gewissel.

Kandidate skryf op die reël, anderkant die reël en prop inligting in volsinne in.

Onthou dis 'n **kernaantekening**.

(a) Die gedeelte is goed beantwoord.

(b) Kandidate het gesukkel om die derde kolpunt kortliks te sê.

Maniere waarop voëls hul vere versorg, beteken **hoe? nie hoekom? nie**

(c) Kandidate het punte verloor deur of te lang sinne te skryf of halwe feite te gee.

(a) **Voëls se vere is baie belangrik, want ...** (Maksimum van 2 punte vir hierdie opskrif) Ken 1 punt toe vir elke aanvaarbare antwoord, tot 'n maksimum van 2

- Dit help hulle om te vlieg (**Geen punt. Antwoord is verskaf.**)
- Beïndruk broeimaats.✓
- Beskerm hulle teen die elemente(koue/warmte/reën).✓
- Help **watervoëls** om te dryf.✓
- Kamoeflering

[enige twee]

(b) **Maniere waarop voëls hulle vere versorg** (Maksimum van 3 punte vir hierdie opskrif)

- Hulle bad en dan stryk hulle die vere glad met hulle bekke.✓
- Maak vuil plekkies skoon met hulle snawels. **OF**
verwyder parasiete met hulle snawels✓
- Hulle **smeer olie uit 'n (spesiale) klier** met hul snawels **oor hul vere.**✓

(c) **Die funksie van die hakies in vere** ('n Maksimum van 3 punte vir hierdie opskrif.)

- Dit **hou vere styf teen mekaar vir isolasie.**✓
- Beskerm die voël teen warm of koue temperatuur/elemente.✓
- Dit **maak die vere windbestand vir vlieg.**✓

[enige 3]

[8]

Taak 4

Kandidate het hierdie taak relatief goed beantwoord en kon onderskei tussen die korrekte antwoord en die afleier. Daar was enkele kandidate wat nie die opdrag behoorlik gelees het nie. Gevolgtik is die ✓op die verkeerde plek geplaas. In sommige gevalle twee ✓✓of geen.

Vrae	Antwoorde	AD	Punte
20	B	L1	[1]
21	B	L2	[1]
22	C	L2	[1]
23	C	L1	[1]
24	A	L4	[1]
25	D	L3	[1]
26	A	L3	[1]
27	D	L2	[1]

AFDELING B: SKRYF

AFDELING 2

Taak 5: Begeleide skryfwerk

Die meeste kandidate kon dié skryfstuk baasraak, hoewel beplanning en gebrekkige woordeskat 'n probleem was.

Drie prikkels word gegee om te gebruik! Een prikkel per paragraaf en verdere uitbreiding van die idee is wat van die kandidaat verwag word.

Baie kandidate het net 1 of 2 prikkels gebruik en dan geen uitbreiding daarop gegee nie. Hulle moes byvoorbeeld 'n plek noem en sê hoekom dit goed sal wees om daarheen te gaan.

Dit wil voorkom of kandidate nie die verskil ken tussen plantegroei, plantasies en plante nie. Min verstaan ook die begrippe **kontras en landskap**

Etosha **Nasionale** Park - spelling.

woestyn het gewissel van voestyn, voestein, wustyn, dessit, desert.

OPDRAG

Jy wil toeriste van oral oor lok om jou land, Namibië, te besoek.

Skryf 'n **artikel** vir 'n tydskrif waarin jy meer vertel van jou land.

In jou **artikel** moet jy vertel van ...

- Die inwoners en hul kulture.
- Plekke wat 'n mens moet gaan besoek.
- Kontraste op baie gebiede.

Jou **artikel** moet tussen **100** en **150** woorde lank wees.

Die woord **artikel** kom **drie keer** voor, voordat die woord **brief** per ongeluk ingesluit het by die puntetoekenning.

[Verskoning daarvoor].

Eintlik behoort kandidate wat hul werk ken, nie verward geraak het nie.

Taak 6: Uitgebreide skryfwerk

Skryf **200** tot **250** woorde oor **een** van die volgende onderwerpe:

(Jy sal tot **10** punte vir die inhoud van jou opstel en tot **10** punte vir die styl en akkuraatheid van jou taalgebruik kry.)

- (a) Elektronika maak die mens passief en onkreatief.
Bespreek jou mening?
Neem standpunt in en motiveer jou argumente.
- (b) Dis vroegsomer en die reën het begin uitsak.
Beskryf hierdie grys reënerige dag.
- (c) Skryf 'n storie met die volgende titel: Só het ek 'n held/heldin geword.

By hierdie opdrag het kandidate 'n keuse, soos voorgeskryf in die sillabus:

1 Argumenterende - of Beredeneerde opstel [Die opdragwoorde lei jou]

2 Beskrywende opstel

3 Verhalende opstel

(a) Min kandidate wat hierdie onderwerp gekies het, was suksesvol.

Dit wil voorkom of sommige elektronika verwar het met elektrisiteit.

Ander het net die voordele en die nadele genoem en geen spesifieke standpunt gestel nie.

Dit wil voorkom of sommige kandidate nie presies geweet het wat passief en kreatief beteken nie.

Elektronika het electronica en elektroniks geword.

Baie kandidate het onderwerp (b) gekies, maar het duidelik nie die opdrag gelees nie en het nog minder 'n idee wat dit beteken **om te beskryf**.

Enkeles het dié taak suksesvol afgehandel. Die meerderheid het 'n storie vertel van die reën wat geval het en dan groei die plante en die diere het kos.

“Hierdie dag” het in sommige gevalle gestrek oor 'n paar dae tot 'n week toe.

(c) Só het ek 'n held/in geword.

Hierdie was 'n baie gewilde onderwerp, maar dit wil voorkom of baie van die kandidate nie regtig weet wat 'n held is nie. Sommiges het hul rolmodelle, soos bv. Messi beskryf en dan word hulle die held. In ander gevalle is liefdadigheidswerk beskou as 'n heldedaad.

Sommige skryfstukke het 'n lang aanloop van 2 tot 3 paragrawe en dan word daar terloops in die slotsin gesê: “toe is ek gesien as 'n held”

Taak 1

Hierdie taak is oor die algemeen goed beantwoord.

Daar was egter baie kandidate wat die korrekte antwoord geskryf het, maar in **meer as drie woorde**. Kandidate wat nie by die voorgeskrewe 3 woorde per antwoord gehou het nie, het ongelukkig die punte verloor.

1 (a) Hierdie vraag is oor die algemeen goed beantwoord.

Korrekte antwoord: geniet (glas / koue) koeldrank.

Addisionele leiding: Ook **drink** (glas / koue) koeldrank. Die werkwoord moet daar wees.

Verkeerde spelling wat nie aanvaar is nie is glass, kooldrank, kooldrink en cooldrink.

Kandidate skryf verkeerdlik Engelse woorde wat die antwoord verkeerd maak, bv. glass en cooldrink.

Ander verkeerde spellingsvorme wat verkeerd gemerk is, is onder andere kooldrank, kooldrink, koeldrank, ens.

Sommige kandidate laat die werkwoord geniet / drink weg. Dan is die antwoord verkeerd gemerk.

(b) Die vraag is redelik goed beantwoord.

Korrekte antwoord: swembad (te) bou

Addisionele leiding: Ook korrek: Met 'n swembad. Nie deur 'n swembad nie.

swembat ✓

swimbad / t swempat ✗

swembad te kry ✗

Verkeerde spelvorme soos sweembad en swambad het nie punte verdien nie.

Swembaad/t is wel as korrek aanvaar.

2 (a) Die vraag is meestal korrek beantwoord.

Korrekte antwoord: (Die) stoele uitpak / (die) saal voorberei

Addisionele leiding: (enigene)

stoole ✗ regpak ✗

stoele uithaal ✗

sal voorberei ✗

Die sal voorberei voorberui ✗

Ytpak, eitpak en uitpaak is onder andere as korrek aanvaar.

Regpak in plaas van uitpak, is nie aanvaar nie.

Verkeerde spelling wat nie aanvaar is nie, is bv. uitpack,

Ook stool/s, stole en stulle is nie aanvaar nie. Stoelle is wel as korrek aanvaar.

Ook skryf kandidate sal in plaas van saal.

(b) Die vraag is oor die algemeen goed beantwoord.

Korrekte antwoord: (Hul) kaartjiegeld / kaartjie betaal.

Addisionele leiding: kaarkiegeld/t, karkiegeld/t ✓ kaart / kart / cart ✗

Kaartjie het verskeie variasies gehad, bv. karkie, kaarkie /s, kaartjie wat korrek gemerk is.

Gelt is aanvaar. Geelt en geldt is nie as korrek aanvaar nie.

Kaard, kart, kaardjie is nie as korrek aanvaar nie.

Petaal in plaas van betaal is nie aanvaar nie.

3 (a) Die meeste kandidate het die vraag korrek beantwoord.

Korrekte antwoord: Tien / 10

Sommige kandidate het 100 geskryf, terwyl baie die woord finaliste verkeerd geskryf het, bv. vinaliste wat aanvaar is.

Wanneer die antwoord so gelees het, is dit verkeerd gemerk: 10 finalists.

(b) Die vraag is oor die algemeen goed beantwoord.

Korrekte antwoord: Grimeer.

Addisionele leiding: Hulself (mooi) grimeer / grimering.

Variasies van grimeer wat aanvaar is, is gremeer en grimmeer.
Grumeer, grameer, gemeer, griemeer en girmeer is nie as korrek aanvaar nie.

Mooi te maak en beter klerestyl is van die verkeerde antwoorde wat geskryf is.

4 (a) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: brand en jeuk / jou vel / dit brand / jeuk

Addisionele leiding: (enigeen)

Variasies van brand wat as korrek aanvaar is, is brant / braand / braant ✓
brandt is nie korrek nie.

Variasies van jeuk wat as korrek aanvaar is, is jeek en jik

Juk is nie aanvaar nie.

(b) Hierdie vraag is redelik goed beantwoord.

Korrekte antwoord: Bly uit water

Addisionele leiding: uit water bly

Die volgende antwoorde is verkeerd gemerk: water uitbly / uit die water / water vermy / buite water

Watter is reg gemerk. Watter is egter nie as korrek aanvaar nie.

Taak 2

Hierdie taak is oor die algemeen goed beantwoord.

Maak asseblief seker dat die kandidate verstaan dat die woord of maksimum twee woorde wat hulle invul, in die konteks van die res van die sin moet pas.

(a) Hierdie vraag is oor die algemeen goed beantwoord.

Korrekte antwoord: navorsing

Addisionele leiding: Variasies van die woord wat as korrek aanvaar is, navoring, naavoring en navorsings.
navoorsing en navorsig is nie as korrek aanvaar nie.

(b) Hierdie vraag is oor die algemeen goed beantwoord.

Korrekte antwoord: geluide / gebare

Addisionele leiding: gebare. Gebaare is ook as korrek aanvaar.

Variasies van geluide wat as korrek aanvaar is, is gelyde en geleide.
geluite is nie aanvaar nie.

(c) (deur) geluide / (deur) gebare

Gebaare is as korrek aanvaar. Gebarre is nie as korrek aanvaar nie.

(d) Baie kandidate het dit reg beantwoord.

Korrekte antwoord: familielid

Familielit en vamilielid is as korrek aanvaar.

Familielud, familielet, familieledede is nie aanvaar nie.

Baie kandidate skryf ook twee woorde, familie lid./t wat as korrek aanvaar is.

(e) Hierdie vraag is meestal korrek beantwoord.

Korrekte antwoord: stres

Baie kandidate het stress geskryf wat nie as korrek aanvaar is nie.

(f) Hierdie vraag is meetal korrek beantwoord.

Korrekte antwoord: 23 / drie-en-twintig

(g) leiers

Meestal korrek.

Leier is ook reg gemerk.

Variasies soos luiers en lyers is nie as korrek aanvaar nie.

(h) verken

Meestal korrek beantwoord. Sommige kandidate skryf virken wat ook as korrek aanvaar is.

Taak 3

Hierdie taak is oor die algemeen gemiddeld tot goed beantwoord.

- 1 C
- 2 A
- 3 E
- 4 G
- 5 B
- 6 F

Taak 4

Hierdie taak is redelik goed beantwoord. Sommige kandidate maak nie die regmerkie in die korrekte blokkie nie: links van die letter. Baie kandidate maak die regmerkie aan die ver regterkant.

- (i) B
- (ii) A
- (iii) D
- (iv) A
- (v) C
- (vi) D
- (vii) B
- (viii) A

Taak 5

Hierdie taak was die uitdagendste en is oor die algemeen nie baie goed beantwoord nie, behalwe in uitsonderlike gevalle waar kandidate 8-9 uit 10 gekry het.

(a) Natuurlik / natuurlike (haarprodukte)

Leerders skryf nie die woord attributief korrek nie nl. Natuurlik haarprodukte in plaas van natuurlike haarprodukte.

Sommige kandidate skryf natierlik, naatuurlik, wat as korrek aanvaar is. Natuur en natuerlik is nie korrek nie.

(b) Om kuns te studeer of om te (gaan) studeer.

Kuns het verskeie variasies gehad, o.a. kins, wat korrek was, maar kinds en kens is nie as korrek aanvaar nie.

Stoedeer is aanvaar, maar studier, stoedeur en studer is nie aanvaar nie.

(c) Sy meng maklik (olie/s.)

Meng het ook verskeie verkeerde variasies gehad, soos ming en mink.

(d) (Sy het) olie bygevoeg of met olie(s).

Leerders kon nie hierdie vraag ordentlik beantwoord nie. Olie is verkeerd gespel, bv. oili, ollie, oli en oil wat nie reg gemerk is nie. Oolie en oollie is wel as korrek aanvaar. Bygevoeg is omtrent nooit geskryf nie of verkeerd gebruik soos voeg of

(e) (Sy voel) fantasties.

Baie min kandidate het die antwoord reg gehad. Sommige kandidate het 'n sinoniem soos opgewonde geskryf en dit verkeerd gekry. Vantasties is reg gemerk. Fantastic is verkeerd.

(f) (In) Windhoek

Dit is die enigste korrekte antwoord.

Sommige kandidate skryf 'n selfoonnommer of by jou adres, wat verkeerd gemerk is.

(g) Sy moet (geld) spaar / om haar besigheid uit te brei.

Gelt spar ✓

Op haar besigheid fokus is nie korrek nie.

(h) Sy gaan stap (daaglik / lang ente / met haar hond.)

Staan is reg gemerk.

(i) **beste** bemarking / **grootste** verkope

Geen ander antwoord is as korrek aanvaar nie. Dit moet beste bemarking en of grootste verkope wees.

Sommige kandidate het beste verkope en grootste bemarking geskryf. Dit is nie as korrek aanvaar nie.

Grootse, groot en grooste is nie as korrek aanvaar nie. Ook beeste i.p.v beste. Bemarking en bemarking

is reg gemerk. Verkoop, verkooppe, verkopings en verkoopings is as korrek aanvaar. Verkoop, verkope en

verkoopings is egter nie as korrek aanvaar nie.

Algemene wenke

- 1 Dit wil voorkom of spelling grotendeels 'n probeem vir die meeste van die kandidate is. Onderwysers word aangemoedig om gereeld speltoetse te laat skryf. Eenvoudige woorde soos stap, olie en kaartjie, is verkeerd gespel.
- 2 Raai asseblief die kandidate ten sterkste af om eers met 'n potlood te antwoord. Daar word nie tyd toegestaan om potloodmerke uit te vee en met 'n pen oor te skryf nie. Sommige kandidate het antwoorde in potlood geskryf. Dit moet ten sterkste afgeraai word.
- 3 Gebruik asseblief vorige sillabus vraestelle (4115) om gereeld Luister met u leerders te oefen.
- 4 Handskrif en deurkrap. Kandidate moet weet hoe om 'n verkeerde antwoord (woord of letter) dood te krap sodat daar by merkers geen twyfel bestaan oor wat daar geskryf staan nie. Kandidate verloor soms punte omdat hulle in 'n onleesbare handskrif skryf en die antwoord nie duidelik leesbaar is nie.
- 5 Dis belangrik dat die bes moontlike eksamenlokaal vir die afneem van hierdie vraestel gebruik moet word. Soms is die akoestiek van veral groter vertrekke soos sale nie gewensd nie omdat die klank nie lekker dra nie en kandidate nie goed kan hoor nie. Kleiner lokale soos klaskamers werk gewoonlik beter.
- 6 Dis belangrik dat kandidate moet verstaan dat dit in hierdie vraestel gaan oor dit wat deur die stemme gelees word en dit wat hy hoor. Kandidate mag nie sinonieme vir woorde neeskryf nie, bv. wanneer die antwoord fantasties is, mag hulle dit nie met 'n sinoniem soos bv. wonderlik vervang nie. Kandidate moet skryf wat vorgelees word en wat hulle hoor.
- 7 Baie dankie weereens vir u harde werk en toewyding. Mag 2023 'n goeie jaar vir u en u leerders wees.

Hartlike dank aan al die onderwysers vir u onbaatsugtige harde werk gedurende 2022. Dit word ongetwyfeld hoog waardeer.

Vorbereiding:

- Dit is uiters belangrik dat u die handleiding op bl. 5 deeglik bestudeer voor u met die mondeling begin.
- Die onderwysers moet asseblief ook die "tutorial" op die USB deeglik bestudeer voor hulle met die mondeling begin.
- Baie gesprekke voldoen nie aan die vereiste tydsduur nie. U moet vooraf navorsing doen oor die onderwerpe om addisionele toepaslike vrae oor die onderwerpe voor te berei.
- Die keuse van die praatkaart berus by die onderwyser. Kandidate mag nie die evalueringskaart kies nie.
- Al die evalueringskaarte moet tydens die eksamen gebruik word.
- Daar was minder agtergrondgeraas as in die verlede.

Prosedure tydens die opname:

- Eksaminatore moet asseblief daarteen waak om te veel te praat en opsommings aan die einde van die gesprek te gee.
- **Opwarming** by sommige sentrums was glad nie gedoen nie. Dit is belangrik dat opwarming gedoen word om kandidate op hul gemak te stel. Dit moet slegs 2 - 3 minute duur. Inleidende vrae moet glad nie persoonlik raak nie.
- By sommige sentrums was die opwarming te lank of te kort! Hou asseblief by die voorgeskrewe tydsduur.
- Onthou dat die opwarmingsvrae niks te doen het met die onderwerp nie.
- **Vraagstelling** moet nie die kennis van die kandidate toets nie. Dit moet ook nie 'n monoloog wees waar die kandidate alleen moet praat nie.
- **Hoofgesprek** moet 6 – 9 minute duur. Vermoed asseblief lang stiltes tydens die opname.
- Wanneer 'n kandidaat sukkel met die onderwerp, mag die praatkaart nie summier afgevat en kandidaat beveel word om oor iets anders te praat nie.
- **Bepunting**. Die meeste eksaminatore is hopeloos te streng of toegeeflik met "struktuur". Struktuur is woordorde. Maak asseblief seker dat u vertrouwd is met die werkskema.
- Vermoed die gebruik van Engelse woord of streektaal.
- In elke band word voorsiening gemaak vir 'n hoër of laer punt.

Administratiewe werk:

- Die **OASF** móet streng volgens die **MS1** wees. Die instruksies is duidelik agter op die Opsommingsblad én in die handleiding op bl. 4.
- **OASF**- vorms word verkeerd voltooi deurdat die teenwoordigheidslys gebruik word met voorletters van kandidate. Gebruik die **MS1**-vorm om die Opsommende Puntelys met die volle name en vanne te skryf.
- Vele optelfoute en oordragsfoute het voorgekom. Interne modereering moet asseblief behoorlik gedoen word.
- Dis baie belangrik dat as daar meer as een onderwyser by 'n skool as eksaminator optree, hulle vooraf moet standaardiseer. Dit sal voorkom dat daar uiteenlopende puntetoekennings is.
- Maak seker dat die name op die ooreenstem met die voorblad van die geheuestokkie met dié van die opnames wat ingestuur is.
- Standardisering tussen 2 of 3 onderwysers moet voor die praatksamen gedoen word. Een is soms te toegeeflik ander een is te streng. Dit benadeel die kandidate.

Algemene foute:

- Stoor asseblief die begin (aankondigings) en einde van die eksamen (afsluiting) in afsonderlike leers.
- Afwesige kandidate en diegene wat die skool verlaat het, moet duidelik aangedui word met 'n A op die opsommingsblad en 999 op die Ms1. Kyk na die video-insetsel op die geheuestokkie.
- Die steekproefgroep wat ingestuur is moet verteenwoordigend wees van al die kandidate. Sluit asseblief die hoogste en die laagste punt in. Die sentrums het nie alle praatkaarte ingesluit nie.
- Sien kandidate en kandidate met spraakprobleme moet verkieslik nie opgeneem word nie.
- Waak daarteen om kandidate idees te gee om oor te praat of kandidate se sinne te voltooi of te korrigeer.
- Sommige eksaminators het baie ongeduldig teenoor die kandidate geklink. Onthou asseblief om altyd die mondeling met 'n simpatieke oor te behartig.

Weereens wil ek u bedank vir u harde werk. Sterkte en voorspoed vir 2023!

AGRICULTURAL SCIENCE

6115
Paper 1

GENERAL COMMENTS

Candidates performed poorly in the 2022 examination compared to last year. The quality of the candidates' work was worse; there were more candidates who scored between zero and twenty marks. Some opted not to answer questions in section B, while some left too many open spaces in section A. Many candidates lost marks for not reading the questions. Most candidates could not deal with 'suggest' and 'explain' questions. The application of knowledge was lacking; they could not cope with problem solving, basic Mathematics and practical related questions. There is also an increase in the use of vernacular language when it comes to identifying or naming of farm tools/implements.

Candidates continue to perform poorly in the following topics:

- CBNRM (Community Based Natural Resource Management)
Candidates do not have the knowledge on CBNRM. Attention must be given to this topic, because the majority of candidates are unable to cope with questions on this topic.
- Plant processes
Candidates need do more practicals on plant processes.
- Animal disease
Candidates lack knowledge on causative organisms of animal diseases as well as the symptoms.

COMMENTS ON INDIVIDUAL QUESTIONS.

- 1 (a) (i) Most candidates could correctly identify the irrigation system illustrated.

Answer

drip irrigation;

- (ii) Most candidates could identify an agricultural personnel responsible for the installation of an irrigation system that was shown in Fig. 1.1.

Answer

C – Agricultural mechanic;

- (iii) Most candidates, about 80% failed to answer because they failed to identify the key word in the question and ended up generalising their answers.

Answer

dissolve nutrients for plant to absorb;
needed for photosynthesis;
transport of nutrients;
provide water to prevent wilting;
help to keep the plant cells turgid;

- (iv) Candidates could suggest the correct pipe fittings to be used at **A** and **B** on Fig.1.1.

Answer

A – Elbow;
B – T-piece;

- (b) About 60% could suggest other uses of underground water but about 40% could not because they failed to read the question. They assumed the question is asking about the sources of water as most of their answers were: dams, rivers and boreholes.

Answer

human consumption/household use;
animal consumption;
for industrial process;
fish farming;

(c) Most candidates, about 95% got this answer correct.

Answer

C – 170 000;

(d) Most candidates could not give a complete answer to this question and some confused leasehold tenure with rented land.

Answer

land is farmed by a tenant farmer;
who pays rent to the owner for an agreed period of time;

2 (a) (i) Candidates performed poorly in this question. They could not take the correct reading from the measuring cylinders, which consequently affected their calculations of the volume of water retained. Some candidates could not understand water **retention** as a soil characteristic, hence, they could not work out the difference between volume of water collected and initial volume of water added.

Answer

Soil sample	Volume of water added (cm ³)	Volume of water collected after 2 mins (cm ³)	Volume of water retained (cm ³)
Dry river soil	100 cm ³	6/07	93/94;
Dry garden soil	100 cm ³	32/33	67/68;

(ii) Candidates could suggest the correct soil type but giving reasons was challenging as candidates gave general characteristics of clay soil such as small particles, without using evidence from the experiment.

Answer

clay soil; A – silt soil
less water in the measuring cylinder/poor drainage/very good water holding capacity / more water is retained;

(iii) Most candidates could only score one mark as they referred to water holding capacity which has already been tested in the experiment.

Answer

drainage;
pore space/porosity/air content;

(b) (i) Most candidates correctly identified the missing processes and other components in the nitrogen cycle.

Answer

W – ammonium compound/salt / ammonia;
X – absorption;
Y – (protein in) plant;
Z – fixation;

(ii) Candidates could correctly identify the reaction that described nitrogen fixation.

Answer

B – reduction of atmospheric nitrogen to ammonia;

(d) Most candidates, about 90% failed to identify the intensity of rainfall that has an impact on the availability of N₂. They could not link nutrients loss to further consequences.

Answer

heavy rainfall causes leaching/nutrients are washed downward;
plant suffers from nutrient deficiency/hydrogen ions increase;
soil becomes acidic;
leading to stunted growth/yellow leaves;

3 (a) (i) Most candidates could not correctly identify the plant process being investigated.

Answer

transpiration;

- (ii) About 75% of candidates could not provide a reason for covering the pot with a plastic bag.

Answer

to ensure that water is lost from the leaves and not from the soil / to prevent the evaporation of water from the soil;

- (iii) Most candidates who failed to name the process in 3(a)(i) also failed to suggest its benefits

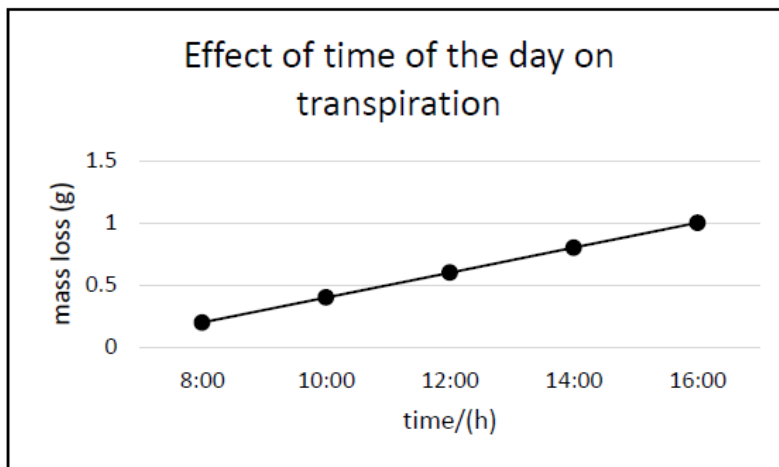
Answer

allow plant cell to cool down / control the temperature of the plant;

enable the continuous absorption of nutrients and water for photosynthesis/allows (more) water and nutrients to be drawn from the soil into the plant/maintain transpiration stream;

- (b) (i) Most candidates could not set appropriate intervals, they could not identify independent and dependent variables, while some drew a bar graph and histogram. About 99.5% failed totally to formulate an appropriate title for the graph. Axis orientation and joining of points without extrapolation was a challenge. However, part of the graph such as labelling and plotting was fairly done.

Answer



- (ii) There was a misconception of both variables. Some candidates could not spell 'directly proportional'

Answer

Time and mass loss are directly proportional

OWTTE

- (iii) Most candidates could correctly identify factors that can influence transpiration.

Answer

wind speed;
humidity;
temperature;
light intensity

- 4 (a) (i) Most candidates could correctly identify the structures (A and B) on the root hair cell.

Answer

A - cytoplasm;

B - vacuole;

- (ii) Candidates partially answered the question. They could state the features of the root hair cell but failed to provide an explanation on how such features make it suitable for water absorption.

Answer

1. large surface area to absorb a lot of water/increase the rate of absorption; or elongated/long extension to increase the total root surface area for water/mineral absorption.

2. large vacuole allows for efficient intake of water;

3. thin walls for effective transport/speed up the intake of water;

4. thin to penetrates between soil particles;

- (ii) Well answered by most candidates.

Answer

B – cell becomes turgid;

- (b) (i) Most candidates identified the type of pest shown in Fig. 4.2.

Answer

soil pest

- (ii) Most candidates could only score one mark out of three. A soil pest nematode is not familiar to most of them, hence, they could not outline how it damages the crops.

Answer

root knots/swelling on the roots;
lower the yield;
reduce the ability of roots to absorb water;
damage/eat the root system;
stunted plant growth;

- (iii) Poorly answered. Most candidates could only score one mark for chemical control. Specific chemicals to control nematodes are not known.

Answer

nematocides/chemical control/dichloropropene/pesticide;
soil sterilization / heating the soil; gas/methylbromine/bromomethane/injection with ethylenedibromide

- 5 (a) (i) Most candidates, about 60% could identify an Asian country that imports beef from Namibia.

Answer

China;

- (ii) Most candidates failed to provide correct answers because they missed the key word in the question (**the export of beef**). They gave the general requirements for exporting cattle without aligning their answer to beef.

Answer

the meat should be healthy/disease free;
the Namibian abattoirs must comply with international standards / EU standards;
there must be an export permit;
any business entity / corporate that wishes to export beef must first register with the Meat Board of Namibia;

- (iii) About 60% of the learners answered the question but some still referred to export while in the question the contribution of beef cattle farming “other than export” was addressed.

Answer

provide income;
provide employment;
provide raw-materials to other industries;

- (b) Well answered but some learners did not read the question very well. They confused artificial selection with artificial insemination.

Answer

refers to when a breeder/farmer chooses an animal for breeding to improve his/her herds; using phenotype/ outward characteristics on the animal;

- (c) Poorly answered as about 60% could not suggest the benefits of cross breeding. They gave the advantages of artificial insemination or defining again artificial selection instead.

Answer

help to improve the yield;
result in livestock that are disease resistant;
produce livestock that hardy/drought resistant/can adapt to local condition/heat tolerant;
improve the appearance of livestock;
improve quality of livestock/products;
increase reproduction/fertility;
hybrid vigour/improve growth rate/size;

- (d) About 95% of the candidates know what is phenotype in livestock breeding.

Answer

D – phenotype;

- 6 (a) (i) Many candidates could correctly identify the revenue generated from community forest on a graph but, unfortunately, they lost that mark for failing to provide the unit, which was a (N\$) currency.

Answer

N\$ 850 000;

- (ii) Most candidates could work out the average revenue for community forest, yet lost one mark for failing to provide the unit on the final answer. Strangely, some candidates had no idea how to calculate the average.

Answer

N\$ 600 000 + N\$ 700 000 + N\$ 850 000

= $\frac{\text{N\$ 2, 150,000.00}}{3}$;

= N\$ 716, 666.67;

- (iii) Most candidates could earn one mark for suggesting what will happen to the revenue but failed to give the reason to justify their answer. Some candidates referred to conservancy increasing or decreasing instead of revenue.

Answer

it will increase;

more tourists visiting the conservancies/natural resources well managed;

or

it will decrease;

fewer tourists visiting the conservancies/depleting of natural resources within the conservancies/resources not well managed;

- (b) Well answered as most candidates identified the correct conservancy.

Answer

D – Salambala;

- (c) Fairly well answered, but most candidates were referring to the benefits of the conservancy instead of the community forest. There were a few candidates who indicated wood which was supposed to be ignored, as the question asked for other benefits.

Answer

graze their livestock in the forest;

prepare traditional medicine;

they get food/wild fruits/building materials/timber;

enjoy the first priority of using forest resources;

no restriction as to how many forest products they may use within a traditional way of utilization;

- (ii) Candidates failed to analyse the information given in the table in order to come to a conclusion/obtain answers. Most candidates could not explain why animal 5 that is not treated neither vaccinated is not infected with a disease.

Answer

4 – it was vaccinated;

5 – resistant to diseases/good immune system;

- (iii) Fairly well answered, although most candidates were referring to the permit being obtained from traditional authority instead of permission letter. At least, candidates managed to earn one mark for the traditional authority.

Answer

a permission letter with a (date) stamp;

granting permission to harvest forest products from traditional authority;

director of forestry will issue a forest permit upon submission of permission letter;

- (iv) Well answered.

Answer

C – the traditional authority;

- 7 (a) (i) The majority of candidates about 70% were able to correctly identify the type of fence A but they could not identify fence B. A few who could identify it, misspelled it although they were not penalised.

Answer

A – electric fence;

B – barbed wire fence;

- (ii) Most candidates could identify the fence that posed a threat to livestock by wounding, but they could not give a reason to justify their answer. Many referred to barbs as sharp object, thorns, barbed or razors.

Answer

B;
it has barbs that cut open the skin/
(leaves wound) parasites and diseases can enter the body (and cause death);

- (iii) Fairly well answered; most candidates managed to earn at least one mark by mentioning plier, wire strainer and spade. However, others referred to garden tools such as a hoe and a garden fork. A tool such as a plier was mostly referred to as “tang” (Afrikaans) and “oshange”(oshiwambo).

Answer

(fencing) plier;
wire strainer;
spade;
post knocker and hammer;
saw;
pick;
plumb line;
panga;

- (iv) Most candidates did not consider ‘large scale farms’ in the question so could not deal with the question, thus, they opted for a rake which is used mostly in the garden (very small scale).

Answer

C – harrow;

- 8 (a) (i) Most candidates scored at least one mark on this question. However, the most common mistake was the incorrect placement of items on the wrong side of the budget. Many candidates failed to score marks because of the failure to copy the items correctly as they are on the question paper, or failure to include the cents.

Answer

Expected income	N\$	Expenditure	N\$
Sale of 100 layers	3000.00	casual labour	500.00
Sale of eggs	5000.00	vaccine	2000.00
Sale of manure	500.30	day old chick cost	2000.50
Total		Total	

- (ii) Most candidates who correctly answered (i) had no problem answering this question. Some candidates lost marks for failure to indicate the correct cents in the totals. However, understanding what are expected incomes and expenditure in a business to some learners was a challenge.

Answer

N\$ 8 500.30;
N\$ 4 500.50;

- (iii) Well answered; most candidates correctly identified two variable costs from the list.

Answer

casual labour;
vaccine;
day-old chick cost;

- (iv) Most candidates, about 95% failed to answer the question correctly. Coming up with the correct formula to calculate laying percentage was a big challenge. Some candidates gave the final answer without showing their working as expected by the question and thus ended up losing more marks.

Answer		
21 000	or	21000
30 days		1000
= 700 per day ;		= 21 eggs / bird;
$\square \frac{700 \times 100}{1000}$;		$\frac{21 \times 100}{30}$;
= 70% ;		= 70%;

(b) Most candidates could not get the correct answer as they confused diminishing return with the law of supply.

Answer

B – diminishing return;

9 (a) The majority of candidates could define sustainable agriculture. Some could only score one mark, because they referred to future generation as feature generation.

Answer

refers to maximising the benefits of natural resources for the present generation; without limiting future generations to do the same;

or

farming in such a way that natural resources are conserved/used sparingly; for future generations/future use;

(b) Poorly answered; most candidates misinterpreted the question by referring to careers in agriculture. The few candidates who could score a mark or two failed to give an explanation on how the practice(s) mentioned can conserve water.

Answer

minimum tillage; conserving the soil moisture by not ploughing/digging the soil unnecessarily/too much; mulching; covering the soil surface with a layer of mulch to reduce evaporation;

drip irrigation; uses less water/less water is lost through evaporation;

harvesting and storing rainwater; tanks and dam are used to store and save rainwater for later use;

(c) (i) Most candidates could have done better if they had indicated the intensity of rainfall (high or low)

Answer

high rainfall causes flood/waterlogged conditions that cause poor root respiration/root rotting/poor aeration;

heavy downpours cause leaching/soil become acidic;

heavy downpours cause soil erosion;

low rainfall leads to poor plant growth/drought;

(ii) Most candidates could score three or maximum marks.

Answer

cause soil erosion;

increase transpiration/wilting;

increase evaporation;

break plant branches;

uproot the plants;

10 (a) (i) Fairly well answered. However, some candidates could only score one mark.

Answer

is variety of crop; developed due to its particular characteristics; or variety of a plant; that has been bred by selective breeding to have particular features;

(ii) Most candidates know the features used by farmers to select a specific cultivar.

Answer

short growing season/mature fast;

higher yield;

give quality products;

drought resistance;

disease and pest resistance;

consumer demand;

adapt to local conditions/ tolerate high temperature;

(iii) Most candidates confused the reproduction of a sweet potato with that of an Irish potato. They referred to planting of stem tubers instead of stem cuttings.

Answer

sweet potato uses stem cuttings;
cuttings are kept moist;
cuttings are buried in ground;
roots grow at every leaf node of the cuttings;
new tubers formed act as storage organ;

- (iv) Almost all candidates (99.5%) failed to respond to this question. They have an idea of what 'opportunity cost' in economic term means.

Answer

is the return which is forgone in order to produce something else because the farmer chooses red sweet potato over white sweet potato, he/she loses the opportunity to produce white sweet potato, thus, the money he/she could have received from growing white sweet potato will be lost.

- (b) Most candidates could only give one correct answer which is high yield.

Answer

high seed viability ensures high germination percentage;
viable seeds result in high crop yields;
viable seeds save cost/time for replanting;
viable seeds are generally free from pests and diseases;

- 11 (a) Most candidates scored a mark or two on this question. Candidates who lost the mark confused carrying capacity with stocking rate.

Answer

Maximum numbers of animals that can be kept on the land; in the most economical way without causing deteriorating to the veld;

- (b)(i-ii) Fairly well answered. Most candidates managed to earn at least one mark but failed to score full marks as they could not explain more.

Answer

- (i) legumes increase the level in nitrogen in the soil/
make the soil fertile for the growth of the pasture;
improve the quality of pasture;
- (ii) animals that forage on legumes grow more quickly;
they gain weight better;
increased palatability;
they offer rich amounts of digestible protein

- (c) Well answered. Most candidates scored good marks on this question. However, a few candidates could only earn one mark because they gave explanations such as adapt to arid condition/ resistance to drought/can live in dry condition which basically mean the same thing.

Answer

they are able to withstand the heat;
they are able to resist parasites and diseases;
they are able to produce good-quality meat;
they are able to adapt to dry conditions/they are able to resist drought;
they are able to adapt to poor grazing;
they are fertile;
they are able to gain weight easily;

- (d) Fairly well answered as many could identify the use of burdizzo and rubber band applicator but failed to discuss how they are used to castrate the cattle. Some candidates indicated the use of knife while the question clearly stated how cattle are castrated in a "non-surgical" way.

Answer

Rubber ring method;
a rubber ring is placed on a rubber ring/band applicator;
a ring is placed above the testes;
the scrotum and testes fall off after few weeks;

or

burdizzo castration;
move the testes down the scrotum;
place the burdizzo above testes on the spermatic cords/sperm duct;
crush the spermatic cords/sperm duct one at a time;

- 12 (a) Most candidates managed to explain the meaning of notifiable diseases.

Answer

diseases that must be reported; to the veterinary office/authority immediately;

- (b) The majority of the candidates could mention the name of the disease, but they failed to give the correct causative organism as well as relevant symptoms for the disease they have mentioned. The control measure, candidates were referring to was burning the animal, instead of saying it must be culled/killed before it is burned.

Answer

Foot and mouth disease

causative organism- virus

symptoms - blisters on the feet and mouth;
continuous salivation/drooling;
lameness;

control – infected animals should be culled;
isolate and treat symptoms
vaccinate(use inactivated virus vaccines);

or

Anthrax

causative organism- bacteria;

symptoms - animal is found dead with blood coming
from the nose and anus;
fever;
trembling;
difficulty breathing;
convulsion;

control - antibiotic penicillin;

Rabies

causative organism - virus;

symptoms - animals appear wild / appear mad;
convulsion;
animals become excited;
drooling;

control - kill and bury infected animal;

Lung sickness (CBPP)

causative organism - bacteria;

symptoms - coughing;

stiff legs;
abort the calf;

control - treat with antibiotics / anti- inflammatory drugs;

Tuberculosis (TB)

causative organism - bacteria;

symptoms - coughing;

discharge from eyes and nose;
lack of appetite and weight loss;
weakness;

enlarged lymph nodes;

control - treat with antibiotics / antimicrobial treatment;

Heart water

causative organism - bacteria;

symptoms - fever/high temperature;

lack appetite;
fluid around the heart;
walk in circles/convulsion;
depression;

control - control the ticks;

inject with tetracycline;

Redwater (babesiosis)

causative organism – bacteria;

symptoms - fever/high temperature;

lack/reduced appetite;

dark red urine;
anaemia;
constipation;
pale to yellow gums and eyes
control: control ticks/use dead line;
inject with Berenil or Imizol;

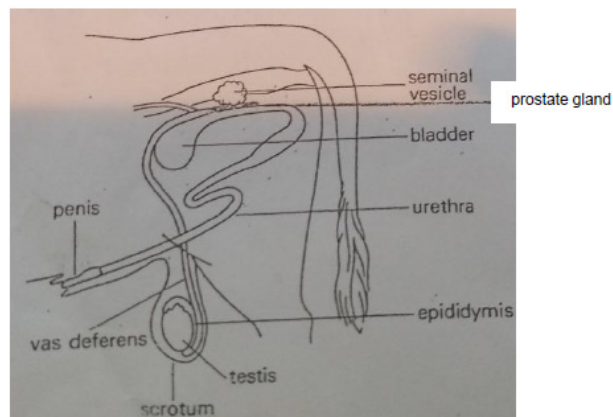
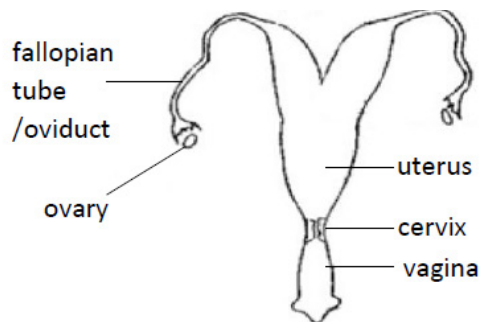
(c) Candidates lost marks by referring to the digestion process instead of absorption process.

Answer

absorption takes place in the ileum/small intestine rumen/omasum;
in the ileum there are finger-like projection/villus;
they increase the surface area for absorption;
each villus is supplied with a lot of blood capillaries for absorption of nutrients;
blood capillaries enable quick and efficient absorption of nutrients;

(d) Many candidates lost all five marks just because they failed to read the question. They assumed the question is asking them to draw a digestive system of a ruminant animal.

Answer



POSITIVE SUGGESTIONS TO TEACHERS

- Teachers are encouraged to use the examiner's report to prepare learners for both internal and external examination.
- Teachers must try their best to improve learners' numeracy, problem solving and spelling skills.
- Teachers are encouraged to carry out various experiments and practical activities in the syllabus for learners to increase their practical knowledge.
- Teachers must emphasise to learners that the supply and demand curve are straight while the curve for diminishing return is bending and starts bending after it has reached a plateau (maximum point).
- Teachers must train learners on how to answer examination questions by setting quality assessment tasks (tests, tasks, examination, and assignments)
- Learners should be trained to identify key words when answering questions to avoid generalisation of answers. They should also be trained to answer the multiple choice in the space provided rather than encircling the letter. In addition, learners must be coached on how to answer questions on section B to avoid answering all questions, or answering two questions for example one from question 9 and one question from question 10.
- Learners should be encouraged to familiarize themselves with the glossary of command words at the back of the syllabus and trained how to answer the questions using those command words.
- Teachers are encouraged use appropriate Agricultural Science terminologies and encourage their learners to spell them correctly.
- Teachers are encouraged to train learners on the usage of units.
- Teachers should liaise with their regional Senior Education officer for any help with subject related matters.
- Most importantly, learners must be encouraged always to go through their work/read what they have written before submitting their papers.

GENERAL COMMENTS

The moderation exercise found that many centers submitted most of the required and relevant materials for the moderation process.

There is an improvement in the quality of most worksheets submitted by centres. However, the written work on some worksheets was general and centres are urged to set practical related questions.

A few centers still continue to award four to five marks per criteria/skill instead of just three marks per criteria as required. There are still a few centers that did not submit the marking criteria for practical exercises, making it difficult to determine how marks were awarded.

The moderation team is urging centers to ensure that written work is done individually and not as a group.

There is a great improvement in the evidence submitted in the form of pictures or photographs as required. Centers are encouraged to continue this practice to validate marks awarded.

The moderation team is still emphasizing that whenever there are two or more Agricultural Science teachers teaching the same grade at a center, it is expected that they should collaborate in designing or developing common worksheets and practical exercises. They should also complete the coursework assessment summary and the MS1 forms together instead of each one sending separate forms.

Internal moderation is applicable to all centres even if there is only one teacher at the centre teaching Agricultural Science and the school management should ensure that it is done, as addition errors are still found on some individual candidate record cards and the coursework assessment summary forms.

When selecting the 10 samples for external moderation, centres should ensure that they select a sample of 10 candidates made up of those with the highest, average and the lowest marks. For each candidate who is selected, submit his/her four practical exercises and an investigation report as one sample.

The moderation team appreciates the improvement made in the investigation topics conducted by candidates. In addition, most investigation reports submitted were compiled in accordance with the stipulated guidelines and evidence in the form of pictures attached to the individual reports. However, a few centres still conducted the same research topic for all candidates and this must be discontinued.

Candidates submitting typed reports are appreciated, just make sure to use Arial or Times New Roman font, size 12 with 1.5-line spacing.

Centres are advised to inform candidates that pictures attached to the investigation reports should have small descriptions of what is happening and pictures must be clear.

Centres are advised to continuously consult the Coursework Teachers' Training Manual and the NSSCO Agricultural Science syllabus for examples of researchable topics.

Appropriateness of assessment tasks

The moderation team continues to notice the improvement in the submission of good quality worksheets for the practical exercises. Most centres continue to select exercises from various themes. A few centres are still selecting practical exercise topics from the legacy syllabus such as brick making, water filtration, etc. Most centres developed specific marking criteria for each exercise and this should be maintained.

Growing crops is highly encouraged at schools, therefore, centres should not only prepare the seedbeds without showing which crops were ultimately produced or harvested and evidence of the crop grown should be submitted.

Centers are encouraged to make use of the Coursework Teachers' Training Manual (2020) and review the previous centre report when selecting topics for practical exercises. The manual is obtainable from DNEA and all regional offices in the country. Centres are urged to seek advice from other schools and the Senior Education Officers in the regions.

Interpretation and application of assessment criteria for practical exercises

Most centres are aware of the five assessment criteria that are used to assess each practical exercise and are generating specific criteria related to the exercise.

Centres are encouraged to prepare more challenging and practically related questions on the written work of the worksheets instead of theory based questions. Teachers are still reminded that written work completed by candidates is important evidence that they have participated in carrying out a specific assessment exercise.

Suitability and relevance of practical investigation

Hypothesis

There was an improvement in the formulation of relevant hypothesis / questions.

Planning of the investigation

There was an improvement in the planning of the practical investigations, as some candidates included the plan layout as well as the description of how and when data will be collected. Prior planning on how the investigation will be carried out should be clearly outlined, e.g. the trial outline and data collection sheets that will be used and these should be attached as annexures.

Handling of evidence

There is an improvement in the handling of data collected, through well labeled tables, charts and graphs. However, at some centres, candidates should be encouraged to tabulate their data before analysing it in well labeled graphs or charts.

Ability to make deductions

Most centres demonstrated an improvement in making deductions from data analysed.

Limitations

Most centers were able to identify limitations experienced during their investigations. Centres are still urged to encourage candidates to suggest ways of improving the limitations identified. Examples of limitations for investigations can include sample size, sample bias, access to data, lack of sufficient time, lack of financial resources, etc.

Presentations, layout and originality

There was an improvement in the report layout. Centres are encouraged to provide candidates with the stipulated layout of the investigation report, but not pre-typed forms for candidates to fill in as this limits them within what is provided by the teacher. The report should be the candidates' own work.

Interpretation and application of assessment criteria for practical investigation

Most centres were able to interpret and apply the assessment criteria for practical investigations. Centers are urged to use the marking guide for practical investigations as given in the syllabus when awarding marks to candidates and it should be attached to the candidates' report.

Administration

The moderation team appreciates centres for submitting all documents required for external moderation in well-organised files. This made the moderation exercise easier. Centres are still reminded to submit evidence of candidates' work in the form of written work done on each practical exercise. Centres are encouraged to follow the correct guidelines when completing the assessment summary forms, individual candidate record cards and the MS1 forms. Where candidates are absent, they should be indicated as 999 on the MS1 form. In addition to that, centres are urged to make use of the latest version of forms supplied by the Directorate of National Examinations and Assessment (DNEA), on which raw marks need to be entered.

In conclusion, there was an improvement in performance demonstrated by all candidates. However, there were a few signs of negligence at a few centres such as, incomplete assessment forms, addition errors, not attaching evidence like worksheets or picture etc. New centres and newly appointed teachers to the subject should seek assistance regarding the conducting and administering of school based assessments in Agricultural Science.

ART AND DESIGN

6149
Paper 1 & 2

Congratulations to all the effort and hard work.

Submissions should have an explanatory written piece to explain the development of the thought processes of the candidates. Ideas from internet do not result in a fresh and original outcome. Colouring in (khokis, markers, oil pastels) and dark outlines result in flat images and are detrimental to the impact of the candidate's final outcome.

Aesthetic values (elements of art) are important criteria in creating work of a commendable standard. Researching inspirational artist, styles or techniques forms an integral part of art and should relate to the rest of the supporting work of a candidate.

First-hand direct observational studies from primary sources must be used as the starting point for the development of ideas, as clearly indicated on the examination paper as well as the syllabus.

Be selective when organising the supporting work as quality remains the key word. Repetitive images are to be discouraged.

Clear and detailed work is needed in the development of ideas.

Printed images (from internet) should not fill the supporting pages instead of own observational work from primary sources. If images from internet are used it must be referenced. The two sheets, paper 1 and five sheets paper 2, (maximum) of preparatory work should contain meaningful research, exploration of different media and different compositions. The final outcome should be directly related to the supporting work.

All images used, primary or secondary, should be referenced otherwise it will be regarded as plagiarism. Plagiarism will result in submitted work declared as null and void.

There was a pleasing variety of media used with photography becoming increasingly popular. Although most of the photography submissions received were not on the level expected from ordinary level candidates. It seems that some of the teachers do not have the ability to teach photography effectively. Therefore, photography should not be one of the choose mediums used in the centrums. Some of the work submitted, (course work and examination) was clearly done on one day or a very short period of time. See syllabus in this regard. Overall, the photography submissions were of a very bad quality with exception of one work.

Teachers should not offer photography as an outcome for candidates that can not do paint and related medium. Photography is very costly, as candidates needs a camera, laptop, hard drive, usb cards, batteries, editing programmes and layout programmes. Printing cost should also be taken into consideration.

The problem of submitting too many pages in course work continues, with some centres showing no regard for the syllabus where it clearly states that the required number of pages, excluding or including the final outcome, is five pages, i.e., TEN sided. Once again, more work will not lead to more marks. Any pages included after the required amount will not be considered.

The more successful course work showed development of a unified theme, instead of a number of random topics. Course work must not consist out of assignments randomly put together, without a cohesive thought pattern.

It seems that teacher do not have a knowledge of the assessment criteria in the syllabus. It is of utmost importance because candidates should be taught in these criteria to produce quality work. Majority of work lacks basic skills that is needed to produce quality. Teachers should make sure that candidates have the foundational principles of art and it must be grounded in Grades 8 and 9.

It will be recommended that work must be properly fastened and images/pictures properly pasted as a lot of work become loose. This is really frustrating.

We hope to see continued interest and improvement in this existing component in the future.

BIOLOGY

6116
Paper 1

1	B	11	A	21	B	31	B
2	B	12	A	22	C	32	C
3	C	13	D	23	C	33	B
4	C	14	B	24	D	34	D
5	D	15	B	25	C	35	B
6	A	16	D	26	B	36	C
7	C	17	A	27	C	37	C
8	A	18	D	28	B	38	B
9	B	19	C	29	A	39	D
10	B	20	C	30	D	40	A

General comments

There were not many improvements in the spelling of scientific terms compared to previous years. Command words such as explain, suggest and discuss are not yet fully mastered and this led to the candidates not answering the questions as fully as required.

Candidates who seemed thoroughly prepared for the examination answered the questions excellently and scored higher marks but there were others that found the questions difficult and their answers were incoherent.

The use of other English words to state biological features caused candidates to lose marks e.g. use of words like fines for fins and grill for gills, which shows that candidates are not studying to understand but rather memorising the content to recall.

In some cases, it is clearly evident that the syllabus was not fully covered because questions on biochemical cycling and conservation which are at the end of the syllabus are poorly answered.

Comments on specific questions

- 1 (a) Most candidates could use the dichotomous key.

Candidates fail to score all four marks because they do not write the species name as indicated in the key. They wrote ophippium instead of *C. ophippium*

Answers

Letter	Species name
A	<i>C. ophippium</i>
B	<i>C. kleinii</i>
C	<i>C. auringa</i>
D	<i>C. quadrimaculatus</i>

- (b) Few candidates attempted this question successfully. They lost marks because they referred to the binomial system as using two names instead of two parts/words name.

Answers

a system of giving a two word/part name;
the first name is derived from its genus and the second name from its species;
e.g. *Chaetodon* is a genus name and *quadrimaculatus* is a species name;

- (c) Most candidates know the features of fish although some lost marks because they stated adaptations. e.g., they live in water.

Some lost all their marks by giving features of mammals rather than those of fish.
Marks were also lost because of incorrect spelling e.g., grills for gills; fines for fins; literal line for lateral line;

Answers

lateral lines; fins; gills / operculum; scales/scaly skin; streamlined body; swim bladder;

- (d) (i) Candidates could not define extinction because of the different resources used in teaching and learning of the correct definition of the term did not come out.

Answer

Disappearance of a species from earth/species died out/no longer found/exist;
Entire genetic heritage lost;

- (ii) Few candidates attempted this question successfully. Marks were lost because the answers mostly given are on how fish stocks could be conserved.

Answers

monitoring / protecting, species;
protecting habitats / nature reserves / removing alien species / reinstating habitat;
reference to education / awareness;
legislation /control of trade (of organisms) / ban fishing;
captive breeding programmes;
gene banks;

- 2 (a) Parts of the villus are known by most candidates, but the spelling of the terms proves to be a challenge to the candidates.

Answers

X – epithelial cells / columnar epithelial cells / epithelium;

Y – lacteal;

Z – (blood) capillaries;

- (b) Candidates know that the lacteal absorbs / transports fat, fatty acids, glycerol and fat-soluble vitamins. Some lost marks by adding wrong destinations e.g., transported to the liver through the hepatic portal vein.

Answer

Absorbs/(facilitates) the transport of fatty acids/glycerol/fats/fat-soluble vitamins;

- (c) (i) Most candidates were able to score all 4 marks here.

Answers

function	letter
absorption	Y
bile storage	X
egestion	Z
protein digestion	W

- (ii) Some candidates know the function of hydrochloric acid in the stomach. In some cases, the function of HCl was confused with that of bile. Marks were lost due to the usage of phrases like, it kills germs instead of bacteria or neutralizing stomach acid.

Answers

maintains an optimum pH of 1-2 / acidic conditions / pH low;

kills bacteria ingested with food;

activates pepsin / pepsinogen;

converts sucrose into fructose and glucose;

- 3 (a) (i) Most of the candidates could not spell the word stigma and petal correctly. A few candidates confused petals with sepals.

Wrong spellings like pertal, petel, stigima were observed.

Answers

A stigma;

B petal;

- (ii) Most candidates stated general features of insect pollinated flowers rather than the observable features. Answers like scented flowers, brightly coloured petals and nectaries were common.

Some candidates referred to anthers and stigma growing inside the flower rather than found or covered inside petals.

Answers

Large / big / visible / conspicuous petals;

Large anthers / anther inside;

Stigmas inside flower;

Guidelines;

- (b) (i) Most candidates defined pollination and fertilisation rather than describing the sequence of events that takes place in the flower from pollination leading to fertilisation.

Some candidates could not distinguish between pollen grain and the male nucleus that is carried by the pollen tube.

Some candidates also stated that fertilisation takes place in the tube/stigma.

Answers

1. Pollen grain absorbs nutrients/fluids;

2. Pollen tube grows through style;

3. Pollen tube carries two male nuclei/male nucleus/male gamete;

4. Pollen tube enters ovary/ovule/micropyle;

5. Male nucleus fuses with the female nucleus (to form a zygote);

- (ii) Adaptations and functions were answered interchangeably.

Candidates wrote adaptations at the place for functions, for example.

For adaptations misspellings like 'feathers', 'further', 'sticks', 'leathery' caused candidates to lose marks.

Answers

Function: receives/catches/collects/filters the pollen grains;

Adaptation: feathery/sticky/hangs outside the flower;

- (iii) Only very few candidates know the importance of seed dispersal. Some candidates just wrote the definition of seed dispersal. Candidates could not score all marks because they fail to mention the fact that the plants of the same species compete for the same resources. The use of words like avoid or prevent in the place of “reduce” should be discouraged. e.g., dispersal of seeds reduces spread of diseases but does not prevent it.

Answers

avoid / reduce overcrowding;

avoid / reduce competition for light/water/nutrients/ avoid competing with one another for the same resources;

allows plants to spread out to a wide / new area / colonising;

reducing soil depletion;

reduce spread of disease;

allow surviving in case of natural disaster / to prevent extinction;

promote outbreeding;

- 4 (a) (i) Few candidates attempted the question.

Answers

A – IGNORE (if error is corrected, then this arrow should point towards the heart)

B – arrow pointing towards the liver;

C – arrow pointing towards the heart;

- (ii) All candidates could score at least one mark. It seems the hepatic portal vein is still a challenge to identify. Those who tried it could not spell it correctly.

Answers

A – IGNORE (but if the error is corrected then this blood vessel will be pulmonary vein)

B – hepatic portal vein

C – vena cava

- (b) Candidates could not score all marks because they could not link the capillary to transport of blood.

Answers

characteristic	blood vessel		
	pulmonary artery	vena cava	capillary
thick, elastic wall	✓	✗	✗
valves present	✓	✓	✗
transports deoxygenated blood	✓	✓	✓
tissue fluid passes through wall	✗	✗	✓

- (c) Candidates did not understand the question very well. They just provided the likely causes of heart attack, as answers (stress, smoking, alcohol etc.) Those who attempted the question correctly could not score all marks because they did not refer to coronary arteries or heart muscles when describing how coronary heart disease may lead to a heart attack.

Answers

build up cholesterol

Clot/blockage forms in coronary artery;

(coronary) artery becomes narrow;

Reduction in/less/no blood flow to the heart/cardiac muscles;

(Heart) muscles not receiving enough/no/lack of oxygen/oxygen-rich blood/glucose;

Lack of energy for (heart) muscles;

Heart stops working / contracting / pumping blood;

- 5 (a) Most candidates scored at least three marks here. They could not identify process D as feeding and wrote nutrition.

Answers

A -Combustion

B -Photosynthesis

C -Respiration

D -Feeding

- (b) Word equation for aerobic respiration is known to most candidates. The equation was greatly confused with that of photosynthesis. There were still those candidates who wrote the chemical equation in place of a word equation.

Answers

glucose + oxygen \longrightarrow carbon dioxide + water + (energy/ATP);

- (c) The effects of burning fossil fuels on the environment is known to most candidates but very few could successfully link it to the carbon cycle. Some candidates could explain that burning fossil fuels add a lot, too much CO₂ in the atmosphere instead of using the word increase, rise, higher, which shows a change in the CO₂ level when fossil fuels are burned.

Answers

Increases temperature / reduces rate of heat loss / global warming / increases heat trapping/increased greenhouse - effect;

Carbon / carbon dioxide is released into the atmosphere faster than it can be removed/ carbon / carbon dioxide accumulates in the atmosphere;

Increases the concentration of carbon / carbon dioxide in the atmosphere;

Increase of photosynthesis;

- 6 (a) (i) Calculation was well done. The answer of 291 infants was not correctly written, as candidates rather wrote the number obtained from their calculations, which was not penalised. Candidates need to be trained how to handle fractions when the answer involves humans or animals which has to be whole.

Answers

90.1/100 \times 322;

291 infants;

- (ii) The answer was correctly obtained from the table

Answer

Genital and urinary infections;

- (iii) Candidates know that the mother produces the antibodies in the milk but could not explain how these reach the baby.

They failed to state that breast milk contains antibodies. Those who attempted it used words like antibodies killing pathogens, defend pathogens etc.

Answers

Breast milk contains antibodies;

(antibodies) provides passive immunity;

Antibodies/immune systems are able to fight/protect against the diseases/pathogens;

- (b) (i) Syllabus definition correctly provided by most candidates.

Answer

disease causing organism;

- (ii) Some candidates attempted this question very well.

Some lost marks by writing ciliated cells and confusing them with mechanical barriers of contraceptives such as IUD, condoms.

Answers

Skin / scab from wound;

mucous membranes / mucus / cilia / respiratory track (system);

tears / conjunctiva;

nose hairs / respiratory track (system);

respiratory track;

- (c) Most candidates could not differentiate between artificial and natural immunity. Many referred to antibodies passed on through breast milk and the placenta. The formation of memory cells from the plasma cells did not come out. Only a few candidates could score two or three marks in this question.

Answers

Exposure to pathogen;

(antigen) triggers antibody production;

by lymphocytes;

memory cells (are produced);

rapid response to reinfection / release antibodies very quickly / immediately;

prevention of spread from person to person e.g., no host for pathogen;

- 7 (a) Candidates fail to differentiate between phenotype and genotype and this led to them losing marks in (i), (ii) and (iii).

Answers

(i) black (fur);

(ii) BB;

(iii) Bb;

- (b) (i) Candidates just gave 3:1 (phenotypic ratio), the genotypic ratio is not familiar to most candidates.

Answer

1:2:1;

(ii) Well answered because they were guided by the picture.

Answer

3:1; / 3 black : 1 white

- (c) (i) The differences between DNA and genes are not known by most candidates. However, many of them attempted the question successfully.

Answer

A change in the base sequence of DNA;

(ii) Candidates could not realise that the disorder eliminates the growth of hair which means no hair that results in no insulation.

Answers

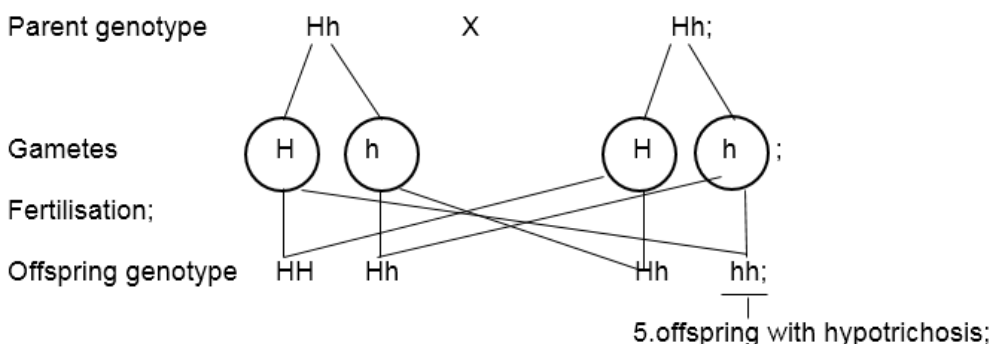
No fur / hair;

no insulation / cannot retain heat / to keep heat within body;

(iii) Most candidates failed to give the correct layout of the genetic diagram and to correctly label it. The majority of the candidates confused parental genotype with phenotype, could not encircle the gametes or wrote the genotypes with characteristics being far away from each other.

Some candidates could not draw fertilisation crosses from the gametes but rather came from the genotype. Some candidates referred to the condition as mutant gene and misspelled terms such as fertiliser instead of fertilisation.

Answers



When a Punnett square is used, labels should still be indicated and gametes encircled.

Suggestions to teachers:

- Emphasise that in the binomial system, an organism is given one scientific name made up of two parts/words.
- Definition of terms should be emphasised even if the term is not defined in the syllabus.
- Use a wide variety of examples when teaching conservation rather than using only wild animals e.g., rhinoceros
- Correct spelling and correct use of scientific terms should be emphasised during teaching and learning. Incorrect spelling of scientific terms should strongly be penalised at school level to train the candidates on the importance of the correct spelling.
- Teachers are encouraged to ensure that learners master the correct ways of drawing genetic diagrams.
- Teachers should use different strategies to make candidates understand the differences between blood vessels.
- Learners should be provided with the following information from the syllabus (Pages 38 - 44).
- Glossary of terms
 - Annexe B (guidelines for presentation of data)
 - Annexe C (conventions e.g signs, symbols, terminology and nomenclature)
- In this section there is information on genetics and the format of the genetic diagram.

General comments

Although there were a significant number of candidates who failed to attempt all parts of all questions, this did not appear to be linked to insufficient time to complete the paper, but rather to candidates who seemed inadequately prepared for the demands of the questions. There were candidates who showed very limited knowledge and understanding of some topics from the syllabus and there was virtually no evidence that there were candidates who did not find the paper demanding in at least some of its aspects. Responses to various sections of questions revealed again this year certain misconceptions and misunderstandings. There was evidence in a number of places that candidates had not read the questions carefully or thoroughly enough and, thus, their responses were inadequate or off the point. Candidates should be made aware of the need to read the questions carefully and to take note of the demands of each question.

Comments on specific questions

1 (a) (i) Candidates had to draw the head of the insect.

Candidates are advised to use an HB pencil for drawings and to erase all incorrect lines thoroughly with a good rubber. The standard of the drawing skills was not as high as expected.

Drawing: Many candidates managed to make a reasonably accurate biological drawing of the insect head. The lines were generally good with a minimum of shading. Unfortunately, it was the proportion where many candidates experienced difficulties. Many candidates included features which were absent in the printed diagram such as two small eyes next to the real eyes. Many of the drawings showed the whole animal and some drawings were rotated by 90°.

Labelling: Antennae and compound eyes were the labels given, although the spelling of antenna was a big problem. Many drawings were unlabelled and sometimes the candidates labelled the printed diagram and not their own drawing.

Answer

S - larger and in proportion;

O - clear outline;

D - detail (antennae, eyes, shaded part underneath antennae)

Label – (a pair of) antennae/compound eyes;

(ii) The measuring of the length of the thorax and the length of the abdomen did not seem to be a problem but candidates should be aware that they are expected to indicate the units.

The calculation of the ratio seemed to be a problem. Candidates should remember that it is important that the ratio should be simplified to the smallest whole number possible. Many candidates used units in their ratios.

Answer

measurements correct ; (thorax= 14-15mm or 1.4 -1.5 cm)

(abdomen= 25 - 26mm or 2.5 – 2.6 cm);

ratio calculated and correctly expressed ;

14:25	14:26	15:25	15:26
= 14:25	= 7:13	= 3:5	= 15:26

(iii) Candidates had to measure the whole of Fig. 1.1 to calculate the magnification of the photograph of the insect in Fig. 1.1. Again units were omitted and the actual length of the insect was not taken into account.

Many found calculating the magnification a challenge. The most frequent error was to turn the division calculation upside-down. The majority of candidates gave too many decimal places in their answers. A reasonable level of accuracy would have been to 1 decimal place. Surprisingly, even those who had performed the calculation correctly, used units in their answer and thus lost the mark. Writing an answer such as 'x3.7cm' caused the Examiners not to award the mark.

Answer

Correct formula: $\frac{\text{size of photograph/image/}}{\text{actual size}}$;

48-60mm ÷ 1.3;

magnification correct with x or times (accept magnifications shown below). ;

48 ÷ 13 = X 3.69/ 3.7

49 ÷ 13 = X 3.77/ 3.8

50 ÷ 13 = X 3.85/ 3.9

51 ÷ 13 = X 3.92/ 3.9

52 ÷ 13 = X 4/4.0

53 ÷ 13 = X 4.08/ 4.1

54 ÷ 13 = X 4.15/ 4.2

55 ÷ 13 = X 4.23/ 4.2

56 ÷ 13 = X 4.31/ 4.3

57 ÷ 13 = X 4.38/ 4.4

58 ÷ 13 = X 4.46/ 4.5

59 ÷ 13 = X 4.54/ 4.5

60 ÷ 13 = X 4.62/ 4.6

- (b) This question revealed how little knowledge or understanding candidates had about the external features of groups named in the syllabus, as they were unable to identify a feature of arthropods which help prevent water loss from the insect body. The spelling of 'exoskeleton' was disastrous.

Answer

exoskeleton;

- 2 (a) (i) The most common mistake made was that candidates gave the definition of diffusion instead of making it relevant to the question.

Answer

there was a movement of (ammonia) particles/gas + from a higher to a lower concentration; diffusion;

- (b) The drawing of the line graph was a very challenging question. The standard of drawing of the graph was, in many cases, poor. Candidates need to be thoroughly prepared in the art of drawing graphs - i.e. using sharp pencils (many used pens or thick pencil, with resulting problems when they tried to erase writing, points or lines), small neat crosses or ringed dots for plots (so that they can be clearly seen), joining of the plots with a neat line drawn with a ruler. The scale and orientation of the axes also proved to be a problem. Candidates should be reminded that the independent variable should go on the x-axis while the dependent variable should be plotted on the y - axis. A suitable scale should be chosen, one that allows easy plotting of the points and uses as much of the graph paper as is practically possible. Candidates should not ignore results simply because they do not fit on to the graph paper. If two lines are being drawn on the same graph, they should be identified using a key. It was pleasing to note that most candidates made at least some attempt to label the axes. Axes should be labelled both with the parameter and the units used. A very common error noted was the extrapolation of the line for the graph beyond the plotted points. A few candidates plotted a histogram or bar graph.

Answer

A – axes correctly labelled + correct units;

S – correct scale;

P – points plotted correctly;

L - lines straight and through points;

K – key;

- (c) Most candidates could describe the results shown by the graph but it was worrying that they could not express themselves thoroughly.

Answer

faster/quicker colour change with higher concentration/ORAs;

- (d) This question was poorly answered by the majority of the candidates. It seems to be a very challenging question. Many candidates knew how to find rate by dividing distance by time but could not manage to find the correct distance as well as time. The correct distance is 20 cm. (from 4 – 24 cm). The correct time is 17 seconds (20-3)

Answer

20 ÷ 17;
= 1.176/ 1.18;

- 3 (a) (i) Candidates did not read the question carefully and were confused by the word 'bubbled'. They wrote down reasons why there are bubbles formed in the solution instead of saying why air was let into the solution. It was evident that candidates had no clue of what the investigation was all about.

Answer

oxygen;
energy/respiration;
active uptake;

- (ii) The majority of the candidates succeeded in identifying that the black paper prevents light from entering the flask but went on to say to reach the plant instead of the roots and were thus penalized.

Answer

no light/dark;
(roots) no photosynthesis;
To prevent growth of water plants/ algae;

- (b) (i) In most cases, the identification of plant B was the only correct answer given by candidates in question 3.

Although the correct plant was identified, many candidates could not give reasons for their choice. Few candidates referred to plant A, although they identified plant B. The use of comparative words were lacking when showing the difference between the two plants.

Answer

plant: B;
reason: stunted growth/poor growth/ less growth/comparison with parts of plant A/AW;
(lower) leaves yellow/(upper) leaves pale green/chlorosis;

- (ii) Mostly well answered.

Answer

repeat the experiment / use more plants;

- (iii) The majority of the candidates succeeded in answering this question.

Answer

temperature;
light;
carbon dioxide;
humidity;
volume of solution and distilled water;

- 4 This question was poorly answered. It appears that the majority of the candidates was not introduced to this investigation and thus could not answer these questions properly.

- (a) The most frequent error made was that potassium hydroxide absorbs carbon dioxide from the plant instead of from the air in the bell jar.

Answer

to absorb carbon dioxide;

- (b) The spelling of the word 'destarch' was a big problem. Many candidates wrote 'discharge'

Answer

to destarch the plants/remove starch from plant;

- (c) It was disappointing to see that only a few candidates could explain the need or a control in an experiment.

Answer

minimise the effect of factors other than the one being tested/ it is how we know an experiment is testing what it claims to be testing;

- (d) Most candidates misunderstood this question.

Answer

perform starch test with leaves + from both plants;
using iodine solution;

- (e) The normal procedure after an experiment is the results obtained, explanation of results and then the conclusion drawn. The previous question was based on how to test the two leaves for starch and this part of the question was based on this test. Many candidates did not succeed in correctly putting the results and explanation of the results in the correct place. However, the majority of the candidates correctly mentioned that carbon dioxide is needed for photosynthesis.

Answer

Result:

leaves of C will turn blue-black;
leaves of D will turn light brown;

Explanation:

C- carbon dioxide not withdrawn + photosynthesis took place/starch present;
D- carbon dioxide absorbed by potassium hydroxide + no photosynthesis/ no starch;

Conclusion:

Carbon dioxide is needed (to produce starch and therefore) for photosynthesis

BUILDING STUDIES

6186
Paper 1

GENERAL COMMENTS

Building Studies is one of the more loved vocational subjects in the schools, but due to lack of facilities, only a few schools can offer it. The candidates entered for this subject really tried 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. The syllabus was well developed by the NIED in collaboration with CIA and was accepted by both institutions. All this was done to upgrade the level of Education in Namibia. Therefore, the two institutions with their teams should be applauded for the exceptional work done to improve the living standards of the Namibian Child.

Thanks, should also go to other role players like the entire Ministry of Education, Regional Offices, Schools, Communities and of course the Candidates who wrote 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 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 candidates did not have the knowledge to answer certain questions successfully and some did not attempt certain questions. By the spread of marks for this question paper, it looks acceptable, but there are some areas which need to improve.

Section A consisted of compulsory short questions across the syllabus. In most cases candidates scored good marks, but in some cases improvement is needed. This can only be done with more training to the teachers.

This year we had 67 candidates, an increase of 16 new entries which is an indication that the subject is growing.

COMMENTS ON SPECIFIC QUESTIONS

SECTION A

- 1 State the three basic pieces of essential protective clothes on a building site.

The candidates did very well in this question. They are aware of safety on a building site.

Possible answers include:

Hard hat, safety boots, masks, gloves, overall, goggles (3 x 1 = 3)

- 2 What is the minimum requirement for a first aid box to contain on a Building site?

Most of the candidates scored good marks. A few candidates misinterpret the question and gave the answer to what to do in the case of an accident.

Possible answers include:

Plasters, bandages, ointment, disinfectant, splints, safety blankets, painkillers, gloves, safety pin; scissors (Any other correct answers) (4 x 1 = 4)

- 3 Identify the tools in Fig. 1 and state one use for each.



Most of the candidates scored full marks in this question.

The answer:

A Trowel – to apply mortar to lay bricks (1 + 1 = 2)

B Bolster - to crack/break into surfaces of bricks, blocks etc. (1 + 1 = 2)

4 Fig. 2 shows a certain construction labelled with X.

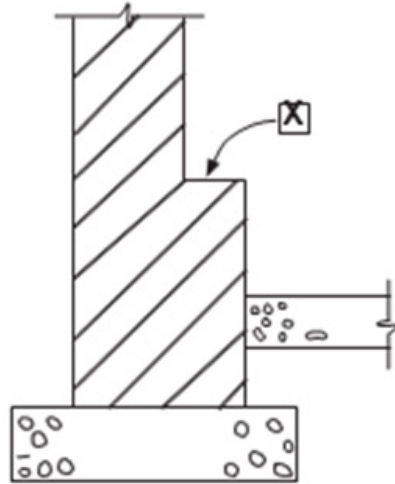


Fig. 2

Name the construction at X and its purpose.

Only one or two candidates could give the correct answer, which means they are not conversant with this type of construction.

The correct answer:

X: Offset - to support floor joists and roof timbers (1 + 1 = 2)

5. First class plastering is done in three layers on walls. Name them and the thickness of each.

Render coat, 10mm to 20 mm (could also exceed 20 mm) (1)

Floating coat, 6mm (1)

Setting coat/finishing coat (1)

6. Fig. 3 shows bricks closers.

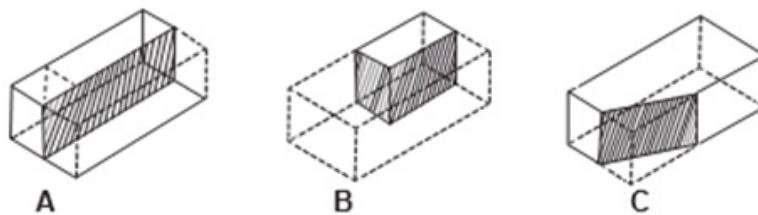


Fig. 3

Some of the candidates could not give the correct terms for these bricks, therefore scored low marks.

The correct answer:

A - Queen closer half (1)

B - Queen closer quarter (1)

C - King closer (1)

7. Define the following terms which have a general application to brickwork.
(brick sizes not a requirement)

Most of the candidates scored good marks, but the term 'Arris' was unknown to them.

The correct answer:

- a: Arris - An edge of a brick (corner where 2 flat edges meet) (1)
- b: Bed - The lower surface of a brick when placed in position. (1)
- c: Header - The end surface of a brick. (1)
- d: Stretcher - The side (usually referred to as the 'edge') surface of a brick. (1)

8. (a) What is understood by the term 'jamb's'

Only one candidate could give a fair answer to this question, while the rest could not score any marks.

The correct answer is:

Jamb's - Are the vertical sides of openings which are formed in walls to receive doors, windows, fireplaces etc. (1)

- (b) Name the **three** forms of jamb's.

Only one or two candidates could score some marks here. Candidates are not conversant with this term.

The correct answer:

- Square or plain jamb's
 - Rebated or recessed jamb's
 - Rebated and splayed jamb's (3 x 1 = 3)
- Accept also:** molded jamb's

9. What is the main function of a foundation?

Most of the candidates scored good marks here.

The correct answer:

To distribute the weight to be carried over a sufficient area of bearing surface so as to prevent the subsoil from spreading and to avoid unequal settlement of the structure. (max. 2)

10. Fig. 4 shows an arch.

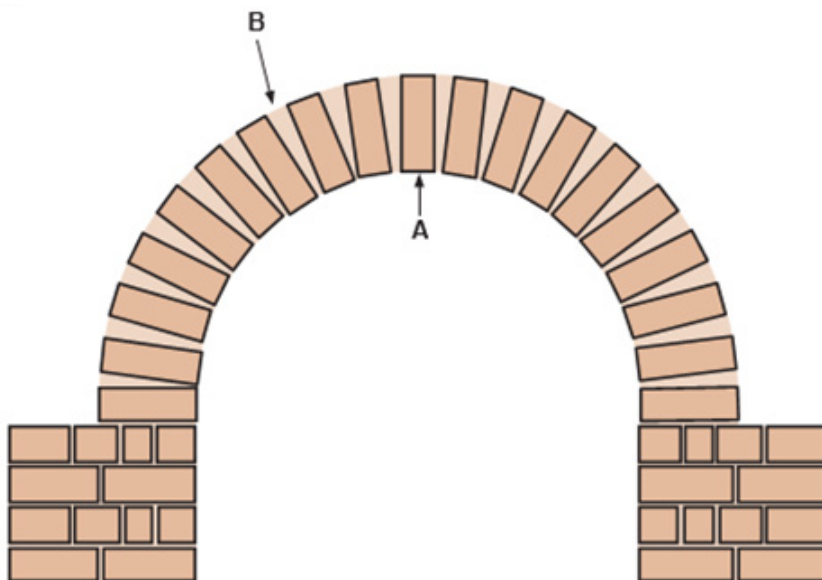


Fig. 4

Identify the parts **A** and **B**.

Only a few candidates scored maximum mark for this question. The answer:

- A** – Key (1)
- B** – Extrados/ Outer segments (1)

[30]

SECTION B

11. Fig. 5 shows a sketch to set out a column.

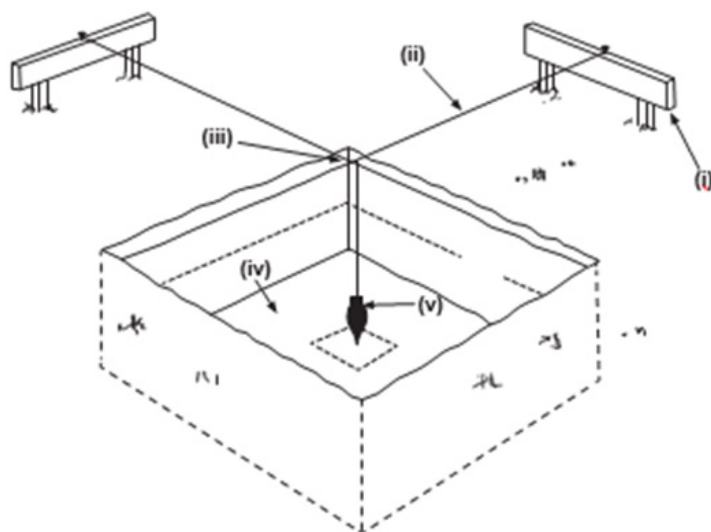


Fig. 5

(a) Label the parts marked (i) to (v)

Most of the candidates scored maximum marks here. The correct answer:

- (i) Profile (1)
- (ii) Building line (1)
- (iii) Lines cross at the centre of the foundation and column (1)
- (iv) Concrete base (1)
- (v) Plumb bob to locate centre (1)

(b) Explain in steps how to set out the column

Answers of candidates vary from good to fair.

Possible answer:

L	General explanation of the steps with some knowledge shown	0 -3
M	Fair knowledge of steps to be applied in the explanation with some accuracy	4 - 6
H	Excellent and accurate explanation to apply steps in the correct order	7 - 10

Marking criteria

- Locate the positions of the columns or piers on the working drawings.
- Measure the positions on the ground and place profiles to mark the centre of the columns or piers.
- Check that the lines are at right angles to the proposed wall positions.
- Run lines from the centre of the profiles in both directions to the opposite wall position or profile.
- Remove the profiles as the building work progresses.

12. Fig. 6 shows a ground plan of a single garage with one brick walls and a height of 2.7 m.

Calculate the number of brick required to build the garage.

- The size of a brick is $200 \times 100 \times 100$
- Show all your workings.

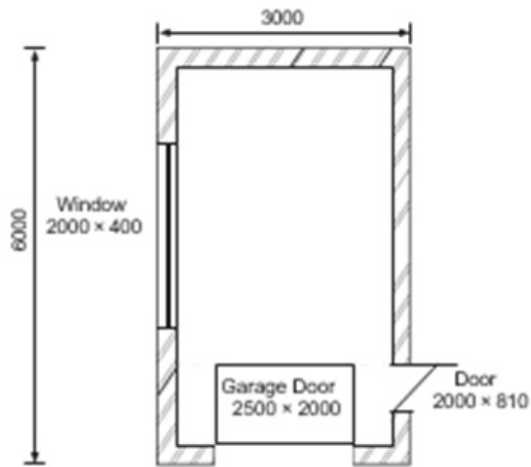


Fig. 6

Only one candidate could score maximum marks here, while some scored a few marks and the rest could not score any or did not even attempt the question. Evidently it is the low level of candidate's mathematical skills. The correct answer:

Area of walls

Perimeter x Height

$18\text{m} \times 2.7\text{m}$

48.6m^2

(1)

(1)

(1)

Area of window opening

Width x Height

$2\text{m} \times 0.4\text{m}$

0.8m^2

(1)

(1)

Area of door opening

Width x Height

$2\text{m} \times 0.81\text{m}$

1.62m^2

(1)

(1)

Area of garage door opening

Width x Height

$2.5\text{m} \times 2\text{m}$

5m^2

(1)

(1)

Brick area

Area of walls - Area of openings

$48.6\text{m}^2 - 7.42\text{m}^2$

41.18m^2

(1)

(1)

(1)

Number of bricks required

Brick area x Number of bricks p/m^2

$41.18\text{m}^2 \times 100$ bricks

4118 bricks required

(1)

(1)

(1)

[15]

13. Draw to a scale 1:5 a part section through a concrete floor, showing the following:

- screed 10 mm
- concrete slab 100 mm
- Backfill
- strip foundation
- one brick wall

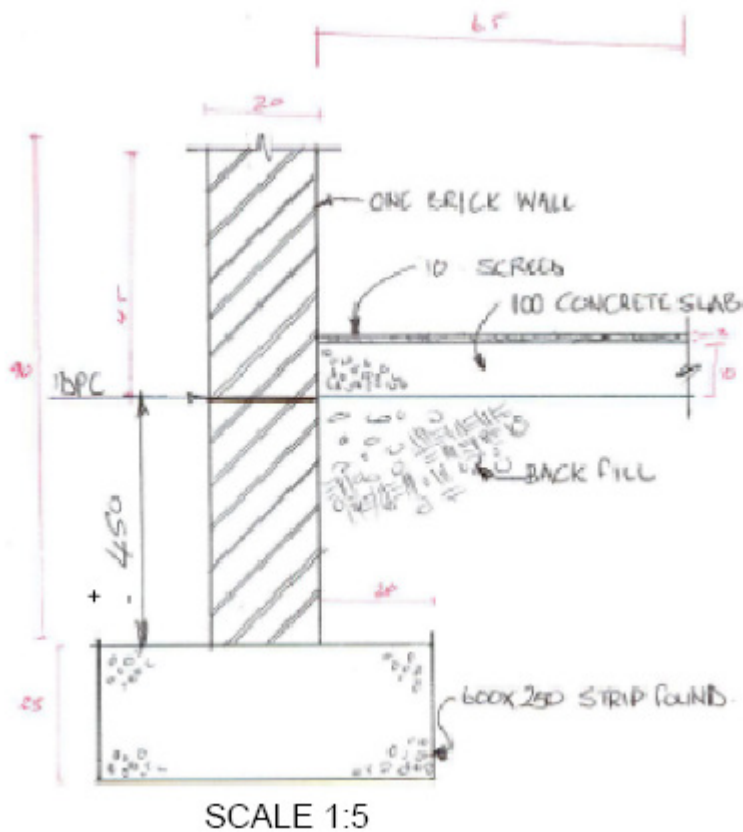
DPC

- Neatly label all the parts on your drawing in print write.
- Do the necessary enhancement on your drawing.
- Indicate the height from the foundation to the concrete slab.
- Print write the scale 1:5 in the centre beneath your drawing.

Most of the candidates scored good to fair marks. The most common problem why they could not score maximum marks are

- They could not draw to the required scale
- They did not apply the SANS code to their drawing
- Accuracy is very poor
- Most of them do not know where the DPC should be placed.

The correct answer:



- | | |
|--|-----|
| - Correct drawing shown | (1) |
| - One brick wall (200mm) shown | (2) |
| - Strip foundation (600x450) correctly shown | (2) |
| - Concrete slab (100) correctly shown | (1) |
| - Screed (10mm) Correctly shown | (1) |
| - DPC correctly shown | (1) |
| - Backfill shown | (1) |
| - Hatching (1) | (1) |
| - Distance between foundation and slab shown | (1) |
| - Labelling in print write | (2) |
| - Correct scale used and shown | (2) |

- 14 Draw to a scale 1:5 the end part of a pitch roof at 30° with an overhang of mm. Close the eave with 80 × 20 tongue and groove board.

Show the following in your drawing:

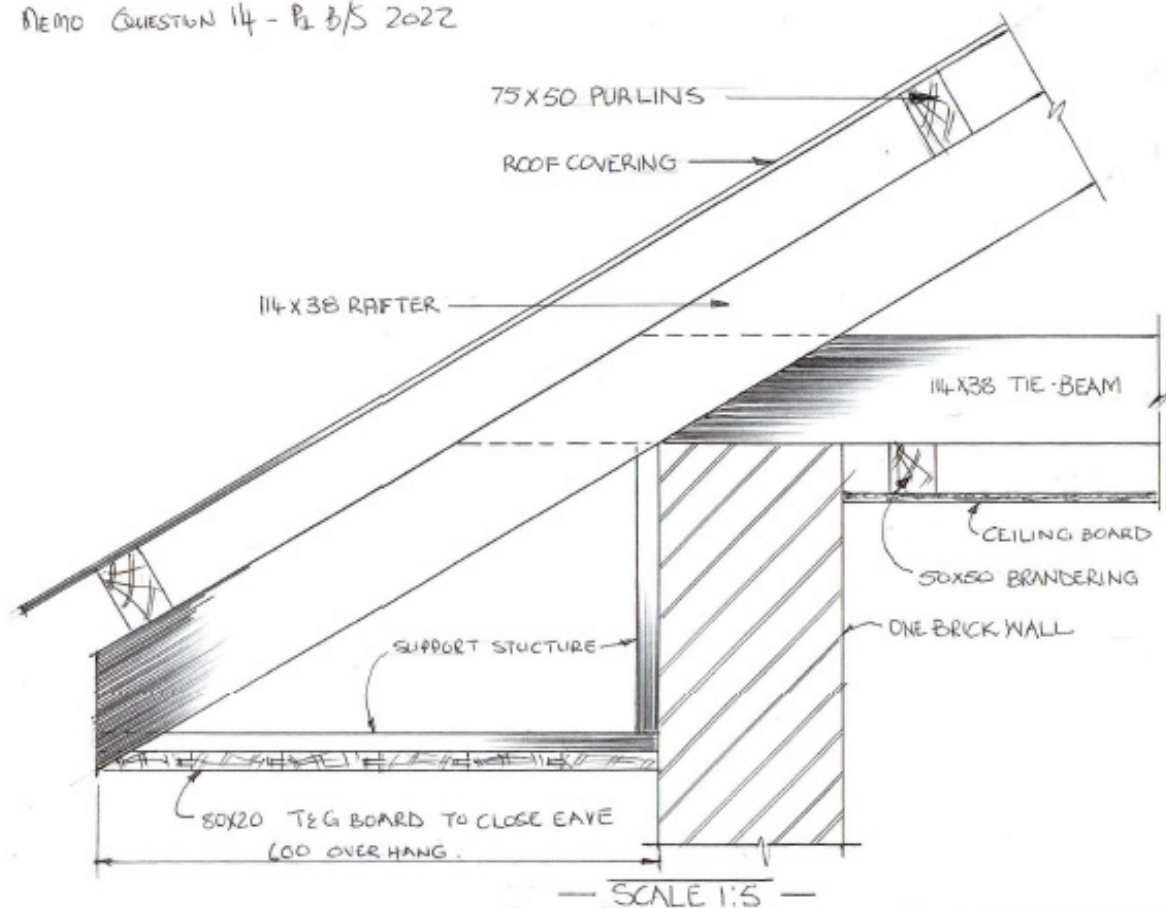
- Roof covering
- Purlins 75 × 50
- Rafter 114 × 38
- Tie beam 114 × 38
- One brick wall
- Close eave
- Brandering 50 × 50
- Ceiling board

Label the parts on your drawing in print write.

This question was poorly answered by all candidates. Evidently this part of the syllabus was not covered by most of the centres.

- They draw a entire roof structure which was not required
- The scale was not applied
- The SANS code was not applied
- They did not know what an overhang is
- They did not know what an 'eave' was
- Most of them did not know the terms: brandering, purlins and its positions in the construction.

MEMO QUESTION 14 - P2 3/5 2022



- | | |
|------------------------------|-----|
| - Correct overhang shown | (1) |
| - Purlins (75x50) shown | (1) |
| - Rafter (114x38) shown | (1) |
| - Tie-beam (114x38) shown | (1) |
| - One brick wall (200) shown | (1) |
| - Brandering (50x50) shown | (1) |

- Ceiling board shown (1)
- Correct overhang at 600mm shown (1)
- Support structure for eave shown (1)
- T and G boards to close the eave shown (1)
- Haching (1)
- Labelling of drawing in print write (2)
- Correct scale used and shown (2) [15]

15. Fig. 7 shows an overview of the discharge of waste from a house to a public sewer.

Study Fig. 7 and label the parts A to J

This question was answered fairly well by most of the candidates and scored good marks.

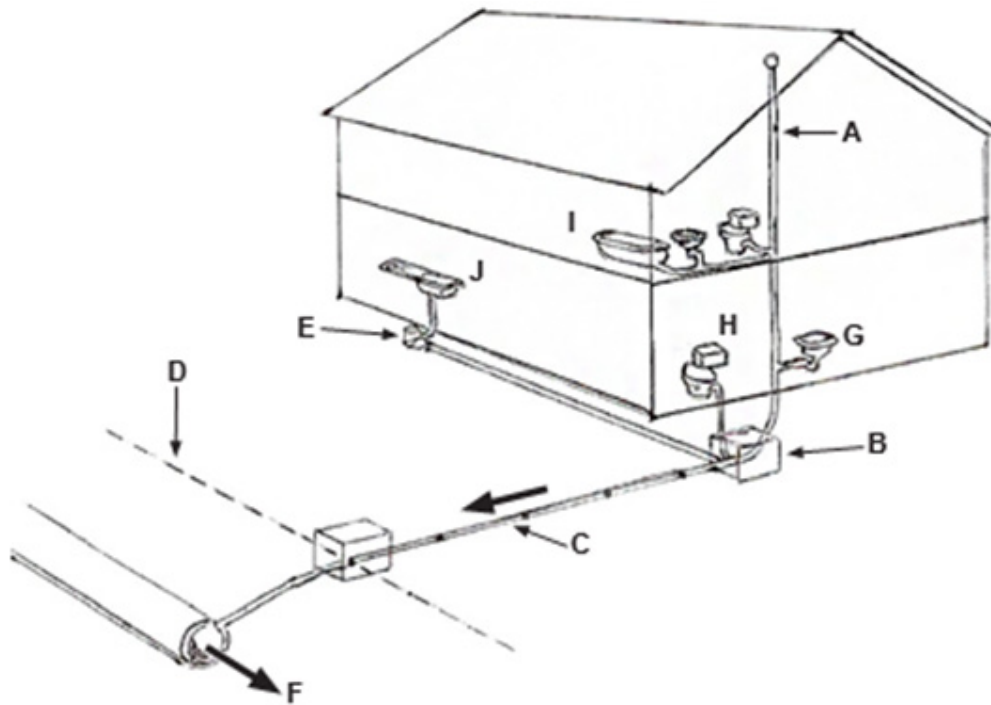


Fig. 7

- A – Soil vent pipe (1)
- B – Inspection chamber (1)
- C – Soil pipe/ Sewer (main sewer) (1)
- D – Boundary to property (1)
- E – Waste discharge to gully (1)
- F – Municipal sewer (1)
- G – Basin (1)
- H – WC (1)
- I – Bath (1)
- J – Sink (1)

[10]

General Comments:

2022 was a great year, especially for the candidates who wrote this practical examination. Evidence have shown that the Namibian Child is growing fast, because of the work submitted and the outcome. Very applaudable, thank you.

Thanks, should also go to other role players like the entire Ministry of Education, Regional Offices, Schools, Communities and of course the Candidates who wrote this examination.

According to the work assessed, one could see that the candidates tried their best to be successful in this examination with the support of their teachers and their parents.

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 on the questions, there were no problems answering the questions. However, good responses were given for certain questions and candidates could score good marks.

Evidence also show that quite a few candidates did not show the skills to answer the practical part as expected. Finishing skills is very important.

It is our expectation that in 2023 there will be a further increase in the number of candidates entering to do this subject. For 2021 there were 50 candidates, in 2022 there were 67 candidates.

Evidently the candidates performed well overall. One can even be of the opinion that candidates love practical (hand-on) assignments.

Part A

You are required to build a project of a wall to the given specification.

Fig. 1 shows a plan view of the wall to be built in Flemish Bond.

This question was answered well as expected and the candidates scored good marks.

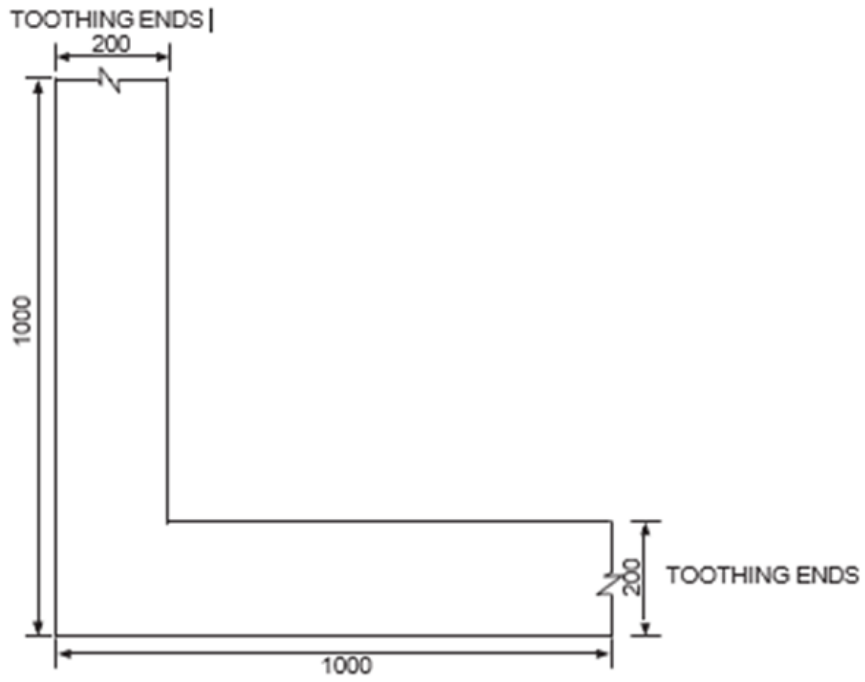


Fig. 1

- Building pegs
- Builders square/try square/steel square
- Builders line/string
- Gauge rod
- Spirit level
- Tape measure
- Markers/chalk
- Straight edge

[5]

Part B. (Practical Production)

Build the following project using the materials provided and the correct tools needed. Finishes required on this project are as follows: --

- weather struck joints
- 15 mm bed joints
- five courses high
- tothing ends on both sides, one brick (200mm) thick and 1000 mm long to both sides.
- size of a super brick, 200x100x100

Fig. 2 shows an isometric view of the wall in Flemish Bond to be build.

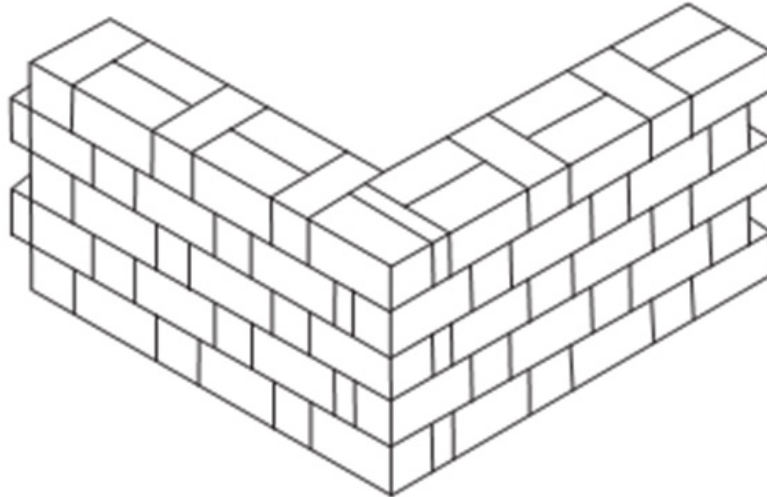


Fig. 2

In this examination the candidates did very well and overall scored good marks.

Comments per topic

1 Preparation of work pieces

Most of the candidates scored maximum marks.

2 Interpretation of drawings/specifications

Only a few candidates found it difficult, because they were not used to Flemish bond which was required.

3 Safe handling of tool and equipment

Most of the candidates scored good marks in this criteria.

4 Proper use of tools and equipment

According to photographic evidence, most of the candidates used these items correctly and therefore scored good marks.

5 Safety precautions

Most of the candidates scored good marks, because photographic evidence shows that safety rules were strictly applied.

6 Accuracy and quality of work/product

According to photographic evidence, most of the candidates scored good marks and some less marks. This was due to the following:

- Finishing
- Accuracy
- Poor workmanship
- Time given
- Insufficient tools
- Heat (at some centres especially in the north of the country the heat had a negative effect on candidates, because the practical was not done under roof, but outside in the sun).

[40]

Practical Assessment Criteria for Part B

Assessment objectives	Level of Response	Mark Range	Max. Marks
1. Planning	For each tool needed 1 mark		5
2. 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	
3. Practical skills Marking out	Poor marking out skills, not using the correct tools.	0-1	5
	Moderate marking out skills, using the right tools incorrectly.	2-3	
	Excellent marking out skills, using tools correctly	4-5	
4. Practical skills Safe working NB: Poor and unsafe practice displayed by the candidate should result in the assessment being stopped	Not applying the safety measures using tools, resulting in an injuries or possible injury	0-1	5
	Satisfactory application of some safety rules, but still may be at risk of injury.	2-3	
	Applying all safety rules and works without risk	4-5	
5. Practical skills correct used of tools	Total lack or poor use of tools	0-1	5
	Satisfactory use of tools	2-3	
	Excellent use of tools	4-5	
6. Practical skills	Bond is not according to the specification given	0-3	10
	Bonding is correct according to plan	4-6	
	Bond well maintained	7-10	
7. Practical skills correctness	Project not plumb, align and level	0-1	5
	Project is correct according to plan and few tolerance	2-3	
	Project well-built and everything proportional	4-5	
8. Practical skills neatness	The length and height is incorrect, surface are neat and project has an overall poor appearance	0-1	5
	Project might be incorrect/ have wrong dimensions but the appearance and surface are fair	2-3	
	The project is well built, joints well finishes and plaster	4-5	

Part C

Write short evaluation of the project that you have built.

[5]

In this part most of the candidates scored good marks, only a few scored in the lower band

Evaluation	Only a general appraisal is done for e.g. single words such as strong, neat, even, looking nice, works well, wall is standing.	0 - 1
	Specific evaluation done referring to some different elements for e.g. words and at least one statement such as, mortar gaps are the same width in order to look neat. Some justification on neatness. A description of a candidate's performance (max 2 marks)	2 - 3
	Evaluation refers to most work done as well as general reflections. For e.g. statements highlighting the positive and negative points with reasoning. Justifications on improvements to be done.	4 - 5

[50]

GENERAL COMMENTS

Building studies is one of the technical subjects implemented in 2019. This year it was the third year it was examined against the syllabus.

The subject was implemented to compliment and ease the economy of the country, but not only that, but to develop the learners in critical thinking and problem solving.

If so, decided the doors are open for such learners to proceed their studies on tertiary level, or specialise at a Vocational Training Centre for a specific trade wished to do.

This envisage the platform for entrepreneurship, self-sustainability and job creation, which will be a landmark of expertise, technicians and artisans, we can even talk about technologist.

This curriculum was developed to train and enhance the knowledge and skills of the learners to achieve the highest level of TVET in the country.

Saying this, there are not only the learners or the MOE to path the way for our future leaders, but the most important stakeholders are the parents, then the line ministries, the private sector and the International Organisations (NGO's).

In this curriculum the National Training Authority (NTA) plays a leading role to the success of this curriculum.

Come to the grass root level, are our principals, HOD's and the teachers at school, resort directly under the SEO at their respective Regional Offices. The DNEA is the examining body and see to it that assessment is done as required.

At this stage it is imperative to thank all centres for the work submitted. It was not an easy task, but since the regulations regarding Covid19 was entirely eased in the country, the schools could do their work face-to-face and have more control and greater success could now be achieved. It is therefore applaudable that all work was submitted on the due date given by the DNEA.

Since this is the third year of assessment of this curriculum, everything (logistics) went better than the previous year, but there is still space for improvement, especially the handling of USB',.

From the work submitted, it is evident that training is still needed by teachers, teaching this subject. It is very important to understand and implement the syllabus as well as the assessment rubric by teachers and candidates. It is also equally important that the candidates are guided to understand, interpret, and implement what was taught by the teacher.

In this examination (coursework), it is evident that candidates and teachers tried their best to improve the standard of work, because of the simple reason, more time was available this year to complete a decent folder and a product. It is evident that the standard of work improved in comparison with the previous year, but there is still a great space for improvement. Congratulations to all the centres.

COMMENTS ON SPECIFIC HEADINGS-ASSESSMENT CRITERIA

1. GENERATION AND EXPLORATION OF IDEAS.

Some centres still do an analysis, brief, research and specifications, which is not necessary, because all this was given in the scenario. The candidates could start right with the EXPLORATION of IDEAS. The ideas should be done taking the specifications that was given into account, but it is equally important that candidates could browse through the internet to give them a picture of what a is on the market. In this way candidates could have an open mind to develop their own ideas.

Some centres took items from the internet and stated it as their own ideas which is very wrong, that is plagiarism. Candidates from this centre then only have one idea which is stated to be the chosen solution. This resulted into a narrow-minded idea on a single concept of the product.

In most cases the ideas were not evaluated, notated or enhanced with no finer detail to realize a product from the information given. In other words, it was not on standards as was required. Most of the candidates failed to score maximum.

Therefore, it is imperative that more training is still needed in the regions for teachers to understand what is required in this topic.

2. DEVELOPMENT OF PROPOSED SOLUTION

It is to be understood what a DEVELOPMENT of a product means. The development is an accurate, precise and detailed plan of the product to be made. Included are detailed sketches, formal drawings where each part is shown with the joining method and how it will be assembled. Descriptions, explanations, notations, dimensioning and enhancing is very important. Most of the candidates did not comply with this requirement. Therefore, maximum marks could not be awarded. A product could not be realised if the development is not correctly done, and of course in very fine detail. It is also very important that candidates apply the SANS (South African National Standards) code throughout their work.

A development does not consist of one sketch, but multiple sketches, notated, evaluated, detailed and enhanced. This is important if the candidates want to score maximum marks.

3. PLANNING FOR PRODUCTION.

In this section the candidates scored good marks. It was a relief to realise that the syllabus is correct and measurable, it is as realised, that interpretation is the problem. This means that knowledge lacked, but with the training mentioned, maximum marks can be achieved.

4. PRODUCT REALISATION

This area needs a little of attention. Overall candidates did very well in this section, evidence has shown that applying the skills and knowledge was not a problem. This is very important, otherwise a good and an appealing product cannot be realised.

Most of the products were on standard and completed according to photographic evidence, but lacked finishing skills. Therefore, it is important that candidates know, what is expected of them.

In most cases evidence was forwarded of processes, while building the project, which is very important to see, because this can influence a candidate's mark.

It must be mentioned, that in the previous year (2021) candidates of one centre build their product as real-life project at their residences and all the evidence were submitted. Still very applaudable.

5. TESTING AND EVALUATION

Testing and evaluation are done against the specifications. Most of this can only be shown by photographic evidence, with notes and explanations for suggesting improvements to the product.

Evaluation is not a general appraisal, but a concise and systematic approach to the functionality, ergonomics, and aesthetics of the product, which most of the candidates did not take into account.

CONCLUSION

With this report it is important that all stakeholder do play its part to make this curriculum a successful one to uplift and enhance our learners and communities in all areas which can boost the economy and make Namibia proud.

BUSINESS STUDIES

6144
Paper 1

1. General comments

There was an improvement in learners' work from 2021 examination. The learners' knowledge answers have improved in (a) (i) and (ii) and (b). Many learners scored marks here.

The paper was to moderate but some learners did not cope with the D-assessment questions. Teachers, please pay more attention to the explanation on how to answer these D-assessment questions. Use the grid with the explanation, 2K + 2 An+ 2 Ap + 2 Ev. Give learners extra questions to practise the answering.

In an answer there must be knowledge: no knowledge no marks.

Analysis and application must form part of the knowledge part of the answer.

With evaluation the learner must make a choice and then follow by the evaluation. No choice no evaluation marks. Choice = 1 mark for evaluation.

Application in the questions is a big problem. Learners do not apply and can lose up to 20 marks in a paper.

Teachers do not teach specific topics in the syllabus either because information on the topic is not available in the textbook or teacher did not finish off the syllabus in time.

Learners answered government related topics very poorly, not linking the government intervention to the situation in the question paper.

Big improvement in the calculating of the learners.

2. COMMENTS ON SPECIFIC QUESTIONS

- 1 (a) (i) Fairly well answered by the learners. Some learners refer to the type of business form, while the case study supplies a hint for learners. "It services", "itself".

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Tertiary sector/service business (k) provides a service (k) to consumers and other businesses. (k)

Some understanding (1)

- (ii) Well answered by the learners. Many learners scored full marks.

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Owners

Workers

Managers

Customers

Government

Community/society

Suppliers

Any two

Some understanding (1)

- (b) Fairly well answered. Learners identified Private Limited Company; again the clue was in the paper - (Pty) Ltd. The second mark is for any characteristics of a private limited company identified.

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Private limited company (k)
Form of ownership started by 1 – 50 private individuals. (k)
Name end with (Pty) Ltd. (k)
Shares only sold to family and friends (k)

Some understanding (1)

- (c) Well answered by the learners. Analyse two ways, the two indicated that the examiner needs two knowledge answers and from there the analysis and application must follow.

Answer

Knowledge (2 x 1)
Award up two marks for how business respond to needs of community.
Application (2 x 1)
Award one mark for each relevant reference made in context.
Analyses (2 x 1)
Award one mark for each explanation of how a business responds.

Possible answer

Provide goods and services (k) to satisfy the basic needs of a community. (an)
Businesses often invest in research and technology. (k) BC Services upgraded its services to keep track with changes in economy (an) and enable them to adapt to the needs of the changing consumer demand. (an)
Through their operations businesses create and provide employment opportunities for community members, (k) someone to do copy making, (ap) thereby, helping to increase the income of the community. (an)
Businesses in the community also help with the economic development of the area in which they operate. (k) They may attract further investment to the community (an) which results in more job opportunities. (an)
Businesses pay tax to government. (k) This enables the government to provide the community with goods and services (an) such as water, electricity and education. (an)
Plough back into the **community by providing sponsorships, bursaries (k) - good reputation for business. (an)**

Application

Copy making, deliveries of copies, print, fax, e-mail, bookbinding, files, glue.

- (d) Poorly answered by learners. A very few learners scored 4 and more marks. Most learners scored no marks for evaluation. The learners show a lack of knowledge of this specific topic.

Answer

Knowledge (2 x 1)
Award one mark for each relevant way of how government protects capital providers.
Application (2 x 1)
Award one mark for each reference to BC Services (Pty) Ltd.
Analysis (2 x 1)
Award one mark for each explanation of how government protects capital providers.
Evaluation (2 x 1)
Award two marks for relevant evaluation on how government protects owners.

Possible answers

Government sets laws and rules (k) which requires the owners of BC Services (ap) to provide enough security (an) which is retained if the borrower defaults on repaying a loan, (an) thus, the lender (the bank) has first call on money raised from the secured assets of BC Services (an) like copy machines used. (ap)
Banks/financial institutions that lend money expect businesses that borrow money to pay it back (k) with interest. (an)
The Companies Act requires incorporated businesses such as BC Services (Pty) Ltd to be registered at the Registrar of Companies. (k) This act further requires incorporated businesses to make their annual financial statements available to all interested parties (an).

Evaluation

Government must protect the capital providers (ev) to ensure that they will get their money back. Banks will participate actively in the financing of the business if they know their capital is protected. (ev)

Application

Shareholders/owners of BC Services, copy machines, fax machines..

- 2 (a) (i) Poorly answered. Learners did not read the question with understanding. "Public sector" most answered funds available for "Private sector."

Answer

Knowledge (2 x 1)
Clear understanding. (2)

Bank of Namibia
World Bank
Development Bank of Namibia
International Monetary Fund

Any two

Some understanding (1)

- (ii) Fairly well answered but some learners did not know the term "internal" funds and wrote any type of funds.

Answer

Knowledge (2 x 1)
Clear understanding. (2)

Retained profits.
Selling of existing assets.
Sale of stock.
Owner's savings.

Any two

Some understanding (1)

- (b) Fairly well answered, but learners did not know their definition and ended up with the wrong answer. Remembering definitions is knowledge.

Answer

Knowledge (2 x 1)
Clear understanding. (2)

Cash is the money readily available (k) **OR** kept in the business for a short period (k) while **profit** is the difference between income and expenses (k) **OR** when income exceeds expenses. (k)

Some understanding (1)

- (c) Poorly answered. Learners confused the question with the factors managers will consider before borrowing money, amount needed, size and status of business. These factors for managers are not in the specific objectives of the syllabus, only in one textbook.

Answer

Knowledge (2 x 1)
Award one mark for each factor identified.
Application (2 x 1)
Award one mark for reference to SF.
Analyses (2 x 1)
Award one mark for an explanation of each factor.

Possible answer

Consider the aspect of risk (k) not take unnecessary risks will refuse to give finance to SF's owners. (an) If the business meets requirement to pay back loan. (an)
Experience of the people/credibility in charge of the business (k) how convincing they are, (an) their track record as manager, (an) how well they run the business. (an)
Evaluate the financial statements of the business/consider future prospects (k) whether it reflects a positive image of not. (an)
Consider the general worthiness of the business/profitable. (k)
Consider the gearing ratio, (k) to high business not able to pay back new loan with interest. (an)
Will the loan be secured, (k) to ensure they receive their money back. (an)
Why is the loan needed, (k) to ensure they provide the business with correct type of finance (short, medium long-term). (an)

Application

Equipment, owners of SF, cash flow forecast.

(d) Answer

Knowledge (2 x 1)

Award one mark each for way of how government protect employees.

Application (2 x 1)

Award one mark for each relevant reference to context.

Analysis (2 x 1)

Award one mark for each relevant explanation.

Evaluation (2 x 1)

Award one mark for each relevant evaluation of how employees are protected by government.

Possible answers

Unfair labour practices

If an employee fails to do something which the managers of SF (ap) may not require the employee to do (k) thus taking steps against such employees. (an)

If an employee as a member of a trade union participates in activities of such trade union (k) and faces negative consequences of such activities (an) like subtraction of wages. (ap)

If an employee is pregnant (k) and is fired/suspended as a result. (an)

If no warnings are received about misconduct (k) and workers are dismissed (an) losing income. (ev)

If the employer refuses to bargain collectively (k) to benefit employees. (an)

If the employer refuses to provide a contract of employment (k) for employees to know what working conditions will be (an) and what they let themselves into before signing any document/contract (an) like wages received (ap) other extra benefits e.g. medical aid, (ap) working hours.

Evaluation

Good to protect employees (ev) business cannot exploit its workforce, (ev) but it can be expensive for business if it does not adhere to contracts. (ev)

Application

Managers of SF, wages, extra benefits e.g. medical aid, reference to working hours, working conditions, workforce of SF

- 3 (a) (i)** Poorly answered. Was difficult for learners to define product. Learners may not use the word product in the definition to explain the term. One mark for the definition and the second for “to satisfy consumers’ wants.”

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Product can be defined as anything that a business can offer/good/service to consumers (k) in order to satisfy their needs and wants. (k)

Some understanding (1)

- (ii)** Poorly answered.

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Consumer goods. (k)

Producer goods/industrial goods. (k)

Some understanding (1)

- (b)** Learners described the production channels as in the case study but did not refer to the distribution channels. “A small portion of its output is sold directly to hotels.” → Producer to consumer. “Rest of output is sold through its own chain of bakeries.” → Producer to retailer to consumer. Learner cannot just repeat from the case study and expect a mark.

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Producer → retailer → consumer. (k)

Producer → consumer/direct channel. (k)

Some understanding (1)

- (c) Fairly well answered. Learners came up with different methods of calculation and were still rewarded marks. Many learners only calculated cost price N\$14 or only mark-up of N\$7. The learners should have added them together $N\$14 + N\$7 = N\$21$ to obtain full marks. A huge improvement in calculations.

Answer

Knowledge (2 x 1)
Award one mark for each formula.

Application (2 x 1)
Calculation of cost plus pricing.
Analyses (2 x 1)
Answer to calculations.

Possible answers

Total cost
Output (k) If formula is missing then award (k) on next step.

$$\begin{aligned} &= 2\ 800 \\ &\quad 200 \quad (\text{ap}) \\ &= N\$14,00 \text{ cost price (an)} \end{aligned}$$

Mark-up

$$\begin{aligned} &14 \times 50 \\ &1 \quad 100 \quad (\text{ap}) \\ &= 7 \end{aligned}$$

OR

$$\begin{aligned} &2\ 800 \times 50 \\ &\quad 100 \\ &= N\$1\ 400 \end{aligned}$$

$$\begin{aligned} &N\$1\ 400 \div 200 \\ &= N\$7 \end{aligned}$$

$$\begin{aligned} &\text{Cost price} + \% \text{ mark-up} = \text{selling price (k)} \text{ If formula is missing then award (k) on next step.} \\ &= 7 + 14 \\ &= N\$21 \text{ for each pie (an)} \end{aligned}$$

- (d) Well answered. Most learners could identify on the job and off the job training. Inducting training was not awarded marks. Most learners could obtain 4 or more marks. The only option considered was on the job training useful for semi and unskilled workers.

Answer

Knowledge (2 x 1)
Award one mark for each type of training.
Application (2 x 1)
Award two marks reference to Barney Buns.
Analysis (2 x 1)
Award one mark for each relevant explanation of training.
Evaluation (2 x 1)
Two marks for justified decision made about the appropriateness of training.

Possible answers

On the job training (k)

Where workers are trained by watching a more experienced worker doing the job (an)/preparing the muffins, (ap) mixing the dough for the muffins. (ap)
Individual tuition - better quality. (an)

May teach bad habits to new baker which can have negative influence on the outcome. (an)

Off the job training (k)

Workers attend a training workshop after hours (an) at a centre (ap) to gain a specific qualification. (ap)
Employees learn a variety of skills/new ideas - make them more versatile. (an)
Not effective - as employee trained in artificial classroom not familiar with work environment. (an)

Evaluation

Production manager should use on the job training. (ev) An experienced worker can show them how it should be done. (ev) This is unskilled type of labour. (ev) No qualification is required (ev) for baking muffins. (ap)

Application

Workers of Barney Buns, dough, muffins, baking workers, production manager.

- 4 (a) (i) Poor to fairly answered. Many learners are not familiar with the characteristics of a co-operative. Maybe the business form “co-operative” is not well known by the learners. Teachers choose only sole trader, partnership, private limited company and public company for their tests and examination papers. Use different options in the school. In the syllabus topic 2.1 Analyse the appropriateness of each of these forms then learner must answer both forms. In the syllabus “evaluate the implications resulting from changing” the learner only supplies the change, not both.

Answer

Knowledge (2 x 1)

Award one mark for each relevant characteristic.

Membership is voluntary. (k)

Each member has one vote. (k)

Profits are shared equally amongst the members. (k)

All members help in the running of the business. (k)

Limited liability. (k)

Some understanding (1)

- (ii) Few learners knew the barriers to international trade, therefore, poorly answered.

Answer

Knowledge (2 x 1)

Award one mark for each relevant objective.

Quotas (k)

Tariffs (k)

Exchange rate (k)

Anti-dumping laws (k)

- (b) Fairly well answered. Some learners wrote negotiation and collective bargaining the way to avoid conflict, but the question was resolving conflict.

Answer

Knowledge (2 x 1)

Award one mark for each relevant way.

Mediation (k)

Conciliation (k)

Arbitration (k)

Some understanding (1)

- (c) Two methods of transportation. Fairly well answered, almost all the learners scored marks. Railway and air freight were not accepted.

Answer

Knowledge (2 x 1)

Award one mark for each relevant transportation method.

Application (2 x 1)

Award two marks for each reference in context.

Analyses (2 x 1)

Award one mark for each explanation of transportation method.

Possible answers

Road haulage/truck/car (k)

The members of the co-operative (ap) may use trucks or vans (ap) through existing border post to distribute its vegetables and fruit in Angola. (ap) This is a very cheap way of transportation (an) and goods can reach Kalai fast. (an) On their doorstep. (an) Goods delivered at any time. (an)

River transport/boat (k)

It may use boats or canoes to transport the fruit and vegetables (ap) across the river. It can be a cheaper way of distributing its goods over the Kavango river. (an) Availability of the river. Slow way to transport goods. (an)

Application

Trucks, vans, vegetables, fruit, boats, canoes.

- (d) Poorly answered. Learners did not link their knowledge to the situation in the case study. Learners showed a huge lack of knowledge in this question. It seems this specific objective in the syllabus was not covered with the learners.

Answer

Knowledge (2 x 1)

Award one mark for each strategy identified.

Application (2 x 1)

Award one mark for each relevant reference discussed in context.

Analysis (2 x 1)

Award one mark for each reference explanation.

Evaluation (2 x 1)

Award up to two marks for good judgment of each of the strategies to be used by the government.

Possible answers

Passing laws and regulation (k)

Make sure that this vegetable garden (ap) is not located in a sensitive area. (an)

Environmental policies by government/pollution/environment (k)

Prohibit the co-operative from dumping waste products from the garden (ap) into the river. (an)

Financial penalties/deforestation (k)

Government sells permits to businesses to prohibit deforestation, so more deforestation more fines. (an)

Evaluation

With these laws and policies, it will make the co-operative more environmentally friendly. (ev) The pollution permit will encourage businesses like Kaisois

Co-operative to produce its vegetable and fruit in less polluting ways. (ev) Prevent deforestation.

(ev)

Application

Community of Kaisosi, garden, workers of the co-operative, gardening, vegetables, fruit, gardeners, spinach, sugarcane, maize, vegetable garden

- 5 (a) (i) Fairly well answered. Some learners referred to liquidity ratios, meaning they are not sure which ones are profitability and which ones liquidity ratios. Some mentioned stock turnover and solvency ratios. Indicate to your learners which ones are profitability/performance. Tell learners you want to perform/profitable 100% therefore formula $\times 100/1$ a way for them to remember the difference.

Answer

Knowledge (2 x 1)

One mark for each performance ratio identified.

Return on capital employed (k)

Gross profit margin (k)

Net profit margin (k)

Some understanding (1)

- (ii) Poorly answered. The learners are not familiar with the definition of unit cost. Many learners who made an attempt to answer the question referred to marginal cost. They received 1 mark for the definition and 1 mark for the formula total cost of production \div by total output.

Answer

Knowledge (2 x 1)

Clear understanding

Unit cost refers to the amount of money charged/cost to produce one product

e.g. dress, (k) this can be a total cost of production divided by total

products. (k)

Some understanding (1)

- (b) Well answered. Most learners referred to the elements of effective communication: sender, receiver and feedback to obtain full marks. "People talk to each other with understanding" is a type of answers that is not rewarded a mark.

Answer

Knowledge (2 x 1)

Clear understanding. (2)

Effective communication is when the information or message being sent by the sender is received by the receiver, (k) understood and acted upon as feedback is given. (k)

Some understanding (1)

- (c) All the learners answered this question, but not all obtained good marks. If the learners use the definitions for internal/external communication they were rewarded. For analysis they referred who talks to whom and in context with Jose Designs. Some learners did not use definitions, but wrote internal communication inside the business and external communication outside the business, just a repetition of internal/external. No marks were awarded if they did not refer who communicate with whom.

Answer

Knowledge (2 x 1)

Award one mark for explaining external communication and one mark for explaining internal communication definitions.

Application (2 x 1)

Award one mark for each method discussed in context.

Analyses (2 x 1)

Award one mark for each relevant explanation for external and internal communication.

Possible answers**Internal communication**

Is when the messages are sent between people working in the same organisation (k) for example when a manager for Jose Designs (ap) having a meeting to discuss issues with the designer or report sent from one manager to another. (an)

External communication

Is when messages are sent between one organisation and another organisation or outside individual (k) for example Jose Designer purchasing manager ordering material, buttons, thread (ap) from its suppliers (an) sending information to women. (an)

Application

Manager of Jose Designs, dress designer, dresses, purchasing manager, material, buttons, thread, zips, women.

- (d) Fairly well answered. Learners could calculate the ratios by using the correct formula, (k) information (ap) and correct answer. (an) Most learners obtained 3 to 6 marks for calculations. Some learners did not x 100/1 and did not obtain these marks. Answer must be in % to be rewarded. Learners failed to obtain evaluation marks as they could not come up with reasons for 50% gross profit ratio and 23% net profit ration. No marks were awarded for only referencing higher/lower: they must refer to the answers. No mark if learner did not calculate the ratios.

Answer

Knowledge (2 x 1)

Award one mark for each correct ratio formula.

Application (2 x 1)

Award one mark for each ratio or data applied from the table.

Analysis (2 x 1)

Award one mark for each calculated correct answer.

Evaluation (2 x 1)

Award up to two marks for good judgement weighting up two of its performance ratios.

Possible answers**Gross profit margin percentage**

$$\frac{\text{Gross profit}}{\text{Sales revenue}} \times 100 \quad (k)$$

$$= \frac{150\,000}{300\,000} \times 100 \quad (ap)$$

$$= 50\% \quad (an)$$
Net profit margin percentage

$$\frac{\text{Net profit}}{\text{Sales revenue}} \times 100 \quad (k)$$

$$= \frac{70\,000}{300\,000} \times 100 \quad (ap)$$

$$= 23,33\% \quad (an)$$
Evaluation

Jose Designs made a good gross profit of 50%. This might be possible due to a decrease of prices in the market or by finding cheaper suppliers but bear in mind this is before deducting other expenses. (ev) The value of net profit at 23,33%, which represents 26,77% difference of the gross profit. This may be due to more expenses incurred during the financial year. The manager was not very successful with the low net profit. (ev)

Assessment objective grid

All Questions	Topic	Syllabus reference	Total marks	Marks			
				Skills			
				A	B	C	D
1 (a) (i)			2	2			
(ii)			2	2			
(b)			2	2			
(c)			6	2	2	2	
(d)			8	2	2	2	2
			20	10	4	4	2

3. POSITIVE SUGGESTIONS TO TEACHERS

D assessment objective questions: Use the grid to explain to learners how to answer it. 2 x K, 2 x An (one each), 2 x Ap and 2 x Ev. Give them extra questions to practise. D assessment objective questions, (d) in each question, is 40% of Paper 1.

Teach according to the syllabus NOT the textbook(s).

Use different forms of business organisations, not only the ones that the learners are familiar with.

1. GENERAL COMMENTS

In comparison with 2021 there was an improvement in answers of learners especially the following: learners' subject knowledge, calculation of different ratios and application used by some learners.

There are still some topics not covered by some centres which is a result of only teaching from the textbook and not according to the syllabus. Government related questions were not well answered.

Learners still misunderstood certain questions as they gave wrong answers.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Well answered. Most learners could identify two types of trade unions that may represent BTFs workers, but a few learners failed to explain it. Few learners confused craft union and industrial union. Instead of industrial union they wrote craft union. Some learners did not know the difference between the types of trade unions. Learners' answers should refer to general union and industrial union and what type of workers belong to these unions.

Answer

Knowledge (2 x 1)

Award one mark for each type of trade union identified.

Application (2 x 1)

Award one mark for each type relevant to BTF.

Analysis (2 x 2)

Award up to two marks for explanation of the type of trade union.

Possible answers (knowledge)

Industrial union

General union

Indicative response

Workers (ap) may be represented by general unions (k) which represents unskilled and semi-skilled workers (an) from a wide variety of trades and industries. (an)

Industrial union (k) represents all types of workers in a particular industry (an) regardless of their skill or type of work (an) e.g. representing seafood tin workers (ap) only.

Application

Factory workers, skilled/semi-skilled workers, sea food tins, fish factories.

- (b) Poorly answered. Most learners did not understand the question to evaluate the implications for Billy of his decision to sell his business idea as a franchise. They compared the advantages and disadvantages of a sole trader with a franchisor. Most learners did not know that Billy is the franchisor and referred to him as a franchisee. They did not know the difference between a franchisee and franchisor. The majority of learners concluded (evaluation) without stating the positive and negative implication. Learners should only refer to the advantages and disadvantages of a franchisor and then make a decision.

Answer

Knowledge (2 x 2)

Award one mark for an advantage and one mark for a disadvantage to a franchisor.

Application (2 x 1)

Award one mark for each reference to BTF.

Analysis (2 x 1)

Award one mark for analysis of an advantage and one mark for analysis of a disadvantage.

Evaluation (4 x 1)

Award up to four marks for evaluative reasoning/judgement as to whether a franchise business is good to the franchisor or not.

Indicative Response

Advantages

The franchisee buys a licence from the franchisor to use the brand name (k) and earn income from it. (an)

Expansion of tin business is faster (k) no need to finance new outlets. (an)
The management of the outlets is responsibility of the outlets (k) which reduces responsibility of owner. (an)
All products sold must be obtained from franchisor (k) and assure a set standard. (an)

Disadvantages

Poor management of one franchised outlet (k) could lead to a bad reputation of whole business. (an)
The franchisee keeps profits of the outlet, (k) reduce the franchisor's profit.

Evaluation

Recommendation will depend on the analysis of the learner's choice which justifies whether a franchise business is good to the franchisor or not.

It is good for Billy to sell his business idea (ev) to expand his business (ev) and use less finance (ev) so it is not necessary to obtain a loan from a bank. (ev)

Application marks

BTF, franchisor, franchisee, layout of the factory, seafood, trading methods brand name, promotional logos.

- 2 (a) Most learners could identify the impact of technological change on BTFs workers, but could not explain the impact on the workers but more on the business. Many learners' answers were one-sided (positive/negative). It was expected from learners to concentrate on both sides and show impact on workers.

Answer

Knowledge (2 x 1)

Award one mark for an advantage and one mark for a disadvantage of technology change.

Application (2 x 1)

Award one mark for relevant reference to BTF.

Analysis (2 x 2)

Award up to two marks for each relevant explanation of an advantage and up to two marks for an explanation of a disadvantage of technological change on the workers.

Possible answers (knowledge)

Advantages

Workers receive training

Increase in workers' productivity

Greater job satisfaction

Disadvantages

Redundancy of workers

Workers need training

Fear of using new technology

Indicative response

Advantages

Workers receive training (k) on how to use factory machines, (ap) which increase skills (an) and also opens up career opportunities. (an)

Increase in workers' productivity, (k) producing seafood tins (ap) thus getting higher wages. (an)

Greater job satisfaction (k) for factory workers (ap) as routine and boring tasks are done by machines. (an)

Disadvantages

Fewer factory workers (ap) are often needed (k) as technology replaces workers (an) which may lead to job loss. (an)

Workers will need training. (k) Workers might be reluctant to learn new skills (an) to cope with new machinery. (ap)

Fear of using new technology (k) on how to operate tin factory machines (ap) could lead to a decrease in motivation. (an)

Application

Seafood tin machines, producing/more seafood tins, new machinery, factory workers.

- (b) This question was poorly answered. Learners could not advise Billy whether he should use job production method or batch production method. The production method seems not to be well known. The majority of the learners could not give both sides of the method of production (advantages/disadvantages). Some learners could only define the two methods of production and could not make a decision which was batch production. Some learners confused batch production with flow production.

Answer

Knowledge (2 x 2)

Award one mark for each advantage and disadvantage of job production and one mark for each advantage and disadvantage of batch production.

Application (2 x 1)

Award up to two marks for relevant reference to BTF.

Analysis (2 x 1)

Award one mark for analysis of an advantage/disadvantage of job production and one mark for analysis of an advantage/disadvantage of batch production.

Evaluation (4 x 1)

Award up to four marks for a justified decision and recommendation as to whether it will be appropriate to change the production method.

Possible answers

Advantages of job production

Product meets the exact requirements of the customer.

Worker has more varied jobs.

More varied job increases employee motivation.

Disadvantages of job production

Skilled labour is often used.

Labour intensive.

Advantages of batch production

Flexible way of working.

Gives some variety to workers' jobs.

Production may not be affected by machinery breakdown.

Disadvantages of batch production

It can be expensive.

Warehouse space will be needed.

Machines must be reset between different batches.

Indicative response

Advantages of job production

Product meets the exact requirements of the customer (k) leading to customer satisfaction (an) and thus buying more seafood tins. (ap)

Workers have more varied jobs (k) increasing factory workers' (ap) motivation. (an)

Disadvantages of job production

Skilled labour is often used (k) they might demand to be paid more, increasing labour cost. (an)

It is often labour intensive, (k) therefore, more expensive. (an)

Advantages of batch production

Flexible way of working (k) as production can easily be changed from one type of fish (ap) to another. (an)

Gives some variety to workers' jobs (k) leading to job satisfaction (an) as they produce a variety of seafood tins. (ap)

Breakdown of one machine (k) may not affect the production of seafood tins (ap) to a great extent. (an)

Disadvantages of batch production

Warehouse space will be needed (k) to store ingredients (an) used for producing tins. (ap)

Machines must be reset between different batches (k) which delays production (an) of tins. (ap)

Evaluation

Batch production will be the best for Billy to use.

Application

More seafood tins, factory workers, production of seafood tins, metal, labels for tins, glue.

3. (a) Fairly well answered. Many learners could only state the uses of a business plan but could not explain why it might be useful to BTF. Learners' answers should have referred to the following reasons: serves as a guiding tool to achieve objectives, helps Billy to get a loan. Many learners' answers failed to explain each reason/usefulness to BTF.

Answer

Knowledge (2 x 1)

Award one mark for each correct reason on why a business plan is useful.

Application (2 x 1)

Award one mark for each reason relevant to BTF.

Analysis (2 x 2)

Award up to two marks for explanation of each reason.

Relevant points may include: (knowledge)

Serves as a guiding tool/goals/objectives.

Help the owner to get a loan.

Convince investors to invest funds.

Help owner to review firm's progress.

Business idea is feasible.

Indicative response

Serves as a guiding tool (k) for the owner of BTF (ap) it helps the owner to plan ahead (an) to determine whether his creative idea is going to be profitable. (an)

Helps the owner to get a loan (k) it helps the owner to get financial assistance (an) when he needs funds to buy (an) equipment for his factory (ap) or to expand, as it convinces financiers that money is secured and can be repaid with interests. (an)

Help owner to review factory's progress, (k) helps Billy to evaluate the progress (an) of his factory (ap) and to see possible weak areas. (an)

Application

Owner of BTF, factory equipment/machinery, expand the factory, BTF, investors.

- (b) Poorly answered. Most learners could not make a justified decision on which BTF must be used. The learners just identified and explained segments in the market which is not suitable for BTF. The recommended segments are: by income/price, by lifestyle and by usage of product/purpose. Learners have chosen wrong segments for the product and could not evaluate. Learners should identify and explain why a specific segment is most suitable to BTF.

Answer

Knowledge (2 x 2)

Award one mark for naming a method/or piece of knowledge about a method (candidate can get all 4 marks for writing about 2 methods which would be appropriate.)

Application (2 x 1)

Award up to two marks for reference to BTF.

Analysis (2 x 1)

Award up to two marks for a relevant explanation of each segmentation method.

Evaluation (4 x 1)

Award up to 4 marks for justified decision and reasoning on the most suitable segmentation method for BTF.

Possible answers

By income/price

By lifestyle

By use of product/purpose.

Indicative response

By income/price (k)

BTF factory owner may come up with a variety of seafood tins suitable for those who can afford (an) expensive and cheaper seafood tins. (ap) Seafood tins must be priced differently to target certain income groups. (an)

By lifestyle (k)

Seafood tins may appeal to all people but different seafood tins (ap) are to be introduced to cater for different needs (an) e.g. spice-free fish for high blood pressure customers, fish that will cater for people who want to lose weight, etc.

By usage of product (k)/Purpose

The fish factories will use the tins (ap) for different products (an) e.g. tuna in small tins and makriel in bigger tins. (an)

Evaluation

The learner's own choice of method must be weighed against opposing methods to show why one of the discussed methods is more or less important. Four marks are awarded for the choice and supporting it.

Application

Factory workers, fish/prawns, cheaper/expensive seafood tins, factory owner, tins factory, seafood tins.

4. (a) Fairly well answered. Most learners could identify two causes of conflict in BTF but failed to explain the impact on the business. Some learners gave poor wage and working conditions as separate points of which was one point. The majority of learners could not get application marks because they did not refer to BTF.

Answer

Knowledge (2 x 1)

Award one mark for each cause of conflict identified.

Application (2 x 1)

Award one mark for each reference to BTF.

Analysis (2 x 2)

Award two marks for an explanation of each cause of conflict.

Possible answers (knowledge)

Poor wage rate/poor working conditions.

Authoritarian management/autocratic leadership.

Lack of involvement in decision making.

Decline in business market share.

Rapid change/poorly planned change BTF.

Indicative response

Poor wage rate/poor working conditions (k) if the factory environment (ap) is not conducive (an) workers might get frustrated (an) and/or if factory workers feel the wage rate is not good enough, they might frustrate and disagree (an) with the owner of BTF. (ap)

Authoritarian management (k) where instructions are issued by the owner of BTF (ap) but factory workers tend to not know what is happening (an) can cause problems to build up. (an)

Lack of involvement in decision making (k) if factory workers (ap) do not feel their contribution to the factory is important: (an) they can feel bored and feel alienated. (an)

Decline in business market share as sales decrease (k) leading to a decline in profits (an) so factory workers might worry about losing their jobs. (an)

Application

Owner of BTF, factory workers, factory environment.

- (b) Well answered. Most learners could calculate the liquidity ratios but could not evaluate the results. Few learners confused liquidity ratios with performance and solvency ratios. The evaluation part should refer to the acceptable norm for the current ratio (2 : 1) and the quick ratio (1 : 1). According the acceptable norm BTF liquidity ratios are low and they could not pay their short-term debts.

Answer

Knowledge (2 x 2)

Award one mark for identifying each ratio and one mark for each formula.

Application (2 x 1)

Award up to two marks for data from the case.

Analysis (2 x 1)

Award up to two marks for correct answers.

Evaluation (4 x 1)

Award up to 4 marks for supporting

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Current ratio (k)

= $\frac{\text{Current assets}}{\text{Current liabilities}}$ (k)

= $\frac{125\,000}{100\,000}$ (ap)

= 1,25 (an)

Acid test ratio (k)

$$\frac{\text{Current assets} - \text{stock}}{\text{Current liabilities}} \quad (\text{k})$$

$$= \frac{125\,000 - 50\,000}{100\,000} \quad (\text{ap})$$

$$= 0,75 \quad (\text{an})$$

Evaluation

The liquidity results from current ratio are rather low (ev). BTF can just pay off its short-term debts. (an)

Safe ratio/nor is 2 : 1.

Result of Acid test ratio is less one, meaning that BTF cannot pay their short-term debts. (ev) Safe ratio/norm is 1 : 1.

The business will have cash flow problems. (ev)

Low current ratio might lead to corrective management action to increase cash held by the business. (ev)

5. (a) Poorly answered. Few learners could identify two reasons why the government might intervene in BTF's activity, but failed to analyse (explain) it and to give appropriate application from the case study. Most learners only know the government intervention as per workers but not for customers, the environment or the community.

Answer

Knowledge (2 x 1)

Award one mark for each reason identified.

Application (2 x 1)

Award one mark for reference of each reason to BTF.

Analysis (2 x 2)

Award up to two marks for a correct explanation of each reason.

Possible answers

For businesses to remember their social responsibilities.

For businesses not to produce dangerous products/low quality products.

For multinationals not to exploit consumers.

For businesses not to mislead and exploit consumers.

To make sure national objectives are achieved.

Not exploit workers.

Responsibility towards natural environment.

Indicative response

For businesses to remember their social responsibilities (k) for the owner of the tin factory (ap) not to do what is good for the business only, (an) but to also do good for the community (an) e.g. giving sponsorships. (ap)

For businesses not to produce low quality, for BTF factory not to sell (an) as they operate on principle of profit maximisation. (an)

For multinationals not to exploit consumers, (k) when they form monopolies (an) controlling the market in terms of tins for seafood (ap) and limiting consumer choices. (an)

For business not to mislead and exploit consumers (k) where they give wrong information about tins (ap) to other factories. (an)

To make sure national objectives are achieved (k) to ensure that BTF is contributing to economic growth (an) or employing more (an) factory workers. (ap)

Application

Tin prices, fish, factory workers, owner of BTF.

- (b) Most learners only identified and explained the positive for BTF of Namibia being a member of SADC, but completely failed to identify negative implications. Therefore, they could not come to evaluation. Learners misunderstood the production of BTF which is tins and not seafood. Some learners evaluated first and then discussed the advantages and disadvantages. Learners should firstly discuss the advantages and disadvantages and then reach a conclusion.

Answer

Knowledge (2 x 2)

Award up to two marks for advantages and up to two marks for disadvantages to Namibia being a member of SADC.

Application (2 x 1)

Award up one mark for a reference to BTF.

Analysis (2 x 1)

Award one mark for an explanation advantage and one mark for any explanation of a disadvantage.

Evaluation (4 x 1)

Award up to 4 marks for evaluative reason as to whether it is good for BTF to be a member of SADC or not.

Advantages

Promote free trade (k) – BTF will benefit if they import raw material, no need to pay tariffs, (an) cheaper production cost. (an)

Export tins – not pay tariffs – price of tins cheaper (an) more competitive in market. (an)

Free movement of people between SADC countries, (k) no need for a passport for the truck drivers (ap) who transport the tins to other SADC countries

Promote transport facilities, (k) improving travel links between SADC members – easy to transport BTFs products. (an)

Reduce poverty among member countries, (k) create employment in tin factory, (an) workers receive income. (an)

Disadvantages

Water vulnerability (k) no less due to climate variability which worsens food insecurity. (an)

Internal political insecurity (k) serves as a driving force and threat for cooperation and integration in sub regions. (an)

Natural disasters (k) such as droughts and floods which reduce food security. (an)

Poverty and underdevelopment of some regions. (k)

Evaluation

This will depend on the learner's choice.

Example: BTF benefits from being a member of SADC (ev) as trade barriers are removed between countries. (ev) Linking industries across countries helps to use regional resources efficiently. (ev) Cooperation between countries makes it easier to invest across borders. (ev)

Application

Prices in Namibia, tins exported, BTF, seafood tins.

3. POSITIVE SUGGESTIONS TO TEACHERS

Teachers should teach their learners the knowledge according to the syllabus and NOT textbook. Then they are sure all topics are covered.

Teachers must prepare learners thoroughly by giving extensive subject knowledge.

Teachers should indicate to learners to always refer to a specific case study (application) in answering questions to be able to give relevant points and to know how to put their answers in context.

Teachers should prepare case studies with different products and teach learners how to answer/evaluate different questions in context. If questions are about impact/effect on a business or somebody and the answer must be justified, a learner should concentrate on both sides (advantages/disadvantages) and then he/she can make a choice and also explain the choice.

In teaching results of performance, liquidity and solvency ratios, the ratios must be identified and formulas must be given.

Teachers should pay attention to the four assessment objectives.

Assessment objective grid

All Questions	Topics	Syllabus reference	Total marks	Marks			
				Skills			
				A	B	C	D
1 (a)			8	2	2	4	
(b)			12	4	2	2	4

A = Knowledge, B = Application, C = Analysis and D = Evaluation

This will help learners in answering questions with reference to the case. Remember no knowledge, no further marks.

CHEMISTRY

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Paper 1

1	C	11	B	21	D	31	D
2	D	12	D	22	B	32	C
3	B	13	A	23	C	33	B
4	C	14	A	24	B	34	C
5	D	15	D	25	B	35	C
6	D	16	D	26	D	36	B
7	A	17	B	27	D	37	C
8	B	18	B	28	A	38	D
9	C	19	A	29	C	39	B
10	D	20	C	30	B	40	C

GENERAL COMMENTS

Unlike the previous year, fewer questions were left unanswered.

It is important that candidates read questions carefully in order to understand what exactly is being asked. Some candidates need more practice in revising definitions and in answering questions.

Many candidates showed their working out in calculations, this is good examination practice as often the working out is more important than the final answer. Candidates must use the correct terminology when answering questions.

The practical aspect of this subject cannot be overemphasised. A candidate who has had an opportunity to do experiments will always have an advantage over one who hasn't had.

Some candidates were able to extract information from tables, balance chemical equations and undertake simple chemical calculations. Others need more practice in these skills.

Comments on specific questions

Question 1

This question should have been more accessible to the majority of candidates since its content is taught even in junior grades. Many candidates failed to correctly spell names of elements which were provided for them in a list. In addition, the majority could not calculate the number of electrons of an ion. A good number were able to explain why molten lithium oxide conducts electricity even though some still wrongly gave the particles present in molten lithium oxide as electrons instead of ions.

- (a) (i) – (v) Fairly well answered. Question (iv) and (v) were better answered than (i) – (iii)
- (b) Poorly answered. As indicated, candidates did not seem to realise that an ion is a particle that has either lost or gained electrons. In this case, a charge of 3- indicates a gain of three electrons, meaning there were $7 + 3 = 10$ electrons in total
- (c) Fairly answered. This question was on ionic bonding, many recognised that two lithium atoms are involved in the donation of electrons but could not explicitly say that each donates one electron. The majority managed to correctly state that oxygen receives two electrons
- (d) Fairly answered. Many were able to state that in molten state, the ions are free to move and carry charge. However, some still need to learn that an ionic compound contains ions and not electrons.
- (e) Well answered. Many managed to give the correct formula of beryllium chloride

1(a)(i)	Beryllium /Be ✓	1
(a) (ii)	Lithium / Li ✓	1
(a) (iii)	Fluorine /F ₂ /F✓	1
(a) (iv)	Carbon / C ✓	1
(a) (v)	Oxygen / O ₂ /O✓	1
(b) (i)	10 ✓	1
(b) (ii)	7 ✓	1
(c)	Two Lithium atoms, each loses one electron ✓ Oxygen atom gain two electrons ✓ OR Oxygen atom gains two electrons from two Lithium atoms ✓✓	2
(d)	Has free moving ions ✓ Carry charges ✓	1 1
(e)	BeCl ₂ ✓	1
		[12]

Question 2

A very poorly answered question – showing how more effort needs to be put into teaching and learning Electrochemistry. From the meaning of terminologies used, to the general basic principles of how electrode products are formed and predicting the electrode products.

- (a) Poorly answered. Majority of candidates failed to describe the meaning of the term electrolyte
- (b) Poorly answered. The question is about aqueous copper (II) sulfate using inert electrodes. In this solution, there are four ions, Cu^{2+} , SO_4^{2-} , OH^- , H^+ . The negative species, SO_4^{2-} , OH^- , are attracted to the positive anode even though only one is discharged.
- At the negative cathode electrode, Cu^{2+} ions are readily discharged rather than H^+ ions. And at the anode, OH^- ions are more readily discharged
- (c) Poorly answered. This question was only available to the good performing candidates. Those few managed to write a properly balanced half – ionic equation. The rest need more practice on this topic.
- (d) Fairly well answered. While many correctly gave copper as the product, most failed to explain why it was formed. The question seemed to have been misunderstood.
- (e) Very poorly answered. I think the learners did not understand what this question was demanding. The electrolysis of aqueous sodium chloride using inert electrodes gives hydrogen gas at the cathode instead of sodium. Two positive ions are present in solution, Na^+ and H^+ , and hydrogen is discharged because its lower in the reactivity series. In molten form, the only positive species is Na^+ , as a result sodium is produced.
- (f) Very well answered. Many gave the correct use of copper especially for electrical wires

2 (a)	Solution or molten substance that contains ions that conducts electricity. ✓		1
(b)	$\text{OH}^- / \text{SO}_4^{2-} / \text{Hydroxide} / \text{Sulfate}$ ✓		1
(c)	$4\text{OH}^- \longrightarrow 2\text{H}_2\text{O} + \text{O}_2 + 4\text{e}^-$ ✓✓		2
(d)	Copper ✓ Is less reactive than hydrogen or vice versa ✓	Accept: Hydrogen is above copper in the reactivity series	1 1
(e)	(Heat sodium chloride until) molten ✓		1
(f)	Electrical wiring/ kitchen utensils / alloys /coins / etc ✓	Any correct other use of copper	1
			[8]

Question 3

The candidates who were exposed to several practical experiments had an advantage in this question. But evidently, many mixed up the steps involved in the preparation of an insoluble salt as well as the test for carbon dioxide

- (a) Poorly answered. Many learners failed to correctly determine the name of compound X.
- (b) Fairly well answered
- (c) (i) – (ii) Poorly answered. Because they did not recognise that an insoluble salt was formed, some still mentioned heating, evaporation, crystallisation and so on – all of which are not part of the steps
- (d) Fairly well answered
- (i) Majority of candidates managed to give water as a product, while a good number also correctly gave hydrochloric acid as a reactant. A significant number although just called it as 'hydrochloric' which should not be encouraged.
- (ii) The test for carbon dioxide is taught even in the junior grades. It is surprising and disappointing to still find a good number of candidates who could not describe this test correctly.

Question 4

This question was mostly about stoichiometric calculations. Most of the candidates were at least able to score a mark or so because they showed their working. Many also wrote the formulas although a good number are still careless about using the correct case of the letters in the symbols. More revision and practice is required for learners to master this Stoichiometry.

- (a) Fairly well answered. Although many mixed up terms in their definition. It's important to note that it is the acid that dissociates completely in water and not the ions dissociating.
- (b) Well answered. The Contact process is a well-known process by the learners

- (c) Fairly well answered. A good number of candidates managed to balance this equation
- (d) (i) Fairly well answered. Many had an idea of the formula to use but some failed to convert the volume ,600cm³ to cubic decimetres
- (ii) Fairly well answered
- (iii) Fairly well answered
- (iv) Many candidates were able to use the correct formula to get the answer.

Very poorly answered. It appears many candidates have no clue about what this question was demanding. Many seem not to have been taught the calculations involving the Avogadro's constant. One mole of a substance contains the Avogadro's number of particles (6.022×10^{23}). Particles here can mean molecules, atoms, etc. If the number of moles is known, the number of particles can be calculated. The mole ratio between H₂SO₄ and H₂O was 1:2, if the number of moles of H₂SO₄ was 0.9, then the number of moles of H₂O was 1.8. This is then multiplied by the Avogadro's constant to get the answer

- (e) Fairly well answered
- (i) Many candidates seem to be familiar with how to calculate empirical formula. So most of them were able to go up to step two, to divide by the smallest answer. From there the majority could not scale up by a factor of 3 to obtain the empirical formula
- (ii) Only very good candidates managed to get this question. This is mostly because they could not correctly determine the empirical formula

4 (a)	Acid that dissociates / ionises completely in solution ✓		1
(b)	Contact (process) ✓		1
(c)	2 on H ₂ O ✓		1
(d)(i)	C x V (✓) 0.6 × 1.5 (✓) 0.9 ✓✓	Accept 0.6 seen(✓)	2
(ii)	120 ✓		1
(iii)	Mole × Mr (✓) = 0.9 × 120 (✓) = 108(g) ✓✓	ecf from (i) & (ii)	2
(iv)	n × 6.02 × 10 ²³ (✓) = 1.8 × 6.02 × 10 ²³ (✓) = 1.0836 × 10 ²⁴ ✓✓	ecf (c) and (d) (i)	2
(e) (i)	C : H : O 40.92/12 : 4.58/1 : 54.50/ 16 (✓) 3.41 /3.41 : 4.58/3.41 : 3.41/ 3.41 1 : 1.34 : 1 (✓✓) C ₃ H ₄ O ₃ ✓✓✓	M1: Divide by Ar ✓ M2: Divide by 3.41 ✓ M3: Scale up by factor of 3 ✓	3
(ii)	176/ 88 = 2 (✓) 2(C ₃ H ₄ O ₃) (✓) C ₆ H ₈ O ₆ ✓✓		2
			[15]

Question 5

This question was quite challenging because it involved some knowledge of practical work, which some learners may not have been exposed to. The question also has sections which required a slightly higher cognitive ability.

- (a) Fairly well answered. Many recognised that there was a gas produced. The most likely observations here are bubbles but also fizzing, etc. Some however just looked at the equation and stated that hydrogen gas was produced, which is more of a conclusion
- (b) Fairly well answered. Some confused the rate of reaction with time. They thought the 24 was the longest time there, so wrongly wrote lumps to correspond with it. The one with the highest rate was the fastest, i.e. zinc powder

- (c) Fairly well answered. The majority were able to recognise that higher temperatures increase the rate of a reaction. However, even though many are familiar with the collision theory, some could not clearly explain the effect of higher temperature in terms of the theory. A good number did not clearly give the comparison in their explanation. A higher temperature causes particles to have more kinetic energy leading to more frequent collisions.
- (d) Very poorly answered. It seems almost all the candidate only know redox in terms of oxygen, maybe electrons but it seems not ionic charge which is related to oxidation number. In the equation, in the stem, Zinc (the element) has an oxidation state of zero, 0. The hydrogen in nitric acid, has the oxidation state of +1. The zinc in zinc nitrate has the oxidation state of +2, while that of hydrogen, H₂ is zero, 0. The oxidation state of zinc has increased from 0 to +1, meaning it was oxidised while that of hydrogen in nitric acid changed from +1 to 0, meaning it was reduced. Note that the nitrate in the nitric acid and in the zinc nitrate were spectator ions, meaning they were not participating in the reaction
- (e) Fairly well answered
- (i) While many recognised that the diagram was showing an exothermic reaction, some failed to explain in terms of the energy of reactants and products, they rather wrongly said the 'the reactants are more than the products'
- (ii) Fairly well answered
Some candidates misunderstood the question. They rather stated the role of a catalyst in a reaction
- (f) Fairly well answered. The spelling of 'blende' was a challenge for many candidates

5 (a)	Bubbles of gas or Bubbles✓ (of Hydrogen)		1
(b)	(i) granules (ii) zinc powder (iii) lumps ✓✓	Accept letters	2
(c)	Rate of reaction increases ✓ Particles have more kinetic energy causing more collisions ✓	Accept other alternative answers i.e when explained in terms of increased proportion of particles with energy greater than activation energy	2
(d)	Ionic charge of H ⁺ changes from +1 to 0 ✓	Accept: 2H ⁺ becomes H ₂ Or 2H ⁺ gains 2e ⁻ to become H ₂	1
(e)(i)	Exothermic ✓ energy level of products is less than energy level of reactants or vice versa ✓		2
(ii)	Activation energy reduces / the peak falls ✓	OWTTE	1
(f)	Zinc blende✓	Accept Zinc sulfide / ZnS	1
			[10]

Question 6

This question was mostly about the reactivity of metals. Some learners did slightly well while others did not simply understand what the question was all about.

- (a) Fairly well answered. This question was about displacement reactions of metals -the more reactive metal displacing the less reactive one from its compound. A good number managed to determine the correct products while others struggled to do so. Instead of writing Iron, some wrongly wrote Iron (III) – which is referring to an ion, Fe³⁺, and not the metal.
- (b) Poorly answered. The candidates could have used the table given to deduce the order of reactivity. Many only managed to at least get a mark. Very few had the correct order for all the elements. Learners are encouraged to learn the reactivity series
- (c) Fairly well answered. A good number of candidates managed to state that iron is more reactive than copper however, they failed to conclude that is why it displaces copper
- (d) Poorly answered. It appears many candidates are familiar with the apparent unreactivity of aluminium. They seem to know about the layer that is formed but could not explain that it is an oxide layer nor mention that it is protective or non- porous. Also several were able to state that this layer prevents further reactions.

- (e) (i) – (ii) Fairly well answered. A good number however could not spell “permanent”. Many rightly gave washing soda while a few wrote boiling, which is used for temporary hard water.

6 (a)	Zinc oxide and ✓ iron ✓		2
(b)	Calcium, Zinc, Iron, Copper ✓✓	Accept symbols	2
(c)	Iron is more reactive than copper ✓ Iron can displace copper from the compound / vice versa ✓		2
(d)	Aluminium has a protective oxide layer, ✓ that stops further reaction on a metal. ✓		2
(e) (i)	Permanent ✓		1
(ii)	Ion exchange/adding washing soda ✓	Reject boiling	1
			[10]

Question 7

This question was on Organic chemistry. More practice on drawing structures of Organic compounds is recommended.

- (a) Well answered. Candidates seemed to know the three constituents of food
- (b) (i) Well answered
- (ii) Poorly answered. Many failed to draw the structural formula of ethanoic acid correctly especially the carboxyl group (COOH). They seemed to have an idea but just couldn't get it right.
- (ii) Fairly well answered. While a good number, managed to get it right, a few had no idea what the ester linkage was.
- (iii) Well answered. Many seemed to recall the correct use of esters.
- (b) Fairly well answered
- (i) Many rightly gave condensation
- (ii) While a good number recognised that an alcohol and carboxylic acid were involved, some failed to indicate that it was a dialcohol and a dicarboxylic acid

7 (a)	Protein ✓ and carbohydrates ✓		2
(b)(i)	Ethanol ✓		1
(b)(ii)	$ \begin{array}{c} \text{H} \\ \\ \text{H} - \text{C} - \text{C} \begin{array}{l} \nearrow \text{O} \\ \searrow \text{O} - \text{H} \end{array} \\ \\ \text{H} \end{array} $	Correct functional group ✓ Rest of the diagram correctly drawn ✓	2
(b)(iii)	Circle around the ester linkage ✓		1
(b)(iv)	Fragrances/ Flavours / perfumes ✓	Any correct use	1
(c)(i)	Condensation ✓		1
(c)(ii)	Dicarboxylic acid ✓ Diol ✓		2
			[10]

Question 8

The question was mostly on purification of water and environmental chemistry.

- (a) Very well answered. Percentage composition of air is a very familiar topic to learners
- (b) Poorly answered. It seems the aeration aspect of purification of water is a not familiar concept with the majority of the learners. Many of them either left it blank while those who wrote failed to give sensible explanations
- (c) Well answered. Many recalled filtration process
- (d) Well answered. Many learners know the role of chlorine in the purification
- (e) Well answered.

A good number recalled that methane is a greenhouse gas that leads to global warming

8 (a)	78 ✓		1
(b)	Aeration contains special bacteria growing on sludge ✓ Bacteria feed on harmful substances in the water, making them harmless. ✓		2
(c)	Filtration ✓		1
(d)	Kill harmful bacteria ✓	OWTTE	1
(e)	Causes greenhouse effect / Is a greenhouse gas ✓ Leads to the climate change/ global warming / flooding ✓		2
			[7]

GENERAL COMMENTS

While the general standard of the Chemistry paper 3 was similar to that of the 2020 and 2021 series, the overall performance of the candidates was generally better when compared to the 2021, but poorer when compared to the 2020 cohorts, respectively.

The majority of candidates successfully completed all questions and there was no evidence that candidates were short of time. All questions proved to be correspondingly demanding and discriminated equally well. The complete range of marks was seen, with some centres performing very well.

Candidates in most centres are becoming more familiar with the planning task set in question 4. The performance of candidates in question 4 can still be improved if candidates are advised that when answering **question 4**, they should plan out their answers in line with the specifications of the question, before writing them, as this will avoid steps being out of sequence.

1 COMMENTS ON INDIVIDUAL QUESTIONS

Comments on question 1

- (a) Fairly answered. A small proportion of candidates gave the correct answer with the correct spelling. Weaker responses often referred to far-fetched spellings such as 'peptide / puppet' and were not credited. Popular incorrect answers include burette and dropper.
- (b) Poorly answered. Many candidates gave random colours in their responses. There was a general impression that candidates were rather referring to colours of either litmus papers or universal indicator. It appears that the majority of candidates are unfamiliar with phenolphthalein indicator, possibly because they had a limited experience of titration altogether.
- (c) Very poorly answered. A significant number of candidates gave vague responses such as "universal indicator cannot be used because phenolphthalein is already used in this experiment". It seems that a vast number of candidates are unfamiliar with suitable indicators for use in titration.
- (d) (i) Poorly answered. Candidates lost marks for a variety of reasons such as not taking the reading at the bottom of the meniscus, giving answers as either whole numbers or a mixed number of decimal places (i.e. mixing 1 dp and 2 dp), or including units in the table. Readings should be recorded in a consistent manner in terms of decimal places. Candidates should know that the final burette reading will always be higher than the initial burette reading.
(ii) Poorly answered. Some candidates added the two burette readings instead of subtracting, others subtracted the final burette reading from the initial burette reading (initial burette reading - final burette reading) instead of vice versa, obtaining a negative answer, this was not credited. Again, this showed that many candidates are unfamiliar with titration altogether.
- (e) This question was poorly answered. Candidates were expected to realise from the stem of the question that the dilute nitric acid was of known concentration. They were then expected to realise that the volume of the aqueous barium hydroxide was determined in step 1 using the pipette as shown in Fig. 1.1. Furthermore, they were supposed to realise that the volume of the nitric acid is determined in step 3 as shown in Fig. 1.2. From there, they were then expected to explain how to determine the unknown concentration of aqueous barium hydroxide using stoichiometric relationships as per the additional guidance given in the question by being given the balanced chemical equation.
- (f) Fairly answered. A good proportion of candidates were able to score 1 out of 2 marks by stating that the experiment needed to be repeated. However, many could not get the second mark, possibly because they did not realise from the stem of the question that this was a single titration, therefore they needed to acknowledge that when they repeat the experiment, they needed to check for concordant results. A popular incorrect answer was 'find average' without acknowledging that in titration we ought to find the average of consistent / concordant titres.

Mark scheme

Question	Answer	Mark
1 (a)	pipette ✓	1
(b)	pink ✓ to colourless ✓	2
(c)	no sharp colour change / no (clear) end point ✓	1
(d)(i)	23.20 and 2.50, both correct ✓	1
(ii)	20.70 ✓	1
(e)	calculate moles of acid using volume and concentration (of acid) ✓ calculate concentration of (aqueous barium) hydroxide/alkali using moles (from mole ratio) and volume (of aqueous barium hydroxide) ✓	2
(f)	repeat the experiment ✓ compare / to check for anomalous results / until concordant or consistent results ✓	2

Comments on question 2

- (a) This was possibly the best answered question on the paper, with the vast majority recording the two readings consistently to the expected degree of precision.
- (b) This question was moderately answered. A fair share of candidates was able to score at least 1 or 2 marks out of 3. Most candidates plotted 8 to 11 points correctly; however, some candidates struggled to plot the points at 2, 6 and 8 minutes respectively. Some candidates plotted blobs (large plots which are more than 1mm in size) and lost 1 or 2 marks. Candidates are encouraged to use sharp pencils for graph work. It was also observed that candidates who plotted using crosses (x) were less likely to plot blobs and were more likely to score marks, compared to those who used dots. A lion's share of candidates could not obtain the mark for the drawing of the smooth curve. This is because they either drew wobbly / wavy / hairy / feather / kinky curves, did not balance the points or they joined the points dot to dot with a ruler. These were not accepted.
- (c) It was rarely deduced that when the initial mass of the reaction changed by 1g, it changed from 4.00g to 3.00g. A few candidates were able to read an appropriate mass from their graph. However, despite the instruction in the question that candidates should show clearly on the grid how they worked out their answer, many did not do this and just wrote a numerical value with no working shown. These candidates could only get the mark for the value.
- (d) Better responses predicted the mass after 16 minutes to be 2.48 g. A common incorrect prediction was 2.40 g which is the value on the y-axis of the grid at the false origin. A considerable number of candidates gave an explanation that either the hydrochloric acid is used up or both the hydrochloric acid and calcium carbonate are used up. It was expected that the candidates realise from the stem of the question that the reaction is between calcium carbonate and excess dilute hydrochloric acid, and that the calcium carbonate is therefore the limiting reagent in this reaction.
- (e) (i) Vague answers involved the addition of all the masses from 1 minute to 9 minutes, instead of subtracting the mass at 9 minutes from the mass at 1 minute. As such, candidates hardly scored the mark at this part.
- (ii) A reasonable number of candidates were able to score 1 out of 1 marks at this part. Some candidates lost the 1 mark due to incorrect rounding of, or due to incorrect units.
- (d) This part was fairly answered. A satisfactory number of candidates were able to score at least one mark.

Mark scheme

Question	Answer	Mark
2 (a) (i)	4.00 ✓	1
2 (a) (ii)	2.70 ✓	1
2 (b)	8 to 14 points correctly plotted within $\pm\frac{1}{2}$ a small square ($\pm 1\text{mm}$) (✓) all 15 points correctly plotted within $\pm\frac{1}{2}$ a small square ($\pm 1\text{mm}$) ✓✓ smooth curve with a thickness of $\pm 1\text{mm}$ ✓	3
2 (c)	(initial mass of mixture minus 1 g, 3.00 g) value from graph ✓ matching horizontal indication ✓ matching vertical indication ✓	3
2 (d)	2.48 ✓ matching explanation e.g calcium carbonate is used up/ reaction has reached an end / no more gas is produced ✓	2
2 (e) (i)	$(3.52 - 2.58 =) 0.94$ ✓	1
2 (e) (ii)	$(=) 0.1175$ ✓ g/min ✓	2
2 (f)	Any two from: (Same) initial mass of (calcium) carbonate ✓ (Same) concentration of (aqueous hydrochloric) acid ✓ (Same) temperature of the (aqueous hydrochloric) acid ✓	2

Comments on question 3

- (a) It was rarely mentioned that the appearance of copper (II) carbonate is a green (solid / powder / substance). Most candidates gave blue as the colour, possibly referring to the colour of copper(II) sulfate.
- (b) This part was satisfactorily answered. Many candidates were able to specify bubbles / fizz / effervescence as the observation.
- (c) The first part of this question appeared to have been randomly answered. Although a few candidates were able to select that the copper (II) carbonate was the one in excess, their reason was often contradictory to their choice. In a similar manner to 2 (d), it was expected that the candidates realised from the observation in Fig. 3.3 that the copper (II) carbonate was in excess since it remained as the unreacted solid by comparing this to Fig. 3.2.
- (d) Vague answers in this part referred to incorrect separation techniques such as simple or fractional distillation. Some candidates were able to score 1 or 2 marks for filtration and evaporation / heating, but many lost the mark about the crystallisation / saturation point.
- (e) Many responses included the dipping of a wire in solid sample / soaking of splint in (concentrated) solution. These candidates were able to score 1 mark. Only a small proportion of the candidates went on to mention the blue/ roaring/ hot flame.

Mark scheme

Question	Answer	Mark				
3 (a)	Green (solid / powder / substance) ✓	1				
(b)	Bubbles / fizz/ effervescence ✓	1				
(c)	<table border="1" style="margin-left: 20px;"> <tr> <td>dilute hydrochloric acid</td> <td></td> </tr> <tr> <td>copper(II) carbonate</td> <td>✓</td> </tr> </table> <p>reason: copper(II) carbonate is left behind. ✓</p>	dilute hydrochloric acid		copper(II) carbonate	✓	2
dilute hydrochloric acid						
copper(II) carbonate	✓					
(d)	filter ✓ heat / evaporate ✓ to crystallisation point / until saturation point/ until crystals begin to form/ glass rod test ✓	3				
(e)	Any two from: <ul style="list-style-type: none"> • use of (concentrated) hydrochloric acid (to clean) the wire / loop/ splint ✓ • use of clean wire with solid sample / fresh splint / cotton / loop soaked in (concentrated) solution ✓ • blue / roaring / hot flame ✓ 	2				

Comments on question 4

The complete range of marks was seen in this planning question. The quality of responses was often centre-dependent.

At some centres, candidates are getting more and more familiar with this type of question and their performance continues to improve. Better performing candidates at such centres were able to give well sequenced and logical descriptions of the investigation, in some instances, they were able to draw clear, well labelled diagrams, and were able to score up to full marks. Most candidates could make some progress and score in the range of 4 to 6 marks.

At other centres, a significant number of candidates demonstrated that they did not have an idea of what a mortar and pestle is because they often went off-course by stating that they would put the mortar and pestle in a beaker and crush it. Other candidates demonstrated limited exposure to chromatography as an experimental technique altogether by going astray and describing biological tests such as iodine test/ benedict's test, tests for reducing sugars etc.

In general, other candidates used the wrong method such as fractional distillation or crystallisation. These methods showed a lack of knowledge and understanding of experimental techniques.

Overall, the most common mark awarded was that of the crushing of the flower petals and the filtration of the mixture.

Mark scheme

Question	Answer	Mark
4	<p>description on how to extract the colours present in purple flowers</p> <ul style="list-style-type: none"> • M1 crush the flower petals in a mortar with a pestle ✓ • M2 place (the crushed flower petals) in ethanol (and stir the mixture) ✓ • M3 filter (to separate the solution from the rest of the mixture) ✓ <p>description on how to investigate the colours present in purple flowers</p> <ul style="list-style-type: none"> • M4 draw a pencil line on a (rectangular) filter/chromatography paper / mark the centre of a (circular) filter/chromatography paper with a pencil ✓ • M5 add pigment or sample spot on the line / add pigment or sample spot in the centre ✓ • M6 insert paper into solvent such that the line is above solvent / add solvent to the spot using a dropper ✓ • M7 allow for solvent to (dissolve pigment and) separate it into different colours ✓ 	6

2 POSITIVE SUGGESTIONS TO TEACHERS

To a large magnitude, the fashion in which learners responded to the questions in this paper, demonstrated that candidates have a limited conceptual understanding and exposure to practical experiences. Teachers are encouraged to use easily accessible and locally available / familiar materials to conduct practical activities in their classrooms.

Annexe A on Page 44 of the syllabus outlines the experimental contexts that guide the assessment objective C skills. At the end of each topic in the syllabus, there are also suggested practical activities. These should serve as a guide regarding the expectations of Paper 3.

Lastly, it is important to reiterate that in terms of assessment objectives, there is a significant difference in the NSSCO Chemistry Paper 3 compared to the old curriculum NSSCO Physical Science Paper 3. On page 40 of the NSSCO Chemistry syllabus, the specification grid outlines that Paper 3 is only comprised of Assessment Objective C questions, the entire 40 marks, whilst the old curriculum NSSCO Physical Science Paper 3 used to be comprised of a combination of Assessment Objective A, B and C questions. This means that teachers need to put a great emphasis on assessment objective C and also make practical work an integral part of teaching and learning.

General comments

The work quality was poor for a sizeable number of centres compared to last year. Many candidates struggled to explain and describe concepts the syllabus stipulates. There was a drastic increase in the number of candidates who left unanswered questions. The importance of helping candidates to master how to answer questions only after carefully reading to understand the questions cannot be overemphasised fully. The majority of the candidates' work was well-presented and legible. There was evidence that only teachers from a few centres prepared their students well. There is a dire need for improvement in terms of preparing candidates for all sections of the syllabus. Practical sessions in topics like spreadsheet, databases and programming remain key in preparing candidates for the examination and beyond.

- 1 Candidates needed to be better prepared for this question. Very few candidates could score more than five marks for this question. The majority who made attempts struggled to give meaningful examples. In the build-up to various syllabus concepts, teachers are encouraged to define, explain or describe key concepts as stipulated in the syllabus.
- (a) **1 mark for the correct explanation and 1 mark for the correct example to max 2**
Integrated software
- A collection of related software designed to carry out similar tasks.
Example:
- Microsoft Office
//accept any other correct example
- (b) **1 mark for each correct point to max 2**
5G
- It is a communications standard that ...
- ...delivers internet access at a higher speed than 4G.
- (c) **1 mark for the correct explanation and 1 mark for the correct example to max 2**
Handshaking
- It is a term used to describe a process of one computer establishing a connection with another computer or device to exchange data.
Example
- Bluetooth devices pairing
//accept any other correct example
- (d) **1 mark for the correct explanation and 1 mark for the correct example to max 2**
Runtime errors
- Errors that occurs when a program is being executed.
Example: *any one from*
- Datatype mismatch,
- null value not accepted for a certain variable or field
- division by zero error
- insufficient memory error
- (e) **1 mark for each correct point to max 2**
Lossless compression
Any **two** from:
- Every bit of data is preserved when compressed and restored when decompressed.
- No data is lost
- File retains the same quality

- 2 Most candidates gave other computer crime security measures, such as using passwords and encryption. Candidates needed to describe the use of security tokens precisely. Having carefully read and understood the question could have saved a lot of candidates valuable marks on this question.

1 mark for each correct point to max 3

Any **three** from:

- Each authorized user is given a security token (hardware or software token)
- Validate/authenticate a user's identity
- Multi-factor authentication (used in combination with other security measures such as password)
- When the authorized user tries to access a computer system, their security token generates a time-limited one-time PIN (OTP)
- User enters the OTP to be granted access
- If user fails to enter the OTP/enters a wrong OTP, then access is denied

- 3 Most candidates answered this question well, although a few struggled to identify a suitable input device. Teachers are encouraged to train candidates to describe steps and procedures. This coupled with carefully planned practical sessions will help candidates master this skill. For part (c), candidates are expected to give more detail when presenting advantages and disadvantages as these are highly subjective and opinion-based. Answers like more efficient or time consuming on their own are too vague and therefore not mark-worthy. It is always good practice to justify the advantage or disadvantage.

(a) **1 mark for the correct input device**

Any **one** from:

- a pointing device (mouse/touchpad/trackball)
- touchscreen
- keyboard

(b) **The description should match the device in (a)**

//**1 mark for each point to max 2**

Any **one** from:

- Pointing device
 - ✓ move the pointer to an element
 - ✓ Click to select the element
- Touch screen
 - ✓ touch the required element on the screen with your finger
 - ✓ to select it
- keyboard
 - ✓ Use arrow keys on the keyboard to move to the required element
 - ✓ press the ENTER key

(c) **1 mark for a valid advantage and 1 mark for a valid disadvantage to max 2**

Advantages

any **one** from:

- much faster/easier to access the information
- more convenient than carrying around many text books
- can access the information from anywhere any time
- many people can access the same table at the same time

Disadvantages

any **one** from:

- health and safety risks from prolonged use of computer
- internet access is required
- power source required
- some learners may not afford a computer

//accept any other valid advantages and disadvantages

- 4 It was evident that only some of the centres taught the concept of networking. Most candidates referred to the client-server network as offering online services to the company's customers.

While other candidates gave a general answer at (a) that "a client-server network is a network whereby clients receive service from the server". It should be noted that candidates should avoid repeating the keywords already mentioned in the question when giving descriptions or definitions of terms. This is a form of recycling given terms and is not mark-worthy.

- (a) **1 mark for each correct description to max 2**

Any **two** from:

- Consists of a host computer called a server and the other computers (clients) on the network get services from the server.
- A server controls access to the hardware, software and other resources on the network
- Server provides a centralized storage area for data for the clients
- The clients depend on the server for its resources.

- (b) **1 mark for each valid advantage and 1 mark for each valid disadvantage to max 4**

Advantages

Any **two** from

- All the data is stored in a central place; easy for backing up
- Security is more advanced than a peer-to-peer network, you can have passwords to own individual profiles so that nobody can access anything when they want.
- Server can control the access and resources better to guarantee that only those clients with the appropriate permissions may access and change the data.
- If any client fails, it will not affect the network.
- It can accommodate many computers and other devices.

Disadvantages

Any **two** from

- More expensive than a peer-to-peer network you have to pay for the start-up cost.
- When the server goes down/crashes all computers connected to it become unavailable to use.
- When everyone tries to do the same task at the same time, it may slow down the performance a little.

- 5 This question was well answered by most of the candidates. The common pitfall was for candidates to portray nanotechnology as this magical solution that solves all problems but yet failed to describe a way in which nanotechnology could be used in the area of medicine as required by the question.

- 1 mark for the correct application given (drug delivery or diagnostic techniques) and 1 mark for the description to max 2**

Any **one** from

Drug Delivery

- To deliver nanoparticles in drugs to specific infected cells
- The nanoparticles in drugs are engineered so that they are attracted directly to the diseased cells, which allow direct treatment of those cells.

Diagnostic Techniques

- Nanoparticles attached to a suitable antibody are used to detect unhealthy / infected cells in the person's body.

- 6 Part (a) was well answered by most of the candidates. Some candidates decided to describe what evaluation is. This is another typical example where it is important to only answer the question after reading and understanding what the question requires. On the other hand, for part (b) majority of the candidates failed to bring out the different types/tasks of maintenance (corrective, adaptive, perfective and preventive maintenance)

- (a) **1 mark for each correct point to max 2**

Any **two** from:

- to assess the system meets the needs of the business
- to check if the system is working well
- to check if the users are able to use the system easily and effectively
- to check if the system is efficient (does using it save time and resources?)

// accept any other valid point

- (b) **1 mark for each correct point to max 3**

Any **three** from:

- Correcting the design, coding and implementation errors (corrective maintenance)
- Changing the system to adapt to the changing needs of the business
- Changing the system in order to improve its performance
- Periodic inspection of the system to discover potential problems that can be corrected before they occur.

//accept any other valid point

7 A fair number of candidates answered this question well. Some candidates used the wrong ISBN for part (a), and some made simple mistakes, such as incorrectly totalling the number. Candidates must be encouraged to read questions with an understanding, pay attention to all the details in the scenario, and verify or proofread their answers.

(a) Marks should be awarded for multiplication [1 mark], addition [1 mark], division [1 mark] and subtraction [1 mark] shown.

$$9 \times 1 + 7 \times 3 + 8 \times 1 + 1 \times 3 + 3 \times 1 + 5 \times 3 + 2 \times 1 + 5 \times 3 + 4 \times 1 + 3 \times 3 + 4 \times 1 + 5 \times 3$$

$$9 + 21 + 8 + 3 + 3 + 15 + 2 + 15 + 4 + 9 + 4 + 15 = 108$$

$$108/10 \text{ is } 10 \text{ remainder } 8$$

$$10 - 8 = 2$$

2 is not equals to 1, therefore the ISBN number is **invalid** [1 mark]

[Max: 5 marks]

(b) Marks should be awarded for multiplication and addition [1 mark], division and subtraction [1 mark] shown.

$$9 \times 1 + 7 \times 3 + 8 \times 1 + 9 \times 3 + 9 \times 1 + 9 \times 3 + 1 \times 1 + 6 \times 3 + 9 \times 1 + 8 \times 3 + 2 \times 1 + 8 \times 3$$

$$9 + 21 + 8 + 27 + 9 + 27 + 1 + 18 + 9 + 24 + 2 + 24 = 179$$

$$179/10 \text{ is } 17 \text{ remainder } 9$$

$$10 - 9 = 1$$

Check digit = 1

[1 mark]

[Max: 3 marks]

8 The storage topic needed proper attention during teaching and learning. Very few candidates could score more than two marks for this question.

Candidates should take note that not all primary storage is volatile.

Common mistakes made by most of the candidates:

- They referred to primary memory as internal and secondary memory as external memory. Candidates should take note that both primary and secondary memory is internal.
- Give a “USB” as one of the storage device examples. Teachers should emphasise to the learners that a USB is not a storage device, but the correct term that can be used is USB flash drive/ stick / USB flash memory, etc.
- HDD and SSD given as examples under off-line storage should be indicated that they are external HDD and external SSD
- In this context, offline storage, has nothing to do with the internet.

For each type of storage, award **1 mark** for the correct explanation and **1 mark** for the correct example to **max 6**.

Primary storage

- Computer’s main memory
- directly accessible by the CPU

Example: (any **one** from): RAM / ROM

Secondary storage

- non-volatile memory
- not directly accessed by the CPU

Example: (any **one** from): HDD / SSD

Off-line storage

- non-volatile memory that can be removed from a computer system

9 Example: (any one from): DVD / CD / Blu-ray disc / USB flash memory / External HDD / External SSD

The majority of candidates needed to answer this question better. Candidates struggled to correctly describe an expert system in car faults diagnosing systems, with most of them describing the use of sensors for control and monitoring in car systems only. Some candidates opted to describe how an expert system can be created, another typical case where having carefully read and understood the question could have saved many candidates valuable marks.

1 mark for each correct point to **max 5**

Any **five** from:

- the user interacts with the system through a user interface
- the user answers a series of questions about problems experienced with the car
- an inference engine uses
- the car fault rule base
- to search car fault knowledge base
- to diagnose the fault
- and provide suggestions on how the fault can be fixed

10 This question was fairly answered by some centres only. Teachers should emphasise the use of sensors for data logging in weather forecasting.

1 mark for each correct point to max 5

Any five from:

- use of appropriate sensors to collect data in analogue form
- many sensors are required for logging weather...
- ... such as temperature/wind speed/wind direction/humidity/rainfall/light sensors
- Analogue data from the sensors are converted into digital format using an analogue-to-digital convertor
- this process is done at set intervals
- over a long period of time
- all the digital is stored for later analysis
- tables and graphs for weather prediction are produced from this data

11 This question was answered well by a few centres where hands-on practicals are carried out. Most candidates lost marks for not starting formulas with an = sign. Otherwise, part (b) of the question was well answered except for some candidates that were sorting the items and listing instead of giving the steps as required by the question.

(a) **1 mark for the correct formula**

//Accept any other working formula

=AVERAGE(B4:B9) or
=(B4+B5+B6+B7+B8+B9)/6

(b) **1 mark for each correct point to max 4**

- Select the table
- Go to sort and filter
- Sort by Quantity / Column C
- Order, select largest to smallest

(c) **1 mark for each correct formula to max 2**

//Do not award a mark for the first × instead of * (penalize only once)

D5 =B5*C5
D7 =B7*C7

12 Again, candidates of the centres where hands-on practicals on this topic are carried out scored good marks under this question. There are, however, centres that still need to do more on this topic for improvement. Candidates at specific centres could not differentiate between a record and a field in a database table. Many candidates have a misconception that a primary key is the first field in a table which is wrong.

Queries must be practised more.

(a) 3 records

[1 Mark]

(b) View 1

[1 Mark]

(c) (i) **A field that uniquely identifies each record in a database table [1 Mark]**

(ii) ID

[1 Mark]

(d) ExamMark = 60

[1 Mark]

(e) **1 mark for two correct outputs**

St001 and St003

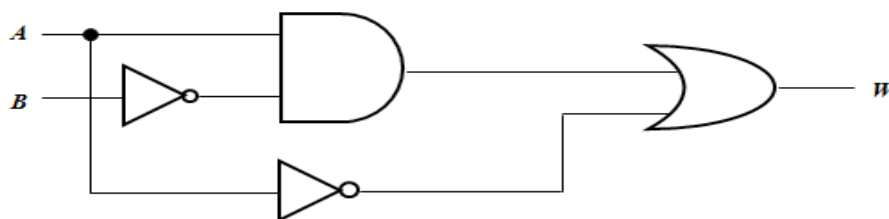
13 It was well answered by most of the candidates. However, candidates at specific centres could not gain full marks for this question. Teachers are encouraged to give learners more assessment work for practice under logic gates.

1 mark for each correct entry in column R to max 4

P	Q	P OR Q	P AND Q	NOT(P AND Q)	R
0	0	0	0	1	1
0	1	1	0	1	0
1	0	1	0	1	0
1	1	1	1	0	1

- 14 Very few candidates managed to score full marks for this question. Teachers are again encouraged to ensure that learners receive enough assessment activities for this topic.

1 mark per correct logic gate symbol with correct inputs to max 4



- 15 The majority of the candidates could have answered this question better. Teachers are encouraged to ensure that all parts of the syllabus are covered. The marking stance on part (b) ensured that no candidate was disadvantaged by the fact that the benefits for NFC are not exclusively mentioned in the syllabus.

(a) 1 mark for each correct point to max 2

Any **two** from:

- The washing machine sends out (interrogation waves) radio signal to read the data from the RFID
- They act as a passive transponder

Or

- The clothing has a battery (attached to the RFID)
- The radio signal is given out by the chip read by the receiver...
- Using its antenna

(b) 1 mark for each correct point to max 3

Any **two** from:

- It stops material being incorrectly washed
- It stops colored items of clothing being in the wrong wash
- It stops clothing of different material being washed with others
- It allows the wash cycle to be set automatically
- It will know the amount of water to use so won't waste water

(c) 1 mark for each correct difference to max 3

Any **three** from:

- NFC operates on a shorter transmission range than Bluetooth
- NFC works on passive RFID tags whereas Bluetooth does not (Bluetooth is not compatible with RFID).
- NFC connects only two devices at a time while Bluetooth can connect more devices simultaneously
- NFC does not require pairing of devices whereas Bluetooth requires the devices to be paired for transmission to take place.
- NFC consumes less power than Bluetooth

//accept any other correct point

- 16 The majority of the candidates could have answered this question better. Teachers are encouraged to ensure that all parts of the syllabus are covered and that learners are given enough assessment activities.

(a) 1 mark per correct trace table entry to max 4

Step	PC	MAR	MDR	IR
	0010			
MAR ← PC		0010		
PC ← PC + 1	0011			
MDR ← [MAR]			0101 0001	
IR ← MDR				0101 0001

(b) 1 mark for each correct point to max 2

- instruction contained in the data is decoded
- then the instruction is executed

- 17 This question was fairly answered by most of the candidates. However, it was evident that some centres needed to better cover identifying and correcting algorithm errors. Candidates at specific centres could not differentiate between selection and repetition in algorithms.

(a) **1 mark for the correct answer**

Repetition

(b) **1 mark per error and 1 mark per correction to max 4**

Error 1: ≤ 3 in line 3

Correction: change ≤ 3 to ≤ 4 or < 5

//accept any suggested correction that would work

Error 2: the - sign in line 5

Correction: change the - sign to a + sign

- 18 Algorithms remain a challenging topic in Computer Studies. Teachers are encouraged to pay more attention to the topic and give enough activities for practice.

```
Total ← 0
FOR Count ← 0 TO 50 DO
  IF Count mod 2 = 1 THEN
    Total ← Total + Count
  END IF
END FOR
PRINT Total
```

OR

```
Total ← 0
Count ← 0
WHILE Count ≤ 50 DO
  IF Count mod 2 = 1 THEN
    Total ← Total + Count
  END IF
  Count ← Count + 1
END WHILE
PRINT Total
```

OR

```
Total ← 0
Count ← 0
REPEAT
  IF Count mod 2 = 1 THEN
    Total ← Total + Count
  END IF
  Count ← Count + 1
UNTIL Count > 50
PRINT Total
```

OR

```
Total ← 0
FOR Index ← 1 TO 49 STEP 2
  Total ← Total + Index
NEXT Index
PRINT Total
```

//accept any other working solution

1 mark for each correct point to max 6

- initialization of variables as needed
- use of loop with correct start and end conditions
- correct update of the control variable
- checking if number is odd // updating control variable by 2
- totaling of odd numbers
- output the total, outside the loop

Introduction

The quality of work was of a similar standard to previous years. The number of inappropriate projects that provided limited development opportunities and did not qualify for one of the higher grades was fewer than in previous years. However, the number of cases of plagiarism and malpractice was higher.

General comments:

a) Awarding of marks:

Marks can only be awarded where there is written proof in the documentation. In some instances, marks were awarded by the internal moderator where there is no documented evidence in the documentation. Centres should note that assessment of the project can only be by reference to the criteria in the syllabus and that Centres must not devise mark schemes of their own.

b) Attempts to create functional systems:

It is essential to realise that the project should enable the candidate to use a computer to solve a significant problem. The project should be fully documented and contain substantial sample output or screenshots from their proposed system. Some projects did not demonstrate that they have been run on a computer. Software advances and the use of 'cut and paste' can give the impression that the results have been word-processed only. It is recommended that candidates make use of appropriate screenshots and include these in their documentation to show the use of a computer. This is achievable if functional systems are developed and documented adequately as stipulated by the syllabus rubric.

c) Formatting documentation:

The standard of presentation and the documentation structure continue to improve. Many candidates structure their documentation around the assessment scheme's broad headings, which is to be commended. It would appear that many Centres provide their candidates with a framework for documentation. This can be considered part of the normal teaching process, but the candidates must complete each section in their own words. Each project must be the original work of the candidate.

Candidates must be discouraged from using dark colours or complicated backgrounds when designing their forms. A black text colour on a dark-coloured background is not readable when printing is done in black & white.

At some Centres, images and screenshots were blurred and difficult or impossible to read. Candidates must be encouraged to use good-quality photos and screenshots to avoid losing marks.

d) Submission of coursework:

It was pleasing to note that the vast majority of the coursework was received by the due date. It causes considerable problems in the Moderation process where Centres fail to meet this deadline. It was also pleasing to see how most Centres managed to submit the hard copy and soft copy versions of the projects, together with the systems and supporting documents as requested by DNEA. Well done.

e) Consistency when marking:

The standard of marking is generally consistent and of an acceptable standard. However, there are a few Centres where there was a significant variation from the prescribed norm, mainly for the reasons previously outlined. There are also centres where strictness or lenience varied from candidate to candidate. Internal moderators are encouraged to mark consistently.

f) Malpractice and dishonesty cases:

There was evidence that some candidates appeared to be using a textbook, or the Teacher's notes, to describe certain aspects of the documentation. Some candidates did not attempt to write this documentation section specific to their problem. It is important to note that candidates write their documentation to reflect the individuality of their situation and that group projects are not allowed. Where the work of many candidates from the same Centre is identical in one or more sections, the Malpractice and dishonesty procedure was applied diligently.

Some teachers are also playing roles in promoting and covering up plagiarism. Coursework is strictly the candidates' responsibility, and by no chance should teachers do coursework for their students. Serious charges will be laid against such unethical candidates and teachers.

Encourage candidates to submit sections at set dates and discourage a sudden or complete change of topics towards the end, as this typically means gross plagiarism or 'resurrecting' past projects. Also, keep copies of candidates' sectional submissions so that you have proof and can check against this.

Centres are reminded that they should supervise the candidate's work and that the candidate verifies that the project is their work. Warn learners about plagiarism and copying from the internet and one another. Teachers should be more vigilant and rigorous in checking candidates' work's originality.

g) Completion of Continuous Assessment Projects:

It was also clear that candidates from some centres could not complete the Continuous Assessment project and, therefore, would not attempt some stages at all, or the attempts were incomplete. Candidates who start early and dedicate more time to the projects mainly produce high-end products. Candidates who start late or do not dedicate adequate time to the projects have poor end products. Teachers are strongly advised to ensure that learners start with their projects in Grade 10 for 6134, as Computer Studies is a two-year syllabus.

h) Assessment rubric interpretation:

Assessment rubric interpretation remains crucial. When a teacher does not interpret the assessment rubric to the expected standards, the teacher will not award candidates the marks they deserve. This is either through over-awarding or under-awarding sports to unacceptable levels. Therefore, teachers should get ongoing mentorship from educational officers or colleagues who are well-skilled and experienced in Continuous Assessment for Computer Studies. Additionally, in case your subject advisor or educational officer does not specialise in Computer Studies, which is a common occurrence, the teacher should try soliciting help using alternative routes such as online collaborative platforms, among others.

i) Rigorous guide to candidates:

Teachers should be more vigilant with candidates' CA projects from day one to the last day of submission. This should be through rigorous revision and pre-assessment of the project work of candidates. It was clear that many candidates had no idea what to do in specific sections, and they left out many sections. Teachers MUST guide learners through the entire project and give suggestions for improvement as much as possible. This approach does not parallel the project for the candidates.

Teachers are advised to guide learners on all the topics (sections) that should be included in the project. Each issue (section) should be discussed and handled thoroughly with learners. Give target dates and then check on the learner's progress on the set dates. This will ensure that the teacher can see where learners are struggling and where they require assistance and guidance before it is too late. Let the learners' parents or guardians be aware of the project, as it helps you (the teacher) with home monitoring or follow-ups.

j) Continuous Assessment Project Topics:

Teachers must also guide the learners in developing appropriate project topics or ideas. Some learners chose projects that had nothing to do with solving problems that solicit them to showcase skills or approaches they learned in Computer Studies. Attempting such projects defies the main objectives of the Computer Studies syllabus and is therefore unacceptable. Furthermore, teachers are also recommended to discourage learners from the same centre from working on the same project topics or ideas. Creative and unique project topics or ideas will stimulate learners to develop innovative project end products while promoting independence.

Specific sections

a. Description of the problem:

The mark a candidate can achieve is often linked to the problem definition. The candidates need to describe the problem in detail and, where this is done correctly, enables them to score highly on many other sections. This is an area for improvement by many candidates.

b. Objectives:

The Objectives section is a vital pinnacle of the entire project. The Business and Computer related Objectives should be SMART (Specific, Measurable, Achievable, Realistic and Timeous). It benefits the learners in significant ways if the teacher guides them intensively in setting up SMART objectives, as these determine the quality of the entire project. Remember, the learners are most likely doing this for the first time, and it may take time and effort to grasp the concept well enough. In most cases, poorly outlined objectives mean that even if the project takes off, the end product will also be of poor quality. The converse is also true.

c. Description of existing System:

Candidates need to provide details of how to input, process, output and store data in the existing solution. When describing the existing solution, the candidates must maintain the context of the problems identified in section 1.

d. Description of other possible solutions:

Most Centres were not sufficiently describing the possible solutions. Many only listed, defined and evaluated (giving advantages and disadvantages) other possible solutions. It is required for candidates under this section to provide a description of possible solutions and how they can be used to address the problems stated in section 1. An in-depth description of a minimum of 2 solutions, including the proposed solution, is expected.

e. Action Plan:

The action plan should, in all instances, be related to the objectives, and the Gantt chart should reflect what is set out in the action plan. A detailed description of each stage should also be included. Like in yester years, it was a common pitfall that the Gantt chart presented did not correctly depict the time spent on the various stages as shown in the detailed action plan. It was also expected that some candidates did not provide a detailed description of what each stage represented in the action plan covers and, therefore, could not score full marks even if the correct Gantt chart was provided. Furthermore, this year plagiarism was rife in this section. Teachers should be notably more vigilant.

f. Hardware and software requirements:

The hardware and software requirements sections often lacked sufficient detail. At least two reasons, why such a hardware or software, were selected in the context of the proposed solution are expected. Suppose the reasons provided under these sections easily fit into another project, in that case, they are likely not in the context of the proposed solution and therefore do not deserve full marks.

It is also essential for teachers to be extra vigilant with these sections, as plagiarism is rife. Teachers are encouraged to ensure candidates provide specific hardware and software requirements rather than general hardware or software requirements. This way, plagiarism will be easy to identify and discouraged.

g. Design of method of solution:

The Design Method of Solution section requires learners to clearly show how the learner designed each module of the system. A link from the Separate Modules section should be used to simplify the candidates' work. There should be clear evidence of all modules, tables, forms, relationships, design view of queries, reports of the proposed solution etc. The entire system should be covered, including the Main Menu. Most candidates did not have the algorithms and relationships between database tables.

h. Programming code:

Where programme code/macros are used, the candidates should annotate these to score two or more marks. Programme code/macros must relate to the candidate's solution. If a candidate uses a spreadsheet to solve

their problem, then full details of the formulae, links and any macros should be included. Centres may wish to know that using modules in a database package should consist of using linked tables or relationships. Similarly, when using spreadsheet modules can be achieved by exporting data from one worksheet to importing it into another spreadsheet, i.e. the spreadsheets are linked together. Centres might wish to encourage the candidates to use validation checks, lookup tables and what-if analysis.

Provide programming codes for a complete solution (each module with all its tasks as in section 7). Codes must be in any programming language for candidates to earn full marks. It was clear that programming is not practically being covered by most of the centres. Teachers must ensure that candidates get hands-on experience in programming as this will help them in paper 2 of AS level.

i. Testing:

Testing should include a complete test strategy with expected results, which can then be compared with the actual results, and we would also expect to see labelled printouts which match the test strategy.

Many candidates did not produce a test strategy by which the success or failure of their project could be evaluated. This will make it easy to evaluate the success or failure of the project in achieving its objectives.

j. User documentation

User documentation should be CLEAR. There are several guides on what should be included in the user documentation. It should have a separate front page, index, introduction, problem description, etc. User documentation should guide the user STEP BY STEP on how to use EVERY FEATURE AND BUTTON, etc., of the proposed solution.

Candidates at some centres are providing instructions on how to create creating a database instead of using the system as required by the users. Such work is not creditworthy.

As we advance:

Both seasoned and new teachers are advised to familiarise themselves with the proper assessment criteria interpretation and assessment methods used for the project work before marking the projects.

Try to reach out to your experienced peers and constantly challenge yourself to learn and improve. Good teachers avoid professional isolation and should seek help from more experienced teachers or subject advisors.

Collaboration among peers is still encouraged as it curbs the challenges of space and time. Face-to-face workshops and online collaborative methods should be used more often.

Conclusion:

Areas of relative weakness in the candidate's documentation include setting objectives, hardware requirements, software requirements, programming code, testing and evaluation. The overall standard of the project work and internal project moderation was acceptable. However, some areas still need to be addressed as soon as possible to improve the quality of projects and assessments. Both teachers and students should be more vigilant towards plagiarism. There is still room for improvement in both coursework and assessment quality.

DESIGN AND TECHNOLOGY

6187
Paper 1

General Comments

This year, 2022 was the third Examination on this syllabus. The syllabus was well developed by the NIED in collaboration with CIA and was approved by both institutions. All this was done to upgrade the level of Education in Namibia. Therefore, the two institutions with their teams should be applauded for the exceptional work done to improve the living standards of the Namibian Child.

Thanks, should also go to other role players like the entire Ministry of Education, Regional Offices, Schools, Communities and of course the Candidates who wrote this examination for the first time.

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 on the questions, there were no problems answering the questions, although in a few cases a follow-up question was misinterpreted. However, good responses were given for certain questions and candidates could score good marks.

Evidence also showed that quite a few candidates did not have the knowledge to answer certain questions successfully and some did not attempt certain questions. This situation can only be solved when more training is given to teachers on how to teach the syllabus successfully. It can illuminate this situation. By the spread of marks for this question paper, it looks acceptable, but there are a lot of areas which needs to improve. It should also be mentioned that this year one could really see the abilities of the candidates.

Section A consisted of compulsory short questions across the syllabus. In some cases candidates scored good marks, but in most cases improvement is needed. This can only be done with more training to the teachers.

This year we had 284 candidates in comparison to the previous year's 362, a decrease of 78 candidates. But we believe the number of entries will increase in 2023

Comments on specific questions

Part A

Answer the questions from Part A in the spaces provided.

- 1 (a) Name **two** types of safety equipment that must be used when operating the soldering iron.

Overall this question was answered well and most candidates scored maximum marks.

Possible answers:

- 1 Goggles
- 2 Leather gloves
- 3 Safety mask
- 4 Leather
- 5 Apron/overall
- 6 Safety boots

[Any 2 × 1 = 2]

- (b) Use the possible answer given in brackets, the material that can be joined using soldering method.
[acrylic, brass, teak, hardboard]

Most of the candidates scored maximum here.

Answer:

brass

[1]

(c) State what is meant by each safety symbol shown below.

This question was answered very well and candidates scored good marks.

Possible answers:



High voltage / electric shock hazard / danger electricity/Lightning



Flammable / fire hazard/fire

[Any 1 × 1 = 1]

2 Complete Table 2. by naming each tool.

Most of the candidates could not identify all three tools.

Possible answers:

Marking gauge

[1]

Micrometer/ measuring guage

[1]

Odd legs / odd leg calipers / Jenny[s] calipers.

[1]

3 Suggest **three** ergonomic features in the design of the remote control and safety.

This question was answered very well by most candidates and scored maximum marks.

Possible answers:

Award 1 mark for each ergonomic feature up to a maximum of 3:

buttons easy to see [1] comfortable or rounded shape in hand [1] appropriate size to fit hand [1] colour-coded buttons for ease of operation [1] rubber buttons for better selection [1] each button labelled [1] very light plastic used [1]

[Any 3 × 1 = 3]

4 State what is meant by the arrow lines around the number 2

Most of the candidates scored maximum marks.

Answer:

recycled

[1]

5 (a) Evaluate the rugby ball holder in terms of stability

Only a few candidates could score good marks here.

Possible answers:

- Rugby ball holder with a hollow for the ball to fit firmly.
- The wider the base of the holder, the more stable
- The holder has a low centre of gravity
- Gravity prevents the holder to topple over when a force acts upon it

[Any 1 x 2 = 2]

(b) Use sketches and notes to show how the rugby ball holder could be made. State **one** suitable process.

Most of the candidates scored good marks, although some of the sketches lacks application of drawing skills. Possible answers:

(Award 0–3 marks depending on accuracy of sketch and notes).

Suitable processes – injection moulding/vacuum forming/press forming

[3]

- 6 Fig. 5 shows the end of a piece of wood. Two holes will be drilled at the centres shown. Add to Fig. 5 to show a drilling jig/templet that could be used to make sure that the holes are drilled accurately.

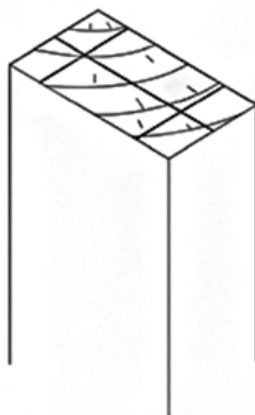


Fig. 5

(Accept genuine, pre-manufactured drilling jigs/templates).

- | | | |
|----------------------------------|-----|-----|
| Template with 2 holes drilled | (2) | |
| Located against 1 end OR edge | (1) | |
| Located against 1 end AND 1 edge | (1) | [4] |

- 7 Give two benefits of using the die casting process to make products.

Any two benefits of die casting:
 intricate designs possible / reusable moulds /
 little or no machining necessary / fast process / identical multiple
 parts / mass production possible / not a difficult process /
 require less energy / inexpensive method

[Any 2 x 1 = 2]

- 8 (a) Name the process by which the curved parts of the chair are shaped.

Only a few candidates could score full marks here.

Answer:

Steam bending / laminating

[1]

- (b) Give one benefit of this type of process when making the chair.

A fair number of candidates scored good marks here.

Possible answer:

Fewer joints to construct / sturdier construction / attractive curved appearance / less waste / more reliable in stability [1]

- 9 (a) Give two advantages of using carbon fibre reinforced plastic (CFRP) rather than steel for the car shell.

Most of the candidates scored maximum marks.

Possible answer:

Lightweight / greater fuel economy or speed (as lighter weight)/ environmentally more friendly / does not corrode / more suitable for small production runs / less dense / higher strength–weight ratio / reflect heat instead of absorbing heat / much cheaper than metal [Any 2 x 1 = 2]

Do not accept 'more impact resistant', 'easier to mould/ shape', 'stronger'

- (b) Give two reasons why aluminium would be used to make the car shell.

Most of the candidates scored maximum marks for this question.

Possible answers:

Light weight and durable /strong / easier to shape /corrosion free /attract customers [Any 2 x 1 = 2]

10 (a) Name a suitable plastic that could be used to make the container.

Only a few candidates could give the suitable answer:

PossibleAnswer:

Polystyrene/polypropylene / (styro-foam)

[1]

(b) (i) Give **one** advantage of using a plastic for this type of container.

Most of the candidates scored full marks here.

Possible answers:

Keeps food hot / can be moulded quickly / one-piece production / hygienic/ lightweight / produced in large quantities / water proof

[1]

(ii) Give **one** disadvantage of using a plastic for this type of container.

Most of the candidates scored maximum marks.

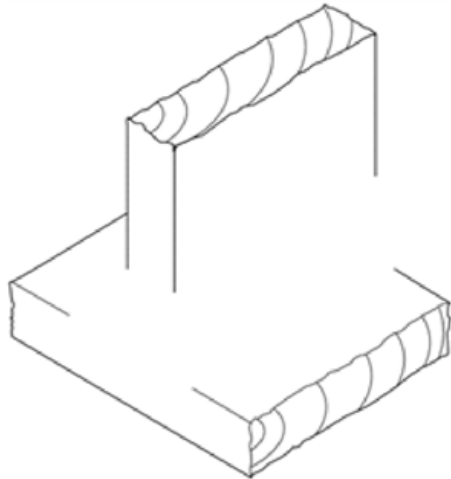
Possible answers

Can produce litter / cannot be recycled / does not decompose / breaks easily

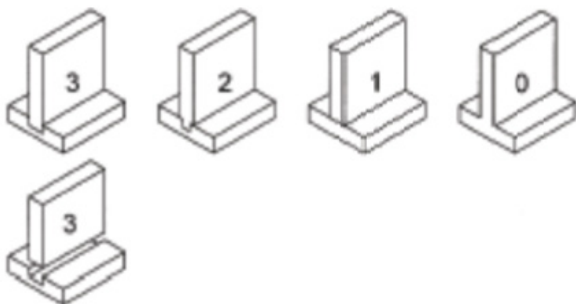
[1]

11 Complete Fig. 10 to show a through housing joint.

A fair number of candidates scored good marks, but lacked Drawing skills. Possible answers:



Award 0–3 marks depending on accuracy of sketch.



[3]

12 Fig. 11 shows two simple circuit diagrams, A and B, for lighting a light emitting diode(LED)

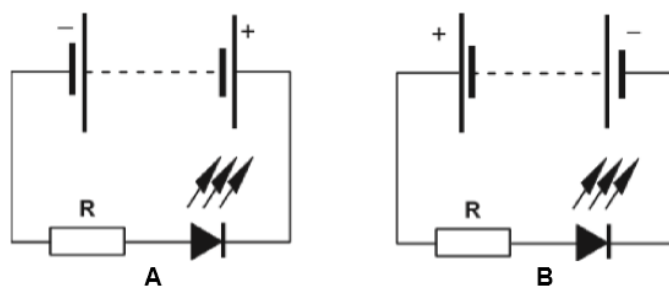


Fig. 11

- (i) State which one of the circuits, A or B, has been connected incorrectly. An average number of candidates scored full marks.

Answer:
B

[1]

13 Fig. 12 shows a dog house.



Fig. 12

Write four specification points for the house shown in Fig. 12

Most of the candidates scored maximum marks here.

Possible answers:

- big enough to fit dog size
- door enter and come out easily
- it must be neat and attractive
- it must be made from suitable material (wood / plastic)
- must be cost effective
- must give shelter and protection
- weather resistant
- entrance should not have a door

[Any 4 x 1 = 4]
[40]

Part B

14 Design Communication

Fig. 13 shows a isometric drawing of a wooden frame for a fire screen. Material dimensions: 50 mm × 20 mm.

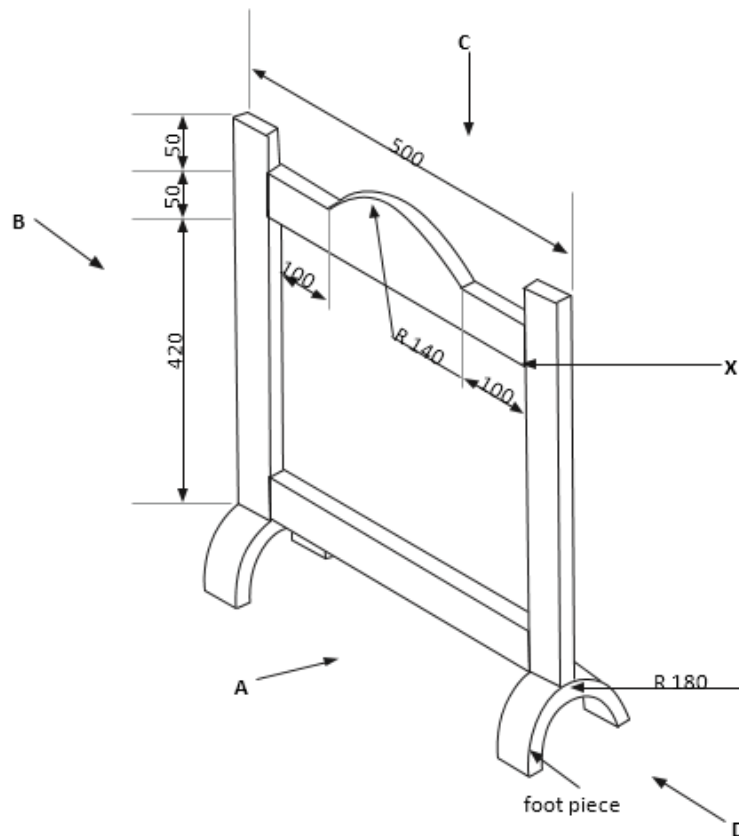
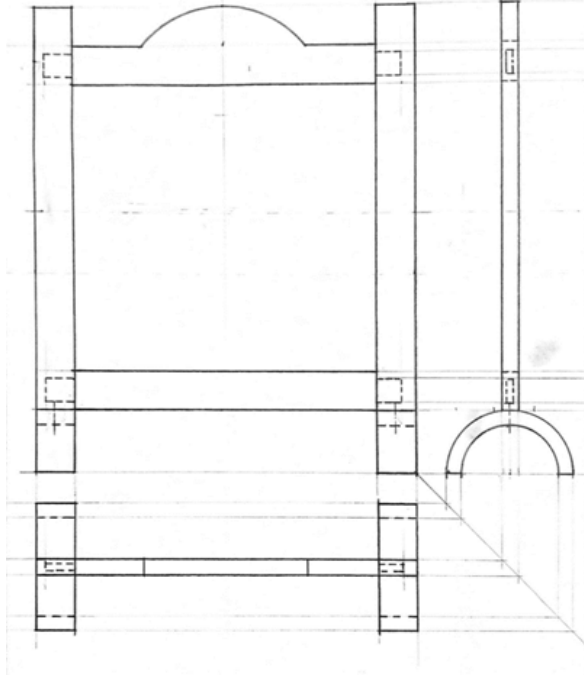
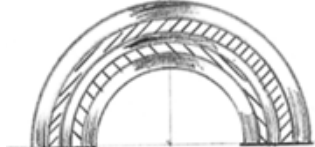
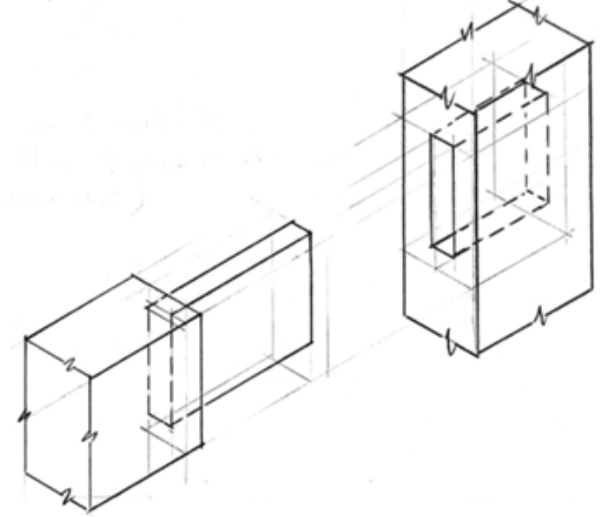


Fig. 13

- (a) Draw and construct to a scale 1:2 showing all hidden detail:
- (i) The front view indicated by A [12]
 - (ii) End view indicated by D [10]
 - (iii) Top view indicated by C [8]
- (b) Insert four dimensions, applying the SANS code, to the drawing [8]
- (c) The semi-circular foot pieces of the fire screen are produced from
- plywood (5ply). Produce a sketch of one-foot piece, as seen from the
 - direction of arrow D, and render it to look like plywood. [7]
- (d) Draw an exploded freehand sketch of a joint that could be used to join corner X. Add rendering to the sketch. [8]
- (e) Use sketches and notes to show a design for a logo for the company, FURN FOR NAM, which manufactures the fire screens. [10]

Quite a number of candidates attempted this question. A few of them scored good marks, while the others did not show any drawing skills therefore scored very low marks. The answer to this question follows:

(a)(i)		<p>(a) (i) Front View</p> <p>Front view shown (2) Front view drawn correct to overlay (2) Suitable Join Shown (2) Joints shown in hidden detail (2) Line work correct according to SAN S (2) Curve drawn correct (2) [12]</p> <p>(ii) End Elevation</p> <p>End Elevation drawn (2) End Elevation drawn correct to Overlay (2) Joints shown in hidden detail (2) Foot piece drawn correct (2) Line work according to SANS (2) [10]</p> <p>(iii) Top view</p> <p>Top view drawn (2) Top view drawn correct to overlay (2) Joints shown in hidden detail (2) Line work shown correct according to SANS (2) [8]</p>									
(b)	Four dimension according to SANS	<p>Dimension</p> <p>Four dimension shown (4) Correct according to SANS (1) [5]</p>									
(c) 5-ply		<p>Foot Piece</p> <p>Five layer shown (2) Five layers rendered correct (5) [7]</p>									
(d)		<p>Joints</p> <p>Suitable joint shown (2) Shown in exploded view (2) Tenon Shown mortise shown (2) Rendering shown on both pieces (2) [8]</p> <p>Suitable joints include:</p> <ul style="list-style-type: none"> • mortise and tenon • dowel joints • Lamelo joints 									
(e)	<p>Logos</p> <p>The design should include the following:</p> <ul style="list-style-type: none"> • Shape of the design 1 • Style of the design 1 • Size of the letters 1 • Colour 1 • Trade mark 1 • Overall dimensions of logo 2 • Lettering accurately done 2 • Quality of design 1 	<table border="1"> <tr> <td data-bbox="911 1805 995 1872">L</td> <td data-bbox="995 1805 1315 1872">Convey information using elementary design skills</td> <td data-bbox="1315 1805 1442 1872">0 - 3</td> </tr> <tr> <td data-bbox="911 1872 995 1939">M</td> <td data-bbox="995 1872 1315 1939">Convey information using appropriate design skills</td> <td data-bbox="1315 1872 1442 1939">4 - 6</td> </tr> <tr> <td data-bbox="911 1939 995 2051">H</td> <td data-bbox="995 1939 1315 2051">Convey information using appropriate, precisely and concisely</td> <td data-bbox="1315 1939 1442 2051">7 - 10</td> </tr> </table>	L	Convey information using elementary design skills	0 - 3	M	Convey information using appropriate design skills	4 - 6	H	Convey information using appropriate, precisely and concisely	7 - 10
L	Convey information using elementary design skills	0 - 3									
M	Convey information using appropriate design skills	4 - 6									
H	Convey information using appropriate, precisely and concisely	7 - 10									

15 Resistant Materials

(a) Give two benefits of flat-pack furniture for:

(i) the consumer

Most of the candidates could not answer part of the question, because they do not know the term 'flat-pack', therefore scored low marks.

The answer:

Any two benefits: Lower costs than ready assembled furniture / available for immediate collection / satisfaction of

Assembling at home / easier to transport/ easy to repair /easy to access/competitor costs

[Any 2 × 1 = 2]

(ii) the manufacturer.

In this part of this question most of the candidates scored maximum Marks, unbelievable.

Possible answers:

Any two benefits: Less storage space required / fewer manufacturing processes means quicker production / competitive costs.

[2 × 1=2]

(b) Use sketches and notes to show how the knock-down (KD) corner blocks could be used to join the top to one side of the computer desk.

Only a few candidates could answer this question correctly. The rest did not know what a corner block is.

Answer:

Recognised KD fitting

corner block

[1]

At least 2 corner blocks

[1]

Positioned

[1]

Added notes

[1]

Award 1 mark for corner block that would work but is inappropriate size. Notes to include, e.g. relevant sizes, types and lengths of screws, spacing of corner blocks.

(c) Use sketches and notes to show how the keyboard shelf in Fig. 14 could be made to move in and out. Include details of materials and constructions used.

Most of the candidates who answered this question scored good marks.

Answer:

Accurate sketch of practical idea, e.g. pre-manufactured component runner or use of grooves [cut or applied]. [1–2] Materials [1] Constructions [1]

For 2 marks, sketch of pre-manufactured component runner must be drawn accurately. Award 1 mark for sketch if not accurate or for a housing joint into which complete thickness of shelf inserts. Notes to include, e.g. sizes and types of materials used. Grooves to be cut out or applied include width and depth Dimensions.

Accept: sliding rails/ extension rails/ telescopic rail

[4]

(d) Fig. 15 shows a desk tidy made from plastic.



Fig.15

(i) Give **three** specification points for the desk tidy.

Most of the candidates scored good mark for this question.

Possible answers:

3 specification points: store a variety of items/ be attractive/ allow for easy access of items/ be stable/ fit specific location/ easy to move/ compact/ easy to clean/ low cost [Any 3 x 1 = 3]

(ii) Complete the statement by adding the correct material from the list below:

Thermosetting plastic, manufactured board, carbon steel, composite material

Most of the candidates scored full marks here.

Answer:

Carbon steel'.

(e) Fig. 16 shows details of a table football game.

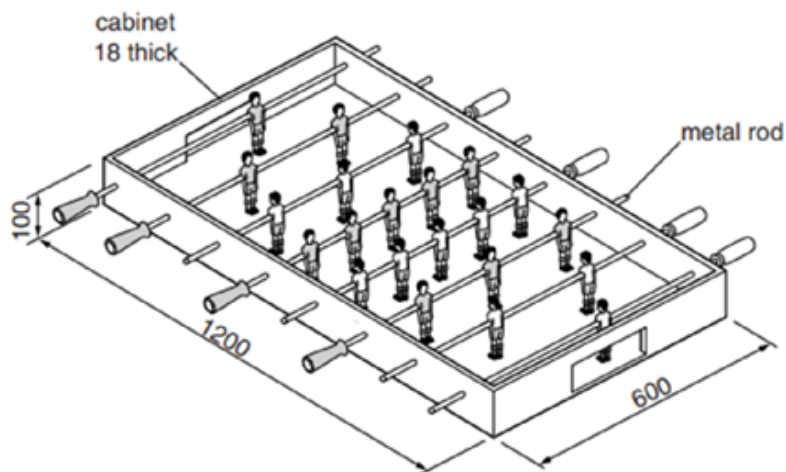


Fig. 16

(i) The metal rods could be made from Ø10 mild steel or aluminium.

Choose either mild steel or aluminium and give a reason for your choice.
Chosen material with reason:

Most of the candidates scored full marks in this question.

Answer:

Mild steel: stronger, less likely to bend, cheaper, durable

OR

Aluminium: lighter, does not corrode, needs to finish

[2]

(f) When pulled and pushed, the rods cause the holes in the side of the cabinet to become worn and enlarged.

Use sketches and notes to show how this problem could be overcome. Name any materials used
 Quite a number of candidates scored full marks here and some of the scored low marks to zero
 Some form of insert/bush/sleeve/plate 0–2
 Materials named. Metal or plastic 'Not rubber.' 0–1 [3]

(g) Fig. 17 shows a metal rod that will be attached to a wooden handle by means of an epoxy resin adhesive.

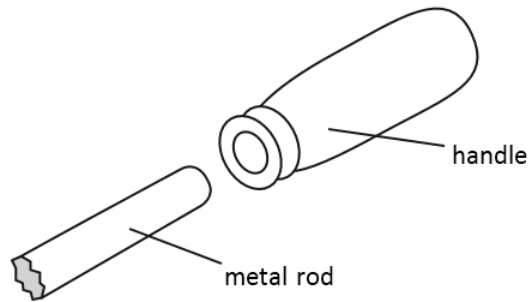


Fig. 17

(i) Describe how an epoxy resin adhesive would be prepared and applied.

Most of the candidates could not answer this question correctly.

Answer:

Epoxy resin mixed in equal quantity with hardener 1 Epoxy resin applied to both parts and held while resin sets [2]

(ii) Describe how polymorph could be used to determine the shape of the handle.

Most of the candidates could not answer this question correctly

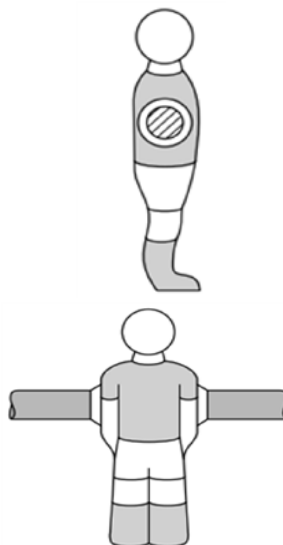
And scored very low to zero marks, because they did not know what polymorph was.

Answer:

Add hot water to granules of polymorph to soften them 1 Remove from water and wrap it around the metal rod 1 Mould to shape of hand grip. [2]

(h) (i) Fig. 18 shows one of the table football game players and the metal rod to which it is attached. The players are made from injection moulded plastic. Add sketches and notes to Fig. 18 to show how the player could be fixed to the metal rod without the use of adhesive.

Only a few candidates could answer this question correctly, while others tried, but could not score maximum marks.



Answer:

Use of grub screw, pin, rivet 0–1 Technical accuracy of sketch and added notes 0–2 [3]

- (ii) Fig. 19 shows a cross-sectional view of an injection moulding machine. Complete table 2 below to give the stages in the injection moulding process.

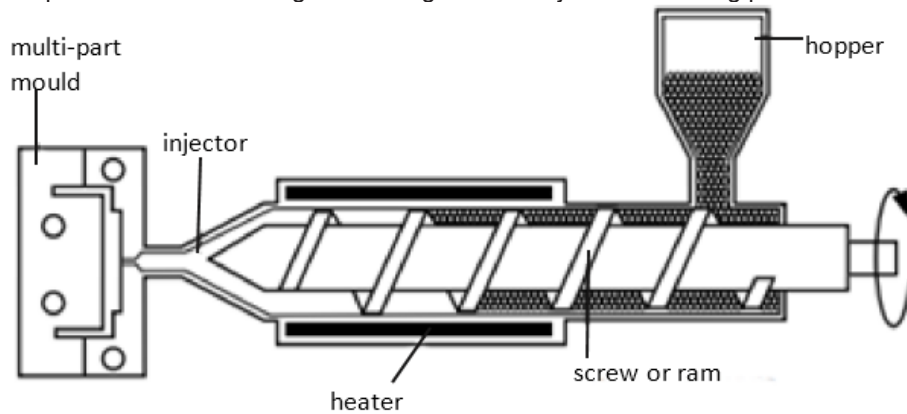


Fig. 19

Accept any valid intermediary stages given by candidates [4]

- (iii) Explain why the injection moulding process is only suitable when manufacturing in large quantities.

Only a few candidates could give suitable answers.

Answer:

Cost of tooling is very expensive to produce 1 Large quantities are needed to recover the costs [2]

- (iv) Name a process that could be carried out in a school workshop to produce the players using aluminum.

Most of the candidates answered this question correctly.

Answer:

[Sand] casting. [1]

- (v) Use sketches and notes to design a scoring system that could be used during a game of table football. The scoring system must:

Most of the candidates scored good marks in this question, however the drawing skills can improve.

The scoring system must:

- be fixed to the cabinet;
- record a maximum of five goals scored at each end. Include details of materials and fittings used.

Scoring system must meet spec points:

Use of rods/sliding counters, flip cards or similar to show score 0–2

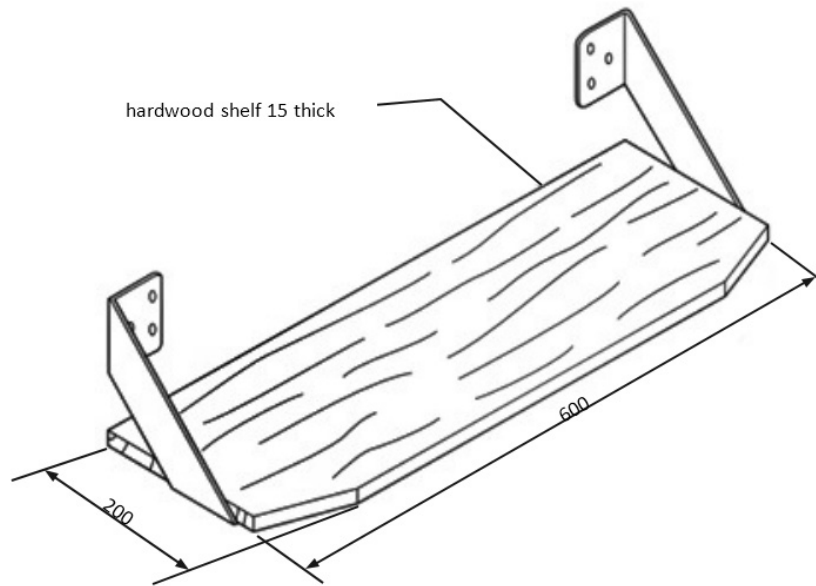
Fixed to cabinet 1

Record maximum 5 goals scored 1

Materials and fittings used 0–2

[6]

- (i) Fig. 20 shows a hardwood shelf supported by two end brackets. The brackets could be made from acrylic or aluminium.



- (i) Give two benefits of using a template to mark out the shape of a bracket.
This question was answered fairly by most candidates.

Possible Answer:

Accurate guide/ quicker/ more accurate/ easier to mark out on paper/ card and transfer/ can be used as a model/ wastes less material [Any 2 × 1 = 2]

- (ii) Explain why a template would need to be made from wood or metal rather than card or paper when marking out large quantities of brackets.

Only a few candidates scored full marks here.

Answer:

When large quantities are to be marked out a paper or card template would not last. 1 Therefore a resistant material that would stand up to wear is required. [2]

- (iii) Acrylic and aluminium are materials that can be self-finished. Explain what is meant by the term 'self-finished'.

A few candidates scored full marks here, but some of them did not know

What 'self finish' mean regarding metals.

Answer:

Acrylic and aluminium are materials that can be self-finished. Explain what is meant by the term 'self-finished'. Self-finished means no applied finish 1
 The material can be cleaned and buffed to a high quality [2]

(j) Fig. 21 shows the shape of one bracket marked out on sheet material.

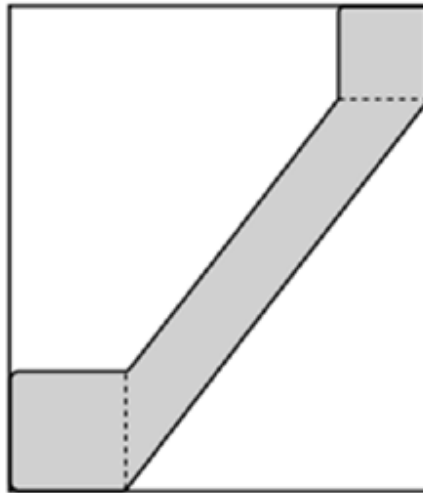


Fig. 21

You may choose to make the bracket in either 4 thick acrylic or 1.5 thick aluminium. Use sketches and notes to show how one bracket could be cut out by hand and the edges made smooth on the material of your choice. Name all the tools and equipment used.

Chosen material

Most of the candidates scored fair marks here, but some could not demonstrate proper drawing skills.

Aluminium Cut out using combination of: Abrasive file saw, tin snips, junior hacksaw 0–2 Edges smooth using files and emery cloth 0–2 Tools and equipment named 0–1

*OR

Acrylic Cut out using coping, Hegner, scroll, band, tenon saw 0–2 Edges smooth using files and wet and dry paper 0–2 Tools and equipment named 0–1 [5]

(iv) Use sketches and notes to show how one of the bends could be produced when the bracket is made from:

4 thick acrylic;

Only a few candidates scored full marks. The other, evidently, had only a little knowledge of the process.

Answer:

Bending acrylic:
strip heater/line bender 1
use of former 1
method of retention 1

[3]

(iii) 1.5 thick aluminium.

Here the candidates did better and scored good marks.

Answer:

Bending aluminium: use of folding bars, vice and scrap wood 1 use of former 1 method of force: mallet or hammer and scrap wood 1

[3]

(k) Explain why round head screws rather than countersink head screws, would be used to screw the brackets to the wall when the brackets are made from 1.5 thick aluminium

Only one or two candidates could give a correct answer. The others could not interpret the question correctly.

Answer

Countersink head screws remove thickness from the material making it too thin. 1 Round head screws make no impact on thickness of material and support the material.

[2]

[60]

16 Technology

Fig. 22 shows the rear derailleur gear on a cycle with a close up view of the gear cab.

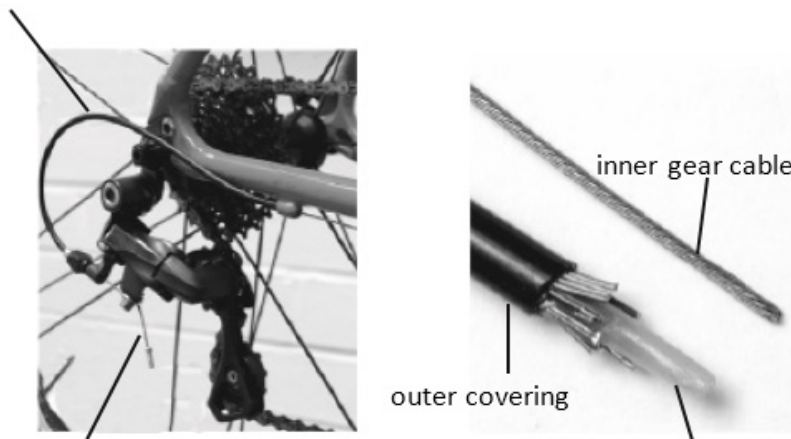


Fig. 22

- (a) (i) Name the force that is applied, when manufacturing the inner gear cable to keep the strands of the cable in position

This question was answered well by most of the candidates.

Answer:

Torque or /torsion/.twisting

[1]

- (ii) Give two benefits of using a nylon lining.

Most of the candidates scored good marks for this question.

Answer:

Benefits of the nylon lining could include:

- 1 Reduce friction
- 2 Reduce the amount of lubrication required
- 3 Prevent water getting to inner cable
- 4 Prevent inner cable rubbing on outer
- 5 2 × 1 marks for suitable benefits

[2]

- (iii) Explain why small radius bends should be avoided in the gear cable.

Only a few candidates could give a suitable explanation.

Answer:

Small radius bends will restrict the cable and prevent efficient movement of the inner cable. Permanent distortion of the outer cable could result.

Possibility of cable snapping. / break

[2]

- (iv) Explain why steel is used for control cables on a cycle.

Most of the candidates could give a correct explanation and scored full marks.

Explanation should mention that steel is durable, ductile, strong in tension, can bend and is able to return to same position. Low cost material that can also be recycled after use.

[2]

- (v) State the force being used when a control cable is operated.

Most of the candidates give a correct answer

Tension / pull force

[1]

(b) Hydraulic systems are now used for many applications rather than a control cable.

(i) State the force created in a hydraulic system.

Only a few candidates could score full marks here.

compression. / push force

[1]

(ii) Fig. 23 shows the speed change lever on a wood turning lathe.

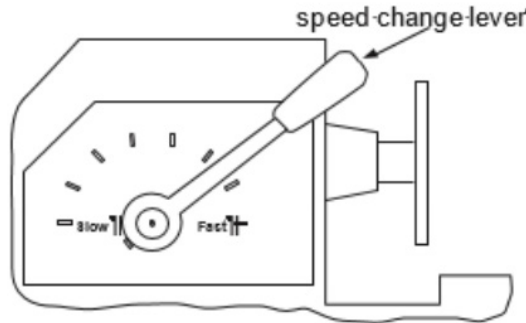


Fig. 23

(iii) On the speed change lever in Fig. 23 show the position of the Load, effort and fulcrum.

It seemed that most of the candidates did not understand the sketch and could not identify the parts correctly.

Answer

Effort – speed change lever

Fulcrum – axle

Load – around the axle

[3]

(iv) State the order of lever used

Most of the candidates could score the full mark here.

Answer:

Second order/class lever

[1]

(c) (i) Choose from the terms below to complete the table.

Bevel gear / idler gear / rack and pinion / worm gear

Only a few candidates could score full marks. The rest varied from 1 – 2.

Answer:

Requirement	Method
Transfer drive through 90° with no change in speed	bevel gear
Provide a large reduction in speed in a small space	worm gear
Make driver and driven shafts rotate in the same direction	idler gear

[3]

- (ii) Fig. 24 shows a piece of rod with a square thread cut into it.

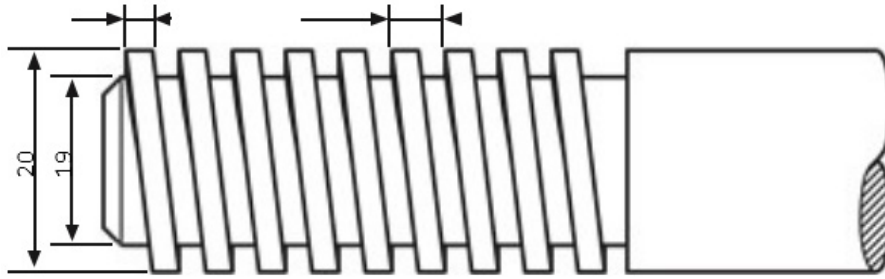


Fig. 24

State the pitch of the thread.

Only a few candidates answered correctly.

Answer:

Thread pitch is 3 mm.

Fig. 25 shows two logic symbols

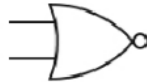
[1]

- (iii) Write the name under each symbol.

Only a few candidates attempted this question and could score at least 2 marks

AQ1
B

Name.. .NOR

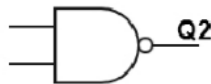


NOR - gate truth table

A	B	Q = A + B
0	0	1
0	1	0
1	0	0
1	1	0

A
B

Name.. NAND



NAND - gate truth table

A	B	Q
0	0	1
0	1	1
1	0	1
1	1	0

[2 x 2 = 4]

- (d) A catalogue describes two capacitors in the following way:

- electrolytic capacitor 3300 μF 30 Vdc \pm 20%
- ceramic capacitor 100 pF 50 Vdc \pm 10%.

- (i) Explain what is meant by 30 Vdc and 50 Vdc in the description the capacitors.

Most of the candidates could not answer this question correctly.

Answer:

The marking on the capacitors is the voltage (dc) [1] which should not be exceed when connected to a circuit [1] [2]

- (ii) State why the electrolytic capacitor value is likely to vary more from its stated value than the ceramic capacitor.

Only one or two candidates could score marks here.

Answer:

- It will vary more because the tolerance is greater/ the electrolytic gap is smaller

[1]

- (iii) Name the discrete component used with a capacitor to produce a delay in a circuit.

Most of the candidates scored the mark here.

Answer:

Resistor, .

[1]

- (e) Fig. 26 shows the initial design for a scaffold to give safe access while building work is carried out.

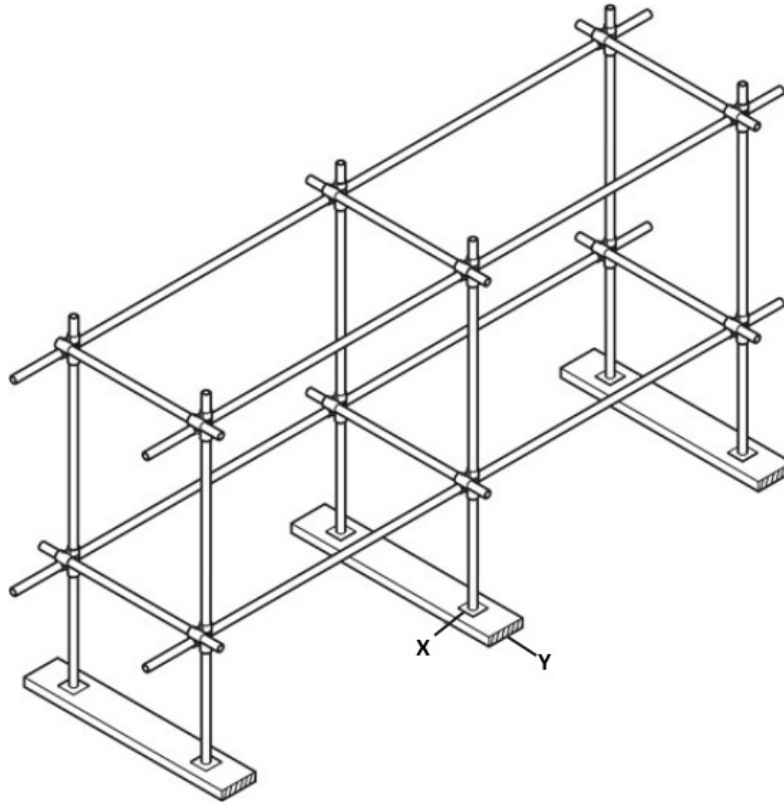


Fig. 26

- (i) Name the type of structure used in scaffolding.

Most of the candidates scored the mark here.

Answer

Scaffolding is a frame structure

[1]

- (ii) Draw on Fig. 26 three additional scaffolding poles to make the structure rigid and safe from collapse.

Most of the candidates could not add the additional poles correctly.

Answer:

Each face of the structure to be made rigid, minimum of three poles.

1 mark for each pole in the correct position.

[3]

- (iii) Explain the purpose of features X and Y at the base of the scaffold.

Most of the candidates could only score 1 mark here.

Answer.

X and Y are to spread the load of the scaffold [1] and prevent it from sinking into soft ground.

[1]

They can also be used for levelling on uneven ground.

[1]

- (f) The guide fence for the saw is held securely in place by a cam lever shown in Fig. 27.

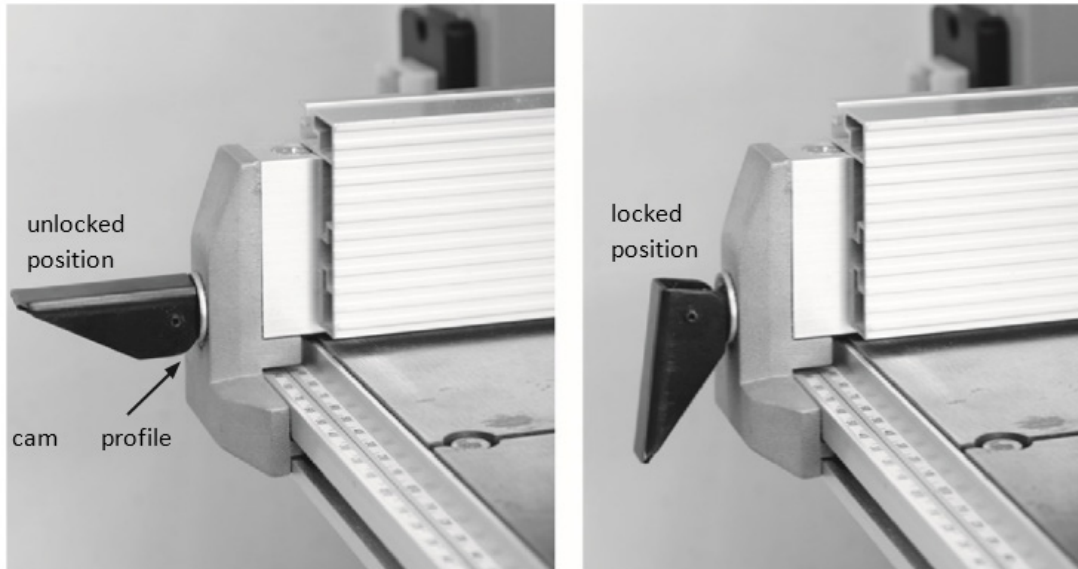


Fig. 27

Explain why cams are often used where frequent adjustment is necessary.

Most of the candidates scored at least 1 mark here. Answer

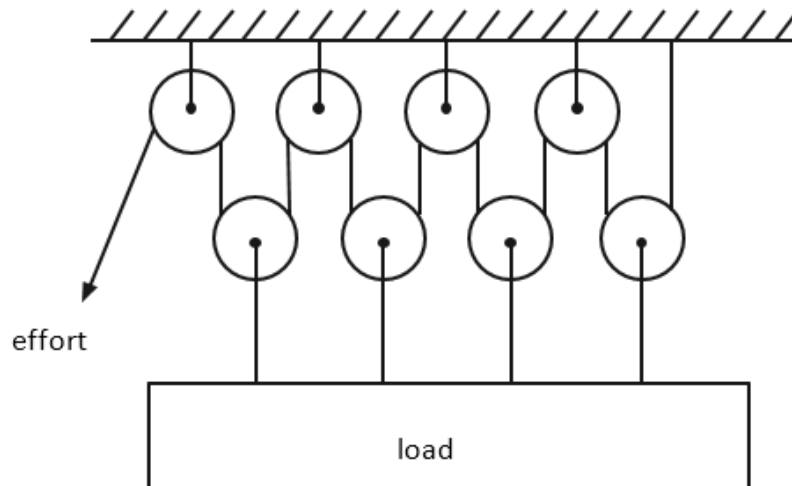
Factors will include:

- Cams allow for quick adjustment / frequent adjustment
- Limited movement needed
- Positive locking action is possible

No tools required

[2]

- (g) Fig. 28 shows a compound pulley system.



- (j) State the mechanical advantage of the pulley system.

Mechanical advantage of the compound pulley is $8/1 = 8$

[1]

- (i) Calculate the pulling force necessary to raise a load of 1.5 kN

None of the candidates could score marks here. Answer
 $1.5 \text{ kN} = 1500 \text{ N} / 8$ [1] = 187.5 N, [1] or 0.1875 kN

[2]

- (h) Fig. 29 shows a push switch that could be either PTM switch or a PTB switch, the two types are identical in size and colour.

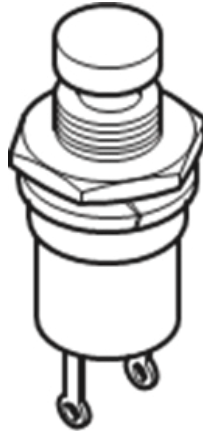


Fig. 29

Use Sketches and notes to explain how the switch action can be identified using a multimeter on a resistance setting.

Only one candidate could score some marks here.

Answer

Leads from multimeter connected to terminals of switch

- With switch not pressed
- Reading of close to zero will indicate a PTB switch
- Reading of '1' will indicate a PTM switch
- With switch pressed
- Reading of close to zero will indicate a PTM switch
- Reading of '1' will indicate a PTB switch

[1]

[1]

[1]

[3]

- (i) Fig. 30 shows three types of connecting wire that could be used to connect a switch to a circuit board



Fig. 30

- (i) State which type of connecting wire is the most suitable

Most of the candidates could answer this question correctly.

Answer:

The most suitable is 7 / 0.2 equipment wire

[1]

- (ii) Give one reason for your choice of connecting wire.

Most candidates could a correct reason, and scored the mark for this question.

Answer:

This wire is insulated (1) and is flexible enough to allow some movement when the switch is positioned (1).

[1]

- (iii) Use sketches and notes to describe the stages in soldering a connecting wire to a switch terminal.

Candidates scored some marks for the description, but not full marks.

Answer:

Stages in soldering could include:

- Wire stripping
 - Twisting strands
 - Fitting to terminal
 - Cleaning tip / tinning soldering iron
 - Tinning the wire / switch terminal
- (i) Positioning soldering iron to touch both terminal and wire
(ii) Waiting for joint to heat.
(iii) Feed solder into joint
(iv) Allow to cool
(v) Cut off surplus wire

[4]

- (j) Fig. 34 shows a method of connecting a number of wires on a ribbon cable to a circuit board.

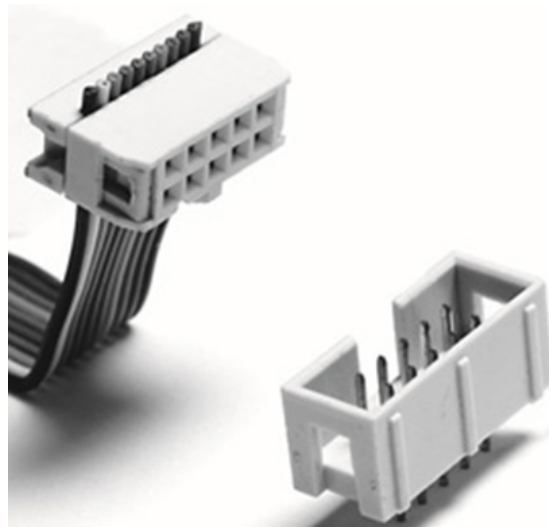


Fig. 31

Give two advantages of using this method rather than soldering individual wires to the circuit board.

Most of the candidates scored maximum marks here. Answer:

Advantages will include:

- Pins are easier to fit into circuit board than individual wires
- Can be rapidly connected / disconnected
- There is a notch on socket for correct orientation
- No danger of individual wires breaking.
- Saving time

[Any 2 × 1= 2]

- (k) Fig.32 shows a conveyer belt in a supermarket checkout area. The belt keeps going until an item of shopping blocks the path between the light source and an LDR on the other side of the conveyer belt.

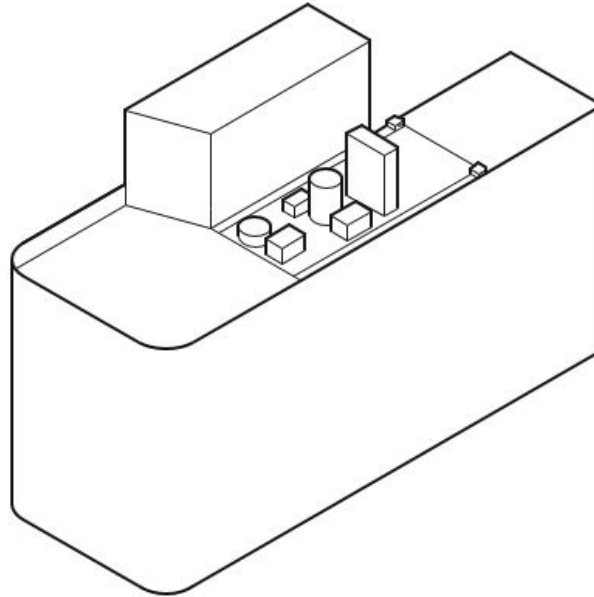


Fig. 32

Part of the operating circuit for the conveyer belt is shown in fig. 33

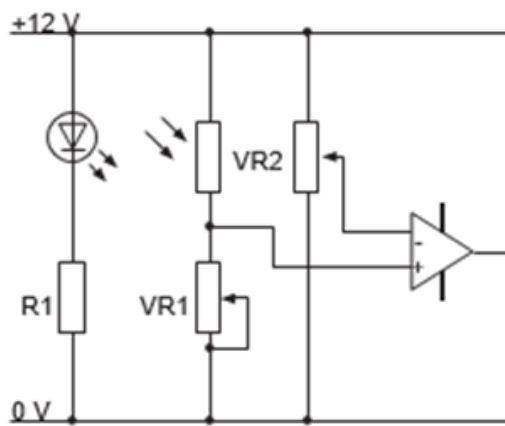


Fig. 33

- (i) Calculate the value of R1 that should be used to allow the high intensity LED to draw a current of 40 mA. The forward voltage of the LED is 3.4 V

Only a few of the candidates could do the calculation correctly.

Answer:

Use of forward voltage in calculation $12 - 3.4 = 8.6\text{V}$, 1 mark.
 Correct use of ohms law formula $R = V / I = 8.6 / 0.04$, 1 mark
 215 Ω , 1 mark

[2]

- (ii) The operating uses a CA3140 operational amplifier to compare the voltage from the LDR potential divider with a reference voltage provided by VR2 potential divider. Explain what is meant by 'potential divider'.

Candidates did not attempted this question, because it seems that the term 'potential divider was unknown to them.

Answer

Explanation to include:

- Resistors connected in series
- Voltage is divided in proportion to the value of resistors

[2]

(iii) Explain the operation of a voltage comparator.

Candidates did not attempted this question, because it seems that the term 'comparator' was unknown to them.

Answer.

Description of voltage comparator to include the following:

If non-inverting input > inverting input the output will be high (close to supply) (1)

If inverting input > non-inverting input the output will be low (close to 0V) (1) One input is reference

voltage and does not change the varying input comes from the LDR potential divider. (1) [3]

(iv) State two ways of changing the sensitivity of the circuit.

Most of the candidates could not score any marks here.

Answer:

Sensitivity of the circuit can be changed by:

- Changing value of R1
- Altering the reference voltage at inverting input using VR2
- Altering the voltage at the LDR potential divider using VR1. 2

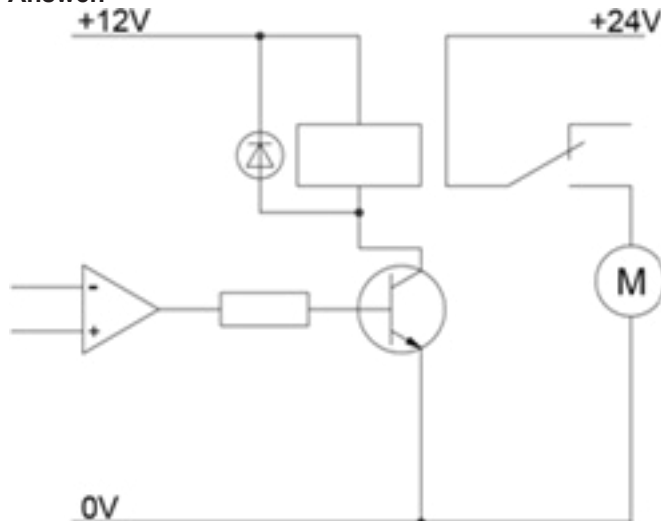
2 × 1 marks [2]

(v) The high output of the CA3140 operational amplifier is +10 V with a maximum current of 10 mA, which is not enough to operate the motor.

Complete Fig. 38 to show a transistor circuit that will operate the relay to switch the motor on and off.

Most of the candidates did not attempted this question.

Answer.



Transistor and resistor symbols correct, with connections correct 1 mark

Emitter to 0V connection, 1 mark Collector to relay / diode, 1 mark

[3]

(vi) Give one reason for using a relay to switch the motor on and off.

Most of the candidates could not give a valid reason to this question.

Answer:

Reasons for relay use could include:

- Different voltages for control circuit and relay output
- Isolation of the two circuits
- High current draw from the motor.

[1]

[60]

GENERAL COMMENTS

It could be observed centres used unprepared A3 answer sheets. DNEA always provide sufficient A3 answer sheets to centres and one could not comprehend the reason behind centres of which some are within close proximity of the DNEA would resort to using ordinary A3 paper sheets. This practise should be discouraged by all means because it creates suspicion among markers. **(Suspicious in the sense that such A3 sheets could be used to hand in work that was done in advance and hand it in as if it was completed the on the day of the actual examination.)** Hence it is important that centres comply with the instructions to candidates wherein the use of provided A3 answer sheets are clearly stated. The candidates did fairly well in 2022 compared to the candidates in 2021. Evidently one could realize that some teachers have put in effort to prepare the candidates for this examination. Few centres did not do well at all and it could be detected that this centres have been underperforming defiantly since the implementation of the current revised curriculum. On the other hand, teachers need more training on how to interpret and present the syllabus.

It is apparent that centres do not study and analyse examiners reports. This is evident in the fact that the same mistakes are repeated by the same centres this reports were directed to. Teachers should study the Examiner's Reports and familiarize themselves with the content of this important document, problem areas are pointed out to which attention should be given to.

This was the third year the syllabus was assessed and yet few centres did not perform as expected. Paper 2 is exactly a repetition of paper 3, but on a specific topic. That is why good marks are expected from all candidates.

Most candidates chose Question 2 (Resistant Materials), as well as Question 1 (Design Communication) which appeared to be much easier for them. Very few candidates opted to do Question 3 (Technology).

It is recommended that centres should make a thorough study of the syllabus and the assessment criteria to prepare the candidates well in advance for the examination, because candidates lost marks for little things like line work, shading, colouring, enhancing, evaluation, testing, dimensioning etc.

Centres should make sure that candidates are fully prepared and informed about the options available and make them aware of the syllabus requirements for each of these options.

Some learners use pencil to answer all the questions instead of using a black or blue pen. Almost 50% of the candidates did not number their questions. In the instructions to candidates, it is pointed out that the answers should be done on the provided A3 drawing sheets, it was not done by some candidates, they wrote in the official answer book.

Comments on specific questions

- (a) Most of the candidates answered this question satisfactorily, but there is still room for improvement in some cases. A few candidates could not list additional specifications but rather gave generic specifications. It was also expected of candidates not to give generic answers, for example, when referring to materials, a specific material should be identified (timber, plastic, metal is not good enough) and the reason why the specific material was suggested should be well documented, referring to its particular properties, uses, availability and environmental impact.
- (b) This part of the question paper was answered fairly well by all centers. Quite a few candidates could not give a correct answer and a range of miss matching of joining methods. candidates do not have the knowledge to distinguish between the correct method of joining parts together.
- (c) Candidates provided sketches of the required three ideas satisfactorily but could not include reasonable information by way of notes, labeling color enhancement, rendering and evaluation. It was expected of the candidates to evaluate each idea against the specifications. Some Candidates demonstrated a wider perspective of the potential problem and could propose unique and innovative solutions while also opening up the possibilities for further development.
- (d) Most candidates scored fairly good marks. Each idea should be evaluated and advantages should be stated to make the best choice for the final solution to be developed. The selection must be clear with a valid reason stated.

- (e) Quite a few candidates did well in this question, but there is still much room for improvement. Candidates should be able to give a final drawing or drawings by using different drawing techniques, pictorial, orthographic or isometric. Candidates were expected to detail their work by rendering and colouring and where there might still be some information lacking. Dimensions were supposed to be done in compliance with SANS requirements. Labeling, and notes should be used to produce a complete and well-illustrated presentation.
- (f) Most candidates listed materials without justifying that these materials were selected based on their properties. Therefore, the only way to select a material is by listing and evaluating these materials based on their properties. Instead of doing so, candidates listed many tools and equipment which is deemed irrelevant, because it was not required as part of the answer.
- (g) This part question needs much attention on how the school workshop can be used as practical class room. Candidates are required to demonstrate skills and knowledge during the presentation of practical's and should also expose candidate's knowledge on the available equipment and tools used as well as the safety aspect at the school. Most centers could not give clear answers to how to go about making the final solution in school workshop.

GENERAL COMMENTS

FINDINGS

The quality of coursework for NSSCO 2022 has improved but more still needs to be done. Few mistakes are picked up from some centres. It is the wish of the DNEA that centres critically improve on the listed concerns encountered this year during external moderation.

- A need to make it clear to candidates what is expected for the analysis and the Design brief.
- Clear sequence for the sub-topics in the design folder needs attention from the teachers which is clearly laid out in the coursework assessment criteria form. It is recommended that Criteria for assessment of project form be given to learners to know the order of contents and how much marks they expect to receive, what they need to do at each stage and the extend they need to go in producing the design folder.
- Despite centres given direction on the previous year's report, mistakes are still persisting on the table of contents for some, centres.
- 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 ten candidates but where only six 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 these 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 Design folder starts in Grade 10 and should be completed in the first term of Grade 11, yet folders submitted show that very little time was spent on them.
- Regional Office should give Continuous Professional Development (CPD) Programmes for teachers teaching Design and Technology. 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.
- Marks were awarded slightly lenient which points to the need that teachers has to improve on assessing of coursework.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility in ensuring that folders and projects are monitored throughout Grades 10 and 11. Towards the end of term 1 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 on time for candidates to build quality products. DNEA is still concerned about centres' projects that are compromised by the lack of adequate resources. Example, a candidate indicated to make a tool box out of wood. Due to lack of materials, a candidate made the tool box out of card boards.

It is unacceptable 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 (SEOs). 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.

There is an improvement with regard to the submission of photographic evidence from the centres, as only marks are awarded for the quality of products by the centres. There were a few cases where candidates made poor problem selections and outcomes and showed 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 (colour) photographic evidence. Quality and quantity of photos matters the most as it gives moderators an informed decision when awarding marks.

COMMENTS ON SPECIFIC ASSESSMENT HEADINGS

Identification of a need leading to Design Brief

Most candidates clearly stated the problem to be addressed with the exception of two centres who only talked about the products they intended to make and not all gave a concise Design Brief. The degree to which candidates researched the design problem varied much from centre to centre. Candidates should be taught to complete adequate and relevant research in order to formulate a clear the Brief. The design brief for some candidates were too long covering most of the specifications. Design brief should therefore be kept short and to the point.

Research into brief resulting in Specification.

Often this research consisted simply of information on materials and constructions taken directly from textbooks, magazines, internet and other sources. Most information of this type is totally irrelevant at this stage of a design process and should be considered in the development stage when ideas have been explored.

If a model is made, the model should form the core of the specification. If this is not done properly, meaningful evaluation becomes difficult.

Candidates should do research into similar existing products as mentioned in the Design Brief and evaluate these products regarding cost, material, etc. Only then can the specifications be listed. These specifications must be relatively specific. Many candidates stated generic specifications like "it must be safe, must not be expensive, etc."

This research does not refer to materials and its properties. Most candidates included points of specification but of a generic nature which could be applied to any product. This section should give clear and specific requirements for the design outcome and for the awarding of marks.

Generation and exploration of ideas.

For this stage most centres lost a lot of marks. It is observed that some centres seem to be restricting candidates to specific projects. This came about when one centre has only candidates who made book shelves, study tables and shoe racks. It should be noted that it is left to the candidates to identify the problem and solve it in the way they see fit. Guidance from the teacher is however needed in this regard. **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 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.

Development of proposed solution

In this section of the folder the candidates most candidates did exceptionally well. Some centres mixed u the Development with the planning for production. The ideal situation is for candidates to 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 and centers are encouraged to continue producing such quality work. There were, however, some instances where it was not possible to follow the design work produced. There is lack of drawing skills as most of drawings at this stage are unfortunately of a quality that need improvement.

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. This practice should be discouraged as candidates could end up losing marks as safety is never put into consideration when one is only posing for a photo at a machine

Product realization

Candidates should be congratulated on the wide range of materials 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.

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. For some centres, a questionnaire is used to gather views of others about the products without themselves stating the method used to find out if their products are working.

There are serious concerns regarding the marking of the design folders from some centres. Marks are allocated to learners under some topics without justifications.

It is worth noting that there are centres who are doing exceptional well with the design folders. It is therefore advisable for centres who are experiencing difficulties with the folders to consult other centres for guidance.

DEVELOPMENT STUDIES

6136
Paper 1

General comments

The overall performance of the learners was lower compared to the previous year. However, there was a slight improvement for part-time learners. Most learners found it difficult to interpret diagrams, extract answers from the sources provided and right terminologies used in Development Studies. In addition, most learners found it difficult to master the content that is prescribed by the basic competencies of the syllabus, e.g. baby dumping. The use of sources should be emphasised during the teaching and learning process. Focus should also be given to the mastering of the subject content. It was observed that learners do not read instructions, could not start each question on a separate page or number the questions as they appear on the question paper.

1. (a) (i) Poorly answered.
Most learners could not link the dimensions indicated to the appropriate indicators.

Answer

A – Health

C – Standard of living

[2]

- (ii) Poorly answered.
Majority of the learners could define the term Multi- Dimensional Poverty Index.

Answer

A composite measure of the percentages of deprivations that the average person would experience if the deprivations of poor households were shared equally across the population.

[1]

- (iii) Well answered.

Answer

Examples of indicators used to measure economic development

- GNP
- GDP
- GDP per capita
- HDI
- Energy (use)
- Level of employment
- Increased exports
- GNI
- GNP per capita

(Any 2)

[2]

- (iv) Poorly answered.
Learners confused the question with the benefits of a household when learners are sent to school.

Answer

How children regularly attending school reduce poverty

- Children regularly attending school learn about hygiene which makes them to understand on how not to get sick
- People are able to work regularly and earn an income
- They learn how to keep the environment clean and this will increase productivity because the environment is cleaner
- They can get good grades and go to university/acquire new skills to get well paid jobs/skilled workforce/they can also start their own businesses
- Increasing agricultural activities
- They will learn about balanced diet and this will help them to stay healthier
- They will learn about family planning which will lead to more money for each member of the family
- They will learn about gender equality
- They are able to participate in politics/decision making
- It enables women to be partners in development
- Will learn about proper sanitation to improve their health
- Will learn about the use of technology to enhance productivity

NB: they must be linked

(Any 5)

[5]

- (b) (i) Fairly answered.
Some learners failed to interpret the graph. They only referred to the country with the longest bar.

Answer

Tunisia

[1]

- (ii) Poorly answered.
Most learners misinterpreted the term 'overall trend', hence they only referred to individual countries.

Answer

Increase

[1]

- (iii) Well answered.

Answer

Three key dimensions combined to calculate the HDI of a country

- Health/life expectancy
- Level of education/expected years of schooling/average years of schooling
- GNI per capita
- Per capita income

[3]

- (iv) Poorly answered.
Most learners gave the general uses of clean water instead of focusing on workers and industrial production.

Answer

How increased access to a supply of clean water can increase the level of industrial development

Makes it easier for women to work

Increase productivity

Used to clean the machine/to keep the working environment clean

Reduces the risk of workers not to get sick/not to contract water- borne diseases

- (v) Fairly answered.
Some learners could refer to revenue collected and increased competition, for which they could score marks.

Answer

Advantages of privatising state owned enterprises

- More revenue from sales/more income
- It gives more choices to the consumers/variety of products
- Responds quickly to the change in demand
- Encourages competition which keeps prices low
- Improve quality of production/service/improves efficiency
- It leads to new innovations/ideas
- Lack of political interference

(Any 3)

[3]

[20]

- 2 (a) (i) Well answered.

Answer

- Common types of GBV
- Physical violence
- Sexual violence

[2]

- (ii) Fairly answered.
Some learners could recall the contributing factors to GBV.

Answer

Factors contributing to GBV

- Sense of power, control and entitlement/low status of women
- Alcohol and drug (abuse)
- Victim blaming ideas/focusing on a person's dress/lifestyle
- Inequality between genders/ gender based stereotypes reinforce the inequality between gender
- Poverty
- Many boys are exposed to violence

(Any 3)

[3]

- (iii) Fairly answered.
Some learners could score marks by referring to basic actions that one can take once faced with gender-based violence.

Answers

Solutions to GBV

- Empowering girls and women
- Awareness campaigns/ educate people/workshop and training on sexual orientation
- Changing gender norms and social attitudes
- Transforming of gender equality/human rights/laws/and disability networks
- Report cases to the (police)
- Poverty reduction (Any 5) [5]

- (b) (i) Poorly answered.
Most learners only referred to throwing/abandoning of babies and did not use key words such as **without care, danger or death**.

Answer

Baby dumping is the abandoning of an infant without care/ exposing the baby to danger or death. [1]

- (ii) Well answered.

Answer

20 babies [1]

- (iii) Well answered.

Answer

Reasons for baby dumping

- Unwanted pregnancy/rape/incest
- Fear of not able to continue with their studies
- Overwhelmed by the idea of parenthood/overwhelmed of being a mother
- Poverty/lack of money/no financial support from fathers
- Prostitution
- Lack of knowledge about family planning/contraceptives/lack of confidential access to means of contraception
- Prevalence of violence against women
- Post-parental depression/difficulty coping with the physical and emotional changes they are experiencing (Any 3) [3]

- (iv) Poorly answered.
Most learners failed to interpret the question properly and could only refer to crime or that it is illegal, which could not earn them any mark.

Answer

Why people are against abortion

People regard it as murder/socially not accepted
Religious beliefs/cultural/traditional beliefs
Encourage irresponsible sexual behaviour/ not to use contraceptives/not to take responsibilities for their action. (Any 2) [2]

- (v) Poorly answered.
Most learners referred to the general effects such as increased death rate, infant mortality rate instead of referring to the negative effects of baby dumping.

Answer

Negative effects of baby dumping

- High risk of death
- Psychological effects on mental and emotions/stress/depression on women
- No birth registration
- Cause contempt, regarded by society/negative views from society
- Psychological effects on mental and emotions/stress/depression for the survived child
- Impact on the father's emotions
- Government must take care of unwanted babies/more money spend on foster care (Any 3) [3]

[20]

- 3 (a) (i) Well answered.
Answer
 Selling meat/Kapana [1]
- (ii) Fairly answered.
 Some learners referred to the types instead of the source of energy.
Answer
 Wood/charcoal [1]
- (iii) Well answered.
Answer
 - Services absent
 - Electricity
 - Access to tap water
 - Proper toilets/no sewage disposal
 - No waste disposal/dustbins [3]
- (iv) Fairly answered.
 Most learners only referred to the informal settlement instead of the informal sector (business).
Answer
Why do people prefer the informal sector?
 - They do not pay tax
 - They can help each other/provide work
 - They do not need qualifications/skills
 - They do not have to pay high rent
 - Easy to enter/cheaper to work from homes/anywhere/does not require a lot of money
 - They do not have to pay workers/family members are doing the jobs
 - No fixed working hours (Any 3) [3]
- (v) Poorly answered.
 Most learners could not give problems experienced in the informal settlement.
Answer
Problems experienced in informal sectors
 - No regular salaries/low salaries paid/no fixed income
 - They work for long hours
 - Cannot do business in the evening because of no electricity/limited in the activities
 - High risk of crime/promotion of illegal activities/victims of crime
 - Exposed to diseases because of working in dirty environment/unhealthy working conditions
 - They do not belong to trade unions/no protection from the law/goods confiscated by the police
 - No job security and are vulnerable to extreme levels of poverty (Any 5) [5]
- (b) (i) Poorly answered.
 Most learners could not outline the effects of land pollution, but only provided generalised answers by stating environmental problems.
Answer
 Negative effects of land pollution caused by the informal sector
 - Causes a bad smell/ eye sore/untidy environment scaring customers away
 - Attract flies that can spread germs/bacteria
 - Leads to breathing problems/asthma attack
 - Create breeding site for mosquitoes which can cause malaria [2]
- (ii) Fairly answered.
 Most learners could recall basic services missing in the informal sector.
Answer
Ways to improve conditions in the informal sector
 - Providing electricity/water/sewage disposal/dustbins
 - Providing (cheap) loans/grants to set up/improve small businesses
 - Providing training centres where people can learn skills
 - Allowing people to trade freely on the street/not to disturb/harass them
 - Providing government work schemes/self-help programmes/equipment.
 - Improving security for traders/allowing them trade unions
 - Provide (cheap) land/market area/stalls to set up business. [5]
- [20]

- 4 (a) (i) Poorly answered.
Learners had no idea of what grassroots development is.
- Answer**
Grassroots development is the process by which disadvantaged people organise themselves to improve the social, cultural and economic well-being of their families, communities/development which involves local people. [1]
- (ii) Poorly answered.
Learners could not identify the activity being done on the picture.
- Answer**
People are setting up a local fish pond/ construction of pond/for irrigation/pond for fish/earth dam [1]
- (iii) Poorly answered.
Learners only stated general problems faced in implementing rural projects instead of marketing problems.
- Answer**
Difficulties with marketing
- Lack of transport/transport cost
 - Lack of markets
 - Lack of marketing skills/knowledge
 - Lack of storage facilities (Any 2) [2]
- (iv) Fairly answered.
Most Learners could give at least two advantages of grassroots projects.
- Answer**
Advantages of grassroots project
- Provide job opportunities/reduce unemployment
 - Improve standard of living by providing their basic needs
 - Local people can control the project
 - Local people take pride of the project/feel its theirs/local support
 - Use appropriate/simple technology
 - Labour intensive
 - It targets the poor/disadvantaged communities
 - Does not require large sums of money
 - Creates self-reliance/reduce dependency (Any 4) [4]
- (b) (i) Poorly answered.
Most learners had no idea of what Green Revolution is.
- Answer**
Green Revolution means using new methods of farming to increase Crop yields/get higher yields/using fertilizers, pesticides, herbicides and hybrid seeds. [1]
- (ii) Well answered.
- Answer**
Features of the type of farming illustrated in Fig. 4B
- Large amount of land used/big space
 - Flat land
 - Monoculture
 - Straight rows
 - Use of complex technology/tractors
 - Use sprayers
 - Use pesticides/herbicides [3]
- (iii) Well answered.
- Answer**
Reasons for the increasing of unemployment
- Machinery replace the people
 - Poor farmers lose their land and become unemployed. (Any 1) [1]

- (iv) Fairly answered.
Most learners could score marks for suggesting environmental problems.

Answer

Environmental problems that might result from using the Green Revolution farming method

- Water pollution due to pesticides/fertilisers entering the water/eutrophication.
- Deforestation caused by the clearing the land using modern machinery
- Loss of biodiversity due to monoculture which is caused by the use of pesticides
- Soil erosion/degradation caused by overuse of land
- Air pollution – because they use tractors that release harmful gases into the atmosphere
- Noise pollution – coming from the use of machinery

[3]

- (v) Poorly answered.
Most learners stated the general difficulties instead of focusing on economic difficulties faced by the farmers.

Answer

Economic difficulties farmers may face when using Green Revolution farming method

- The seeds need to be replaced every year which is costly
- The machineries are expensive to buy and maintain
- Farmers do not have enough money to buy fertilizers, pesticides, herbicides because they are expensive
- They need money to fence the land
- They need to use facilities every year
- They might lose their land because they cannot afford it
- Farmers might not be able to borrow money/they might have borrowed a lot of money and this will result into spending less on family

(Any 4)

[4]

[20]

Positive suggestions to the teachers

- Teachers must study the Examiner's reports together with their learners to avoid repetition of errors.
- Teachers must teach learners to write each question on a separate page, leave space between answers and to number questions correctly.
- Learners must be taught on how to interpret graphs, diagrams and tables.
- Teachers should put more emphasis on definitions of terminologies used.
- Teachers should also encourage learners to consider marks allocated to questions and to write their descriptive answers in point form rather than in a paragraph format.
- Teachers should put more emphasis on the command words that are used in the syllabus, i.e. describe, identify, explain, etc.
- Teachers must encourage learners to write clearly and neatly.

General comment:

The question paper was moderate and almost the same level as last year. However, there was a decline in the learners' performance. Learners managed to earn marks on questions which required them to extract answers from the source. Learners struggled to understand what the command words were asking them to do in most of the questions and failed to accurately read and interpret graphs.

Most learners could not cope up with questions on latest social issues or challenges such as Covid 19. However, they could cope with questions on topics that are regularly asked in the past papers e.g. Malaria case. Equal attention should be paid on all topics in the syllabus.

The numbering and spacing of questions is still a serious concern and it needs to be addressed seriously. Learners used figures to number their questions instead of the numbering in the question paper. Some learners instead of starting each question on a new page, they wrote parts of a question on a new page. Learners should practice more by writing topic tests and teachers should pay attention to numbering and spacing.

1 (a) (i) Well answered. Most learners copied the aim of HPP from the source.

Answer:

To eradicate poverty and wealth disparities in Namibia [1]

(ii) Fairly answered. Some learners scored a mark. However, most learners failed to identify the president who implemented the Harambee Prosperity Plan and to spell his name correctly.

Answer:

- President Hage Geingob/ Hage/Geingob
 - 2016
- [2]

(iii) Well answered. Most learners could extract the answer from the source.

Answer:

The Plan failed to set targets for gender balance/ inadequate attention to gender issues. [1]

(iv) Well answered. Most learners used the source to state the focus of the Plan on mothers.

Answer:

- To discuss women as their role as mothers/focus as mother
 - To discuss women as their role as economic players/economic empowerment of women.
 - To discuss how to reduce infant and maternal death
 - Young women being key targets of development
- [2]

(v) Poorly answered. Most learners misinterpreted the question and listed the pillars of HPP without describing them.

Answer:

- Effective governance and service delivery – to sustain economic Development/job creation/poverty reduction/accountability and transparency/ strengthen anti corruption/discourage corruption.
- Economic advancement – to make sure there is sustainable Economic growth/employment opportunities/elimination of corruption
- Social progression – elimination of hunger poverty/residential land Delivery, housing and sanitation/ reduction in mother and infant's death/to ensure vocational and technical skills
- Infrastructure development – proper supply of water, electricity, water, school, clinics, sewage systems, transport and telecommunication.
- International relations and cooperation – to put policies in place Regional/national/international to ensure problem solving/ solidarity/ Contribution to peacekeeping operations/support war against poverty/reduce climate change/to conserve the natural environment/foreign policy review (Any 3) [3]

(b) (i) Poorly answered. Most learners failed to identify the pillars of sustainable development.

Answer:

- Economic Pillar
 - Environmental Pillar
 - Social Pillar/political
- [1]

- (ii) Poorly answered. Most learners failed to use their own knowledge to give reasons for ending poverty and hunger.
- Answer:**
- End hunger to achieve food security
 - To promote sustainable agriculture
 - To improve the quality of life/improve standard of living/ people to meet basic needs
 - Increase production as people will have energy to work
 - For people to live longer/high life expectancy
- [2]
- (iii) Poorly answered. Most learners gave the definition of sustainable development instead of sustainable agriculture.
- Answer:**
- The production of food, fibre or other plants or animal products using farming techniques that protects the environment, public health, human communities and animal welfare/ use farming methods that are environmental friendly.
- [1]
- (iv) Poorly answered. Most learners failed to explain the importance of Goal 13 (Climate Action). Most learners wrote the causes of climate change e.g. global warming.
- Answer:**
- Avoid the impact of climate change/global warming/depletion of ozone layer
 - To reduce drought and hunger/poverty
 - Avoid flooding/ glacier (Ice) melting
 - It calls for concrete steps to be taken by all sectors of society, e.g. government, businesses and industry to take urgent action to tackle climate change and its impacts.
 - To reduce the emission of carbon dioxide and other greenhouse gases.
- [3]
- (c) (i) Poorly answered. Most learners could not extract the correct answer from the source.
- Answer:**
- Economic progression
- [1]
- (ii) Fairly answered. Most learners scored a mark for a description of what happened to poverty but failed to give correct statistics.
- Answer:**
- Decreased/dropped/declined from 18% in 2016 to 10% in 2022 /decreased by 8%
- [2]
- (iii) Fairly answered. Some learners could identify ways in which exports promote economic growth.
- Country will earn foreign currency/income from exports
 - Create job opportunities that will improve living standards
 - It creates close ties with other countries because they become trading partners
 - Improves infrastructures
 - It will create a favourable/positive balance trade.
- [3]
- (iv) Poorly answered. Most learners had no clue about challenges that the government faces when trying to achieve economic growth.
- Answer:**
- Reduce environmental costs – pollution and other negative externalities often accompany increased economic growth.
 - Rising unemployment levels as human labour is replaced by machinery
 - Increasing water demand for industries and the mining sector
 - Increasing government expenditure which may increase the country's deficit
 - Increased investment in towards human development to increase productivity
 - Rising income inequality as a result of economic growth
 - Poor planning
 - Shortage of skilled workforce/technical skills
 - Poor infrastructure e.g. power supply/ roads etc.
 - Lack of finance/funds
 - High/increase corruption and lack of transparency
 - Lack of capital goods/technology
- [6]
- (d) (i) fairly answered. Most learners could not read the graph well. They wrote Australia and New Zealand with the highest bars.
- Answer:**
- Latin America and the Caribbean
- [1]

- (ii) Poorly answered. Most learners failed to calculate the % as they could not even identify the figures accurately from the graph to use in their calculation.
- Answer:**
 $24.3 - 11.5 = 12.8\%$
 Accept from 24.2 to 24.4 minus 11.5 = 12.7/8/9 [1]
- (iii) Fairly answered. Some learners failed to compare and used the word “increase” instead of “high/more or lesser. Learners struggled to extract statistics from the graph.
- Answer:**
 Australia and New Zealand shows more seats held by women in the National Parliament 2020 which is 35% while Oceania shows lesser seats held by women in National Parliament which 6.2% or 28.28%. [2]
- (iv) Fairly answered. Some learners managed to score a mark or 2. However, most of them gave the characteristics of democracy and also repeated the same answer e.g. gender equality, gender discrimination.
- Answer:**
- To stand up for their rights/be part of the decision making/vote on issues concerning women and children
 - To fight for equal rights/gender equality/stop gender discrimination
 - To stop woman and child abuse/GBV
 - To ensure that women get equal opportunities such as jobs, salaries
 - To allow more women to occupy top positions
 - So that women can be fairly represented
 - To set a good example to the rest of the world [3]
- [35]

- 2 (a) (i) Well answered. Most learners could identify the cause of malaria.
- Answer:**
 Mosquito/Plasmodium parasite [1]
- (ii) Well answered, although some learners stated the cases of malaria worldwide.
- Answer:**
 3, 2 billion (0= for no billion) [1]
- (iii) Fairly answered. Most learners could extract the answer from the source.
- Answer:**
 They miss out 50% of school days/miss out on education [1]
- (iv) Fairly answered. Some learners wrote pandemic/epidemic.
- Answer:**
 Endemic [1]
- (v) Well answered. Most learners scored full marks.
- Answer:**
- Sleeping under mosquito net prevents you from being bitten by mosquitos/use mosquito net (NOT “net” only)
 - Wearing long sleeved clothes
 - Using mosquito repellent/ insecticides
 - Emptying containers/remove stagnant water near houses to prevent breeding of mosquito
- One description = 2 marks**
- (b) (i) Well answered. Learners copied straight from the source.
- Answer:**
 Khomas [1]
- (ii) Fairly answered. Some learners could not use correct statistics to calculate the % of confirmed cases.
- Answer:**
 $16229 \div 109356 \times 100\% = 14.84\% \approx 15\%$ [2]

- (iii) Fairly answered. Some learners could not compare and identify the differences between the two regions. Learners failed to understand the question well.
- Answer:**
- Kavango east reported more death (91) compared to Kavango West (5).
 - In Kavango East more health workers tested positive for Covid-19 than in Kavango West.
 - Kavango West reported the lowest number of confirmed cases 414 than Kavango East which reported 4 812
- [2]
- Candidate must be specific.**
- (iv) Fairly answered. Some learners gave economic effects instead of Social effects.
- Answer:**
- increased poverty/increase unemployment,
 - loss of livelihoods/increase death,
 - Increase number of orphans
 - educational losses/school closed/poor academic results,
 - greater gender vulnerabilities, including higher levels of gender-based violence.
- [4]
- (c) (i) Well answered. Learners could extract the answer from the source.
- Answer:**
- Agriculture and food production
 - Water and sanitation
 - Education
 - Employment
- (Any 2) [2]
- (ii) Poorly answered. Most learners failed to focus on the role of education on health and gave the benefits of education in general.
- Answer:**
- People will know about a balance diet/ nutritional food
 - People will know how to protect themselves against diseases/vaccination
 - People will know that clean water and better sanitation can contribute to good health
 - People will know the importance of regular exercises.
 - People will know how to take care and love sick ones.
 - People know about personal hygiene/hand washing/ PHC
- [6]
- (iii) Fairly answered. Some learners gave names of educational institutions e.g. IUM, UNAM instead of Health Institutions.
- Answer:**
- Hospitals
 - Clinics
 - WHO
- [2]
- (d) (i) Well answered. Learners interpreted the map well.
- Answer:**
Otjozondjupa/Kunene
- [1]
- (ii) Well answered.
- Answer:**
Kavango
- [1]
- (iii) Fairly answered. Some learners could identify the problems associated with the shortage of water for farmers.
- Answer:**
- it will lead to low agricultural production/low yield
 - there will be a shortage of water for their livestock/live stocks & crops will die
 - it will drive the majority of farmers into poverty/ shortage of income
 - it will lead to a drought
- (Any 3) [3]

- (iv) Poorly answered, nearly 90% of learners could not understand the question and could not score a mark. Most learners did not understand/know the meaning of the word “insecure” and referred to reasons why the government spent money in urban area.

Answer

- Khomas Region is predominately urban where food is generally plentiful and available in a variety of forms, fresh to prepared to packed/ a variety of food is available.
- There is a number of retail outlets, from traditional markets to corner shops to high end supermarket/ more informal business
- More economic activities affords urban people an opportunity to get stable employment and income/ more people are employed
- They benefit from draught relief/food bank

[3]

[35]

General comments

The performance was moderate, although most learners could not score half of the total mark. The question paper covers the whole syllabus thoroughly with clear instructions and in simple English. Individual questions were well structured with clear and concise instructions. Learners showed capabilities of getting answers from the source provided. Overall the allocation of marks was fair. The application of knowledge is lacking in most learners e.g. they know the methods of sampling but cannot explain how these methods are used and why. There are still more centres where learners scored less or no marks in Section B and it is evident that some teachers did not guide the learners properly in carrying out the research. Learners' scripts were generally neat and well-spaced but the English language grammar hampers them in expressing themselves fully.

SECTION A

- 1 (a) (i) Well answered. However, few learners wrote Windhoek as a country.
Answer
 Namibia [1]
- (ii) Well answered.
Answer
 85% [1]
- (iii) Poorly answered. Most learners could not draw a conclusion but instead copied directly from the source.
Answer
 Most of the people in the informal settlements do not own land, therefore they cannot have access to municipal services [1]
- (b) (i) Well answered.
Answer
 Sample 0 = for sampling [1]
- (ii) Fairly answered. Most learners could only score 1 mark for household selected by chance but failed to score the 2nd mark.
Answer
 - These are households selected by chance
 - each household stand equal chance to be selected [2]
- (iii) Poorly answered. Most learners referred to the problems of interview and not to the advantages of a sample.
Answer
 - to save time
 - to save money/cost implications
 - it is impossible to interview all the people (population) in the whole town because of the amount of work
 - to reduce the amount of work [3]
- (c) (i) Fairly answered. Most learners scored 2 marks, however, some of them explained the meaning of an interview
Answer
 - information is first hand/direct/original from the people
 - good for those who cannot read and write/illiteracy
 - interviewer can explain questions that are not clear
 - you are able to probe
 - respondents can give detailed information
 - responses rate is high
 - sometimes it is possible to detect whether the respondent is lying or telling the truth (Any 3) [3]

(ii) Fairly answered. Most learners gave the problems but failed to provide solutions.

Answer

- Not everybody is able to answer because of language barrier – take along an interpreter/translator
- People might be suspicious – inform them their privacy will be respected
- People may not tell the truth, therefore – back up your answers with observation and questionnaire to reveal the truth
- People may not have time/willing to answer – make it brief/short and simple
- People may be offended by the nature of the questions being asked, therefore, avoid asking personal questions/offensive questions
- People might not trust the researcher – reassurance/gain their confidence/put on the name tag or an identification document
- Cultural beliefs makes interviews difficult – networking with local people

1 mark for listing

(Any 3 – well explained)

[6]

(iii) Poorly answered. Most learners couldn't give the applications to the methods, instead they defined the methods.

Answer

Questionnaire

A written list of questions and those questionnaires will be handed to the respondents to complete about informal settlement in Windhoek.

Observation

Looking carefully to see how people live in the informal settlement, the researcher will use camera, notepad or tally sheet during observation

[4]

2 (a) (i) Well answered.

Answer

Rural domestic

[1]

(ii) Well answered.

Answer

5% + 3% = 8%

[1]

(iii) Fairly answered. Most learners were able to draw a tally chart but failed to provide all the details such as title, plotting accurately, total etc., many didn't add the total

Answer

Level 1 (1 mark)

An attempt of how a tally chart could be used without completion of the numbers

Level 2 (2 – 3 marks)

Correct tallies but with two weaknesses (e.g. total not included or title)

Level 3 (4 marks)

- The correct number of tallies presenting all the sectors with title.
- Title
- Plotting/Tally
- Transferring of data
- Total

[4]

(b) (i) Poorly answered. Most learners gave rural domestic instead of tourism which shows the smallest change

Answer

Tourism

[1]

(ii) Well answered.

Answer

Irrigation

[1]

(iii) Well answered.

Answer

Pie chart

[1]

(iv) **Well answered.**

Answer

- Shows clean information
- Easy to compare water demand for different sectors
- Easy to read/understand/interpret

[2]

- (c) Poorly answered. Most learners failed to link water project to mining sector, instead they linked their points to agriculture and domestic water use. Some wrote one word such as borehole, dams without explaining as it required.

Answer

- Government should ensure water security through recharging strategic aquifers
- It can be achieved by constructing more dams and desalination plants through the private public partnership
- Recycling of water used in industrial and mining process
- Water demand through conservation of water reducing unit consumption and wastage

[4]

[10]

SECTION B

- 3 (a) (i) Fairly answered. Some learners managed to come up with topic, hypothesis or research question but failed to derive aims from the hypothesis or research question. Some stated the topic without an area.

Answer

- Topic a description of well and relevant development issue with an area
- Full statement of research question or hypothesis related to the topic
- Simple/brief statement of aims (aims must indicate exactly what you want to find out).

[1]

[2]

- (ii) Poorly answered. Most learners failed to identify and explain features to consider when selecting issues to be investigated. Most of them provided data collection methods instead.

Answer

- relevancy
- feasibility
- practicality
- interest
- safety
- sensitivity
- realism
- specific

Listing 1 mark

[1]

Fully developed explanation of factors

[2]

- (b) Fairly answered. Most learners scored marks for naming the method and an advantage of it, but failed to identify the sample size and the application of the stated method.

Answer

Level marking

Level 1 (1 mark)

Naming a method/listing of different methods

Level 2 (2 marks)

Naming a method

Explaining the application

Giving the number of subjects chosen for the sample

Level 3 (3 – 4 marks)

Naming: A method/systematic sampling

Application/how: Standing in front of the shop and handing the questionnaire to every tenth person that passes by until:

- The required (50 people) is reached.
- The total number of subjects chosen for the sample is met
- An explanation is given why this method of sampling was chosen e.g. faster/cheaper/less biased/more representative

[4]

Tip: 0 = definition of sampling method

- (c) Poorly answered. Most learners listed the findings without evidences, some findings were not corresponding with the topics/hypothesis or research questions. Learners failed to total up all evidences to 100%. Many failed to give recommendations and implications.

Answer

Level marking

Level 1 (1 – 2 marks)

Simple statement – some findings drawn, but poorly related to aims/not well supported by evidence

Level 2 (2 marks)

Findings based on evidence and well related to aims, though not fully developed

Level 3 (3 – 4 marks)

Full and valid findings, supported by evidence.

Must show reference to implications and improvements/recommendations/solutions

[4]

- (d) Poorly answered. Most learners gave advantages instead of disadvantages. Many could not refer to the fact that the researcher is known to the locals/residents.

Answer

- Shortages of libraries, internet
- People are shy/uncomfortable/suspicious to talk to you because you are known to them
- You can be biased/prejudiced

[2]

[15]

Positive suggestions to teachers

- Teachers should study the examiners' report together with their learners to help them understand what is required from them.
- Teachers must put more emphasis on command words to ensure that learners are familiar with them as listed at the back of the syllabus.
- Teachers must emphasise that learners consider the number of marks given for each question.
- Teach the learners to read instructions and questions carefully before they attempt them.
- Learners should be motivated to carry out their own research and avoid all learners doing one topic.
- Brainstorm topics with the learners to ensure a broad range of developmental topics.
- Make a clear distinction between a research question and a hypothesis.
- Focus on teaching the learners on how to formulate aims from the research question or hypothesis using to find out, to investigate and avoid aim in question form.
- Train the learners on how to articulate the findings focusing on: evidences, implications and recommendations.
- Teach all data presentation methods except a line graph.
- Train the learners on how to extract information from the source.
- Give a clear guide on sampling methods e.g. define, the application (how) and the why (advantages and disadvantages)
- Teachers must discourage learners from using "Government" as a solution to the problem, encourage them to use relevant ministry/ies.
- Avoid vague and broad topics such as:
 - Traffic count
 - Clean water
 - Electricity
 - Pollution
 - CBD accidents
 - Education
 - Poverty
 - Migration
 - Global warming
 - Smoking
 - Development in rural areas
 - Literacy
 - Source of energy
 - Building materials
 - Death rate

ECONOMICS

6145
Paper 1

GENERAL COMMENTS

The question paper was more difficult compared to the one for 2021. The standard of learners' work was lower than last year. Some learners could not express themselves well, due to language barriers. They, thus, struggled to answer most of the questions and, therefore, scored very low marks. Most learners struggled to interpret some of the questions.

ANSWERS ON SPECIFIC QUESTIONS

SECTION A

Q	Answer	Marks	Guidance
1	Well answered by most of the learners.		
	Answer Scarcity/basic economic problem	1	
2	Well answered by most of the learners. A few learners gave entrepreneurship as an answer.		
	Answer Labour	1	
3	Well answered.		
	Answer • Private limited company • Co-operative/close corporation Any one	1	
4	Well answered.		
	Answer False	1	MNCs are public limited companies
5	Fairly well answered. Some learners gave examples of trade unions as answers.		
	Answer • Craft union • General union • Industrial unions • White collar unions Any two	2	Accept any correct type of trade union.
6	Fairly well answered. Most learners could not refer to the price or value or the currency to score two marks.		
	Answer Exchange rate is the price/value of one currency. (1) In terms of another currency. (1)	2	Do not award a mark for a comparison only e.g. N\$10: US\$ 1. The question asks for a definition.
7	Poorly answered. Most learners gave store of value as an answer.		
	Answer Measure of value/unit of account.	1	
8	Well answered.		
	Answer • A market is a place where two parties (buyers and sellers), (1) come together to negotiate price of a product. (1) • gather to exchange goods and services for money/ barter. (1)	2	Accept any correct definition of a market.
9	Well answered.		
	Answer C	1	Efficient trucks and lower costs = increase in supply to S1

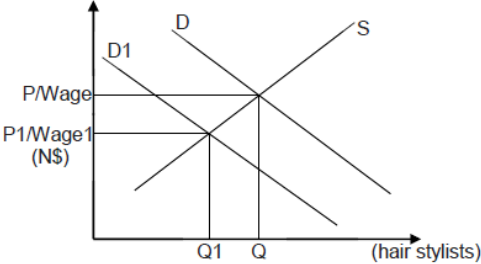
10	Fairly well answered. Learners could verify increase in demand but could not comment on supply.		
	Answer <ul style="list-style-type: none"> Increase in demand/higher income. (1) Decrease in supply/poor harvest. (1) 	2	Award full marks if a candidate gives an example to indicate an increase in demand e.g. higher income and an example to indicate a fall in supply e.g. poor harvest.
11	Fairly well answered. Most learners omitted percentage sign or multiplied with 100.		
	Answer <ul style="list-style-type: none"> % change in quantity demanded. (1) % change in price. (1) 	2	Accept % Δ in QD % Δ in P
12	Poorly answered. Learners confused it with geographical mobility and occupational immobility.		
	Answer <ul style="list-style-type: none"> Occupational mobility is the ability of labour to switch/change. (1) between different occupations. (1) 	2	Accept any correct definition. Award only 1 mark if only an example is given e.g. teacher to accountant.
13	Well answered.		
	Answer N\$4 825	1	Calculation not asked. $\frac{3.5}{100} \times \frac{100}{1} = \text{N\$ } 175$ $5000 - 175 = \text{N\$ } 4\ 825$
14	Fairly well answered. Learners gave substitutes of a brand of a product e.g. Colgate and toothpaste.		
	Answer Any relevant examples such as <ul style="list-style-type: none"> butter and margarine. (1) 	1	Accept any one correct example/any other relevant pairs.
15	Poorly answered. Most learners scored one mark for the definition of productivity but could not define capital goods. Some learners rather described capital intensive.		
	Answer <ul style="list-style-type: none"> Capital goods are the machinery, equipment, and buildings/Goods that are used to produce other goods. (1) Output/efficiency per machine/tool/equipment. (1) Per hour. (1) 	3	Award one mark if candidate gives the formula (output \div input) only and does not link it to capital goods.
16	Fairly well answered. Most learners could at least mention one disadvantage.		
	Answer <ul style="list-style-type: none"> Absenteeism (patient and family members). Low productivity. Increased costs for firm. Reduced supply of labour. Discrimination and stigmatisation. 	2	Accept any correct disadvantage of HIV/AIDS on a business.
17	Poorly answered. Very few learners could identify the cost calculated.		
	Answer Average fixed cost.	1	
18	Fairly well answered. Learners could define variable cost but they failed to explain why fuel is considered a variable cost in terms of more travelling will use more fuel or vice versa.		
	Answer <ul style="list-style-type: none"> A variable cost is a cost that changes with output. (1) The more the car is used, the more fuel will be used. (1) 	2	
19	Fairly well answered. Most learners gave same amount as an answer instead of some percentage.		
	Answer <ul style="list-style-type: none"> A proportional tax is an income tax system that requires the same percentage of income from all taxpayers, regardless of their income. (1) VAT/ Sales tax/Corporation tax. (1) 	2	

20	Fairly well answered. Some learners defined a trade deficit. Most learners could not define a budget first.		
	Answer <ul style="list-style-type: none"> Budget is the account of all receipts and expenses of the government. (1) If expenses of the government exceed revenue, it results in a budget deficit. (1) 	2	
21	Fairly well answered. Most learners gave features of free goods.		
	Answer <ul style="list-style-type: none"> Is not paid for, cannot exclude people from benefiting. Difficult to charge individuals for the usage. Provided only by the private sector. Roads, railways, bridges, police force, defence force, lighthouse etc. 	2	Accept any two correct features
22	Well answered.		
	Answer <ul style="list-style-type: none"> Minimum wages/living wages/unfair wages. Legislation to prevent discrimination on the grounds of age, sex, religion. Unfair dismissal. Legislation to support or regulate trade unions. Maximum working hours. Legislation on health and safety. Any two 	2	Accept any correct answer
23	Fairly well answered. Most learners could define GDP but not GNP.		
	Answer <ul style="list-style-type: none"> GNP starts with GDP + residents' investment income from overseas investments. (1) and subtracts foreign residents' investment income earned within a country. (1) OR <ul style="list-style-type: none"> GDP is total output produced by the factors of production within the country. GNP is total value of all final goods and services produced by the factors of production owned by the citizens of a country. 	2	Accept any correct answer.
24	Poorly answered. Most learners wrote social cost instead of external cost.		
	Answer <ul style="list-style-type: none"> External cost. (1) Cost borne by third party (society/ community) for which government does not pay/negative effects of an economic decisions on society. (1) 	2	

Section B

Q	Answer	Marks	Guidance
25 (a)	Fairly well answered. Most learners could give base year as well as basket of goods and services as answers.		
	<p>Answer Ap and An (4 marks)</p> <ul style="list-style-type: none"> • Select base year. • Base year = 100. • Basket of goods and services of typical family. • Weights added to products in basket. • Prices in next year are expressed as changes on base year. 	4	Accept any four correct descriptions of how the RPI is measured.
(b)	Poorly answered. Learners failed to refer to extract and it seems they did not understand the question.		
	<p>Answer Ap and An (2 marks)</p> <ul style="list-style-type: none"> • Makes up to just under 60% of the total inflation basket • Higher weights in basket • Necessities/most consumed 	2	
(c)	Poorly answered. Learners could mention the causes of inflation but failed to link the factors to how they can reduce inflation.		
	<p>Answer Ev (6 marks)</p> <ul style="list-style-type: none"> • Lower demand-pull inflation – demand for food and no-alcoholic beverages fell. • Lower cost-push inflation – production costs decreased e.g. fuel prices, cheaper ingredients etc. • Depreciation of Namibian dollar – less imported inflation and also the boost to domestic demand. • Falling wages – lower wages decrease a firm’s costs and decrease consumers’ disposable income to spend more. Any three 	6	<p>Ev L1 (1-3) For an answer that shows some knowledge of why inflation rate might have fallen on these products or listing of answer.</p> <p>Ev L2 (4-6) For an evaluative comment on why inflation rate might have fallen on these products.</p>

(d)	<p>Fairly well answered. Learners could evaluate the negative effects of inflation but not the positive effects.</p> <p>Answer Ev (up to 8 marks) The advantages of inflation (Yes, because...) <ul style="list-style-type: none"> • When prices are increasing, people are reluctant to spend money because they feel that goods will be cheaper in the future, thus delay purchases. May lead to a fall in demand-pull inflation. • Workers may demand higher wages due to increased inflation rates. Higher wages may improve living standards. • Inflation can boost growth. At times of very low inflation, the economy may be stuck in a recession. • Borrowers benefit, because the money they pay back is less than the money they have borrowed. Real value of debt falls. (4/3) Disadvantages of inflation (No, because...) <ul style="list-style-type: none"> • Usually, inflation is accompanied with higher interest rates and leads to people not being able to borrow money to buy necessities/leads to poor living standards as people will afford fewer goods. • Inflation increases the real value of debt and reduces the disposable income of individuals who are struggling to pay off their debt. • Decrease economic growth. • Inflation tends to discourage investment and long-term economic growth. This is because of the uncertainty and confusion that is more likely to occur during periods of high inflation. • Inflation can make an economy uncompetitive. Export prices too high and importers not willing to buy/leads to BoP problems. • Inflation reduces the value of savings. Inflation leads to a fall in the value of money. This makes savers worse off – if inflation is higher than interest rates. • Affects people on fixed income, for example pensioners. • Leads to unequal distribution of income. • High inflation can lead to a redistribution of income in society. • Inflation can lead to a fall in real wages. If inflation is higher than nominal wages, then real incomes fall. • Acceleration of inflation. • Social and political costs - violence sometimes results from inflation. (4/5) </p>	<p>8</p>	<p>Ev L1 (1-4) For an answer that shows some knowledge of why a higher inflation rate might be positive and negative. Mentioning only advantages or disadvantages. Listing of advantages and/or disadvantages.</p> <p>Ev L2 (5-8) For an evaluative comment on why an increased inflation rate might have positive and negative effects.</p>
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26 (a)	<p>Fairly well answered. Most learners could score one mark for when a person works for himself/herself.</p> <p>Answer Ap/An (2 marks)</p> <ul style="list-style-type: none"> • Self-employed individuals do not work for an employer/work for themselves. (1) • They may not earn a consistent salary/wage. (1) • Responsible for paying tax themselves rather than it being collected by an employer. (1) 	2	Accept any correct explanation of self-employment.
(b)	<p>Fairly well answered. Many learners could not correctly label the diagram.</p> <p>Answer Ap/An (4 marks)</p> 	4	<p>Do not award any marks for explanation, since it is not asked.</p> <p>Static diagram/Original equilibrium (PDSQ) = 1 mark Shift (D to D1) = 1 mark New equilibrium (P1D1SQ1) = 1 mark Correct labels = 1 mark</p>
(c)	<p>Poorly answered. Most learners gave advantages of the sole trader as answers.</p> <p>Answer Ev (up to 6 marks)</p> <ul style="list-style-type: none"> • Wanting to be her own boss (control over her life and career). • Control income potential/generate own income. • Family obligations and being able to raise children. • Saving money by working from home (fuel, rent etc.). • Self-employment has tax advantages (more and different type of allowable deductions). • Gender discrimination (male perception of women, traditional/custom beliefs). • Flexibility i.e., work from anywhere, flexible working hours. • Job security (cannot be fired/retrenched etc.) • Following passion. Dream of own business and doing what she enjoys and having job satisfaction. • Social recognition/status. Any three x 2 	6	<p>No marks if candidates mention the following <i>from the extract</i>:</p> <ul style="list-style-type: none"> • Gender inequality <i>in wage earnings</i> explains some of the women's decision to change from wage employment to self-employment. • Also, women have not achieved full <i>economic equality</i> with men in wage employment <p>Ev L1 (1-3)</p> <ul style="list-style-type: none"> • For an answer that shows some knowledge of why women might prefer to be self-employed. • Listing of reasons. <p>Ev L2 (4-6) For an evaluative consideration of why women might prefer to be self-employed. Developing of reasons for self-employment.</p>

(d)	<p>Well answered. Most learners scored marks.</p> <p>Ev (8 marks)</p> <ul style="list-style-type: none"> • Compensating differentials - higher pay as a reward for risk-taking, working in poor conditions and having to work unsocial hours/ dangerous and risky jobs. • Different skill levels - the demand for skilled labour grows more quickly than the demand for semi-skilled workers. Highly skilled workers are often in inelastic supply and rising demand forces up income levels. • Differences in productivity and revenue creation - workers whose efficiency is highest and ability to generate revenue for a firm. • Performance bonuses such as top sports stars can command high wages because of their potential to generate extra revenue from ticket sales. • Trade Union protection –some workers in low paid jobs do not have trade unions acting on their behalf to protect them from the power of employers. • Workers who have advanced education or hold professional certification or licensure may earn more than other workers. • Geographical location. Some regions or areas have higher wages than others for jobs in an occupation. Local demand for the work and cost of living are among the geographic factors affecting wages. • Demand and supply of labour. • Natural ability • Access to finance. <p style="text-align: right;">Any four x 2</p>	8	<p>Ev L1 (1-4)</p> <ul style="list-style-type: none"> • For an answer that shows some knowledge of why there are differences in earnings in different occupations • Listing of reasons for differences. <p>Ev L2 (5-8) For an evaluative justification of why there are differences in earnings in different occupations. Developing of reasons for differences in earnings.</p> <p>NOT wage differences within an occupation.</p> <ul style="list-style-type: none"> • Piece rate, bonus, overtime • Seniority • Profit sharing • Regional differences • Women’s wages
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POSITIVE SUGGESTIONS TO TEACHERS

Teachers are encouraged to utilise additional sources during teaching and learning such as newspapers articles, internet sources, etc. to introduce learners to real life examples.

Teachers should by all means try to complete teaching the syllabus on time so that learners have enough time to prepare for examinations.

Teachers must train learners to answer evaluation questions.

Teachers must also make use of examiners’ reports.

GENERAL COMMENTS

Teachers are encouraged to pay more attention to usage of economic concepts and definitions.

There are centres where learners are still listing. Teachers are thus advised to guide learners on how to answer questions on “discuss whether, explain, describe” so learners develop their answers and do not simply list.

Teachers must place more emphasis on the drawing of demand and supply diagrams. Labelling of diagrams should be clearly indicated with the arrows to show that there was a shift.

Teachers should teach the syllabus and NOT the textbook. Teachers must use the syllabus as a guide on what to emphasise during class teaching.

Teachers are encouraged to read more economic newspapers/articles to enrich their knowledge of economics. Teachers must use articles in class during teaching.

Teachers are encouraged to train learners using the Economics national examination cover page to avoid rubric error. If a rubric error occurs when a candidate has answered more than four questions then the first four questions are marked.

COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

Q	Answer	Marks	Guidance
1 (a)	Fairly well answered. Learners failed to specify concepts, they described. Instead they just gave a description, thus scored a maximum of 2 marks.		
	Answer Kn <ul style="list-style-type: none"> • Division of labour refers to the separation of a work process into a number of simple and separate tasks. (1) • Specialisation occurs when workers are assigned a specific task within a production process. (1) • Harvesting of thatch grass is the task that is divided into a number of tasks e.g. cutting the grass, bundle-making, selling the grass (Division of labour). (1) • Specialisation refers to the cutter only cutting grass, the workers only tying bundles, the sales person (Specialisation). (1) 	4	Accept any correct definition of division of labour and specialisation with relevant examples from the extract of each.

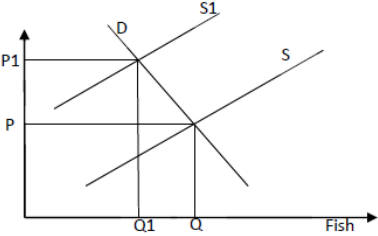
<p>(b)</p>	<p>Poorly answered. Most learners could not draw a supply and demand diagram correctly. They could not analyse and label the diagram correctly. Learners could not show the equilibrium point and quantity.</p> <p>Answer Ap (4 marks)</p> <p>Original equilibrium = 1 Shift D to D1 = 1 Fall in price = P to P1 = 1 Correct labels = 1 An (3 marks)</p> <ul style="list-style-type: none"> No market/demand for grass/demand for grass decrease. (1) Fall in quantity demanded Q to Q1 (1) leading to a fall in price P to P1. (1) <p style="text-align: right;">(3)</p>	<p>7</p>	<p>Ap (graph)</p>
<p>(c)</p>	<p>Poorly answered. The majority scored 1 mark.</p> <p>Answer Ev (4 marks)</p> <ul style="list-style-type: none"> Vendors exchange the grass for money (1) to buy the tools they need to enable them to produce. (1) The buyers must exchange money to buy the grass to use as a roof (lodge) to provide a service (tourist). (1) Both parties, vendors and buyers, must exchange something they have for something the other one wants. (1) 	<p>4</p>	<p>Ev L1 (1-2) For an answer that shows some knowledge of the need for exchange.</p> <p>Ev L2 (3-4) For an evaluative comment on why exchange is needed and the application of thatch grass.</p> <p>Link to the case - thatch grass</p>
<p>(d)</p>	<p>Well answered. However, some learners only gave one-sided answers. The majority scored 3 to 5 marks.</p> <p>Answer Ev (Up to 5 marks)</p> <p>Advantages</p> <ul style="list-style-type: none"> Harvest more grass (increased output/production). Harvesting more quickly/faster done (increased productivity). More output= more sales= more income/profit. reduce number of workers and labour costs. Better quality and neater bundles of grass (better price). Less working hours. Enable quicker delivery and more efficient use of cash flow. Improve safety records and reduce the risk of human error. (3/2) <p>Disadvantages</p> <ul style="list-style-type: none"> Costly to acquire advanced machinery and tools. Technological unemployment. Breakdowns and repairs cost money, time and training. Faulty machine due to break downs. Workers may not be able to use thatch harvesting machineries. (2/3) 	<p>5</p>	<p>Ev L1 (1-2) For an answer that shows some knowledge of benefits and disadvantages of advanced machinery.</p> <ul style="list-style-type: none"> Listing of advantages and disadvantages. Discussing only one side (advantages OR disadvantages) maximum three <p>Ev L2 (3-5) For an evaluative comment of benefits and disadvantages of advanced machinery.</p>

<p>2 (a)</p>	<p>Poorly answered. The majority of learners scored 2 marks for describing structural and seasonal unemployment.</p> <p>Answer Kn (6 marks) Structural unemployment</p> <ul style="list-style-type: none"> • Is long-lasting unemployment • that comes about due to shifts in an economy. • There is a lack of demand for workers in the tourism sector specifically • and not in all sectors. • Structural unemployment is often associated with workers being unable to shift from industry to industry/caused by changes in the structure of industry. (3/4) <p>Seasonal unemployment</p> <ul style="list-style-type: none"> • Occurs when people are unemployed at particular times of the year • When demand for labour in tourism sector is lower than usual. • In tourist areas, seasonal unemployment could be a big problem because work is only available for a few months a year (specific season). (3/2) 	<p>6</p>	<p>Accept any correct description of why structural unemployment and not seasonal unemployment.</p>
<p>(b)</p>	<p>Fairly well answered. The majority of learners could not define opportunity cost. The key word NEXT in the definition was missing and could not extract the best alternative and the opportunity cost from the case study. The majority scored a minimum of 3 marks.</p> <p>Answer Ap/An (Up to 7 marks)</p> <ul style="list-style-type: none"> • Opportunity cost is the next best alternative foregone/sacrificed. (2) <p>Implication</p> <ul style="list-style-type: none"> • Government has limited resources. • Reallocate limited resources. • Forced to make a choice. • Build quarantine facilities (best alternative = choice). • Other projects forgone (next best alternative). (5) 	<p>7</p>	<p>Accept any correct definition of opportunity cost. The whole definition must be correct to get 2 marks. Do not split the 2 marks for a partly correct answer.</p> <p>Candidate must indicate what the choice is and what the forgone next best alternative is.</p>

(c)	<p>Well answered. The majority scored 5 to 7 marks. However, some learners scored a maximum of 3 marks because of listing.</p> <p>Answer Ev (up to 7 marks)</p> <ul style="list-style-type: none"> • Loss of earnings to the unemployed. Unemployment can push households into debt and increase rates of poverty. • Potential homelessness. Loss of income can leave people without sufficient income to meet housing costs/ poor living standards. • Harms future prospects. Those who are unemployed will find it more difficult to get work in the future. Lost human capital/loss of skills. If people are out of work, they miss out on 'on the job training'. This is a vital component of human capital and labour skills. • High rates of unemployment can reduce labour productivity. • If someone is out of work for two years, he misses out on the latest working practices and trends. Being unemployed can also affect the confidence of the unemployed and they become less employable in the future. • Stress and health problems of being unemployed. Unemployed people, especially men, show signs of depression, mental anxiety and health problems. Another study found that common outcomes of unemployment include depression, substance abuse, admissions to psychiatric hospitals, death by suicide. • Increased government borrowing. Higher unemployment will cause a fall in tax revenue because there are fewer people paying income tax and also spending less (lower VAT). • Increased government expenditure. The government will have to spend more on unemployment and related benefits. • Bad image portrayed of the country. 	7	<p>Ev L1 (1-3) For an answer that shows some knowledge of consequences of increased unemployment. Listing of consequences.</p> <p>Ev L2 (4-7) For an evaluative comment of the consequences of increased unemployment. Development of answers.</p> <p>Up to three marks for listed answers.</p>
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	<ul style="list-style-type: none"> • Lower GDP for the economy/low (decrease) economic growth. High unemployment indicates the economy is operating below full capacity and is inefficient; this will lead to lower output and incomes. The unemployed are also unable to purchase as many goods, so will contribute to lower spending and lower output. • Increase in social problems. Areas of high unemployment (especially youth unemployment) tend to have more crime and vandalism/violence. • Political instability. Social unrest, strikes, violent demonstrations, dissatisfaction with government. Any seven 		
3 (a)	Poorly answered. Most learners lack subject content. The majority of learners scored 3 marks, as learners could not list the motives for a business wanting to grow.		
	<p>Answer Kn (6 marks)</p> <ul style="list-style-type: none"> • Greater sales lead to greater profit, making the firm more attractive to shareholders/for survival. • Successful, growing firms are likely to increase salaries/pay bonuses to managers/status. • Increasing output enables economies of scale, greater efficiency and lower average costs. • Increased prestige for managers seeing the firm become more influential and powerful. • Greater risk diversification, e.g. when growth comes from product diversification. • Growing in size enables growth in market share and monopoly power, enabling even greater profitability. • Job security when the business is larger. • Owners having a passion for their product to do well. • Globalisation has enabled firms to sell product in global market. 	6	Accept any correct motive for a business wanting to grow in size

<p>(b)</p>	<p>Poorly answered. The majority of learners gave advantages of internal economies of scale, thus scored no marks.</p> <p>Answer Ap/An (up to 7 marks)</p> <ul style="list-style-type: none"> • Lack of control - monitoring the productivity and the quality of output from thousands of employees in big, complex corporations is imperfect and expensive • Lack of co-ordination/poor communication - it can be difficult to co-ordinate complicated production processes across several plants in different locations and countries. Poor communication. • Problems with co-operation/low morale - workers in large firms may develop a sense of being only a number and loss of morale. If they do not consider themselves to be an integral part of the business, their productivity may fall leading to wastage of factor inputs and higher costs • Poor management. The management is inefficient due to internal politics, information over-load, complex bureaucracy, unrealistic expectations, cultural clashes. • Technical diseconomies - outdated machineries causing breakdowns. 	<p>7</p>	<p>Ap (1-3 marks) Accept any correct application (naming of type of diseconomies of scale). Listing of types of diseconomies of scale.</p> <p>An (4-7 marks) Award 1-2 marks for the correct development of the type of diseconomies of scale</p>
<p>(c)</p>	<p>Poorly answered. The majority scored 1 mark for stating the point of profit maximisation, $MR = MC$.</p> <p>Answer Ev (up to 7 marks) Total profit is maximised at an output level when marginal revenue = marginal cost. OR Seeks to make as high profit as possible. (1)</p> <p>Advantages of maximum profits</p> <ul style="list-style-type: none"> • Shareholders likely to benefit from higher dividends (a share of profits). • Employees may gain if some part of their pay is linked to the profitability of the business/profit sharing. • Higher profits may lead to increased capital spending which will benefit businesses. • Business expansion. • Survive during difficult times of the economy. <p>(3)</p> <p>Disadvantages of maximum profits</p> <ul style="list-style-type: none"> • Higher prices for final consumers which reduces their real incomes/purchasing power. • High profits might act as an incentive for new firms to enter the market leading to more competition. • Companies that become overly focused on maximising profits might lose sight of the social / ethical and environmental aspect (external costs). <p>(3)</p>		<p>Definition = 1 mark</p> <p>Ev L1 (2-3) For an answer that shows some knowledge of what maximum profit is and the benefits and disadvantages of this.</p> <ul style="list-style-type: none"> • Listing of advantages and disadvantages. • Only advantages or disadvantages mentioned (one-sided) <p>Ev L2 (4-7) For an evaluative discussion of what maximum profit is and the benefits and disadvantages of this.</p> <p>Development of answers of advantages and disadvantages each three marks.</p>

<p>4 (a)</p>	<p>Well answered. Majority scored 4 to 6 marks.</p> <p>Answer Kn (up to 6 marks)</p> <ul style="list-style-type: none"> • Negotiate for shorter working hours. • Negotiate agreements with employers on wage. • Protecting and improving the real living standards of their members. • Negotiate agreements with employers on good working conditions, safety and health in workplace. • Discuss major changes to the workplace such as large-scale redundancy and unfair dismissal. • Discuss members' concerns with employers. • Accompany members in disciplinary and grievance meetings. • Provide members with legal and financial advice. • Consumer benefits such as discounted insurance, cheaper loans. • Provide education facilities/training and counselling. • Fringe benefits such as housing allowances. <p>Any six</p>	<p>6</p>	<p>Accept any correct benefit of joining a trade union.</p> <p>Do NOT accept</p> <ul style="list-style-type: none"> • Fight for the workers' rights • Workers rights are protected.
<p>(b)</p>	<p>Fairly well answered. Most learners could not draw the diagram (supply and demand) correctly. They could not label and analyse the diagram. Learners failed to describe the term quota. The majority scored 3 marks.</p> <p>Answer Kn (2 marks)</p> <ul style="list-style-type: none"> • A quota is the upper/ physical limit (1) • of the quantity of a product that might be imported/ caught/produced (1) <p>Ap (5 marks)</p>  <p>Original E (DSPQ) = 1 Shift S to S1 = 1 New E₁ (DS1Q1) = 1 Correct labels =1 P to P1 and Q to Q1 = 1</p>	<p>7</p>	<p>Accept any correct definition of a fishing quota.</p> <p>NO marks for explanation</p>

<p>(c)</p>	<p>Poorly answered. The majority of learners scored 3 marks. Learners could not evaluate the reasons for and against the government involvement in allocating fishing quotas.</p> <p>Answer Ev (7 marks) Government should be involved</p> <ul style="list-style-type: none"> • Natural resource/renewable resource. • Can be depleted (control species and quantities). • Important income (tax). • Contributes to GDP. • Prevent private monopolies. • Quotas may only benefit few large companies and not the poor people. • Keep external costs under control. • Source of employment. • Price stability for export purpose. (5/4) <p>Government should not be involved</p> <ul style="list-style-type: none"> • Corruption and bribery. • Artificial prices (control). • Government monopoly. • Bureaucracy and red tape - quota administration. (2/3) 	<p>7</p>	<p>Ev L1 (2-3) For an answer that shows some knowledge of the benefits and disadvantages of government involvement in fishing quotas.</p> <ul style="list-style-type: none"> • Listing of benefits and disadvantages. • Only advantages or disadvantages mentioned (one-sided) <p>Ev L2 (4-7) For an evaluative discussion of the benefits and disadvantages of government involvement in fishing quotas.</p>
<p>5 (a)</p>	<p>Poorly answered. Learners could not indicate whether there is an increase or decrease in a demand factor and the majority could not relate to the soccer match in the question, thus scored a maximum of 3 marks.</p> <p>Answer Kn (up to 6 marks)</p> <ul style="list-style-type: none"> • The amount of income that the supporter has to attend games. • The price of the match tickets. • The price of tickets of a substitute sport e.g. rugby. • The price of transport to get to the match (complement). • How well and successful the match was advertised. • The taste and preferences of the supporters (different teams). • The location of the soccer match. • The safety of the location of the match. • The number of fans the team has (population size). Any six 	<p>6</p>	<p>Accept any correct factor determining the demand for a soccer match.</p>

(b)	<p>Poorly answered. The majority of learners lack subject knowledge of economic rent and transfer earnings, thus scored zero/no marks.</p> <p>Answer Ap (5 marks) Transfer earnings are</p> <ul style="list-style-type: none"> • The minimum income a worker needs • in order to supply their labour. <p>OR</p> <ul style="list-style-type: none"> • Transfer earning refers to minimum reward which will prevent a factor of production transferring to another sources of employment. (2) <p>Economic rent is</p> <ul style="list-style-type: none"> • the extra income a worker receives • above the minimum level needed in order to work. • Economic rent is the area between the supply curve and the wage rate. <p>OR</p> <ul style="list-style-type: none"> • Economic rent refers to income earned from factor of production that is greater than the minimum necessary to bring the factors of production into operation. (3) <p>An (2 marks)</p> <ul style="list-style-type: none"> • Transfer earning is N\$800 (1) • Economic rent is N\$200 (1) 	7	<p>Accept any correct definition of transfer earnings and economic rent.</p> <p>A graph is not required, but award 2 marks for a correct graph supporting the explanation as part of application.</p>
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<p>(c)</p>	<p>Poorly answered. Learners could not indicate whether there is an increase or decrease in the factor determining spending of soccer players. Most learners scored half marks for listing as development of answers was lacking.</p>		
	<p>Answer Ev (7 marks)</p> <ul style="list-style-type: none"> • Interest Rates influence the cost of borrowing and mortgage interest payments. Higher interest rates increase the cost of mortgage payments. Higher rates will lead to lower spending as players have lower disposable income. • Higher income is the most significant factor in encouraging consumer spending. A cut in income tax would give players more disposable income. An increase in disposable income leads to an increase in total spending of a soccer player. • Social status and image amongst other people. Higher status and more social gathering will lead to more spending. • Inflation can be influential in determining spending. If inflation is greater than nominal wage growth, then players will see a fall in disposable income. • Difficulty/ease of borrowing money and availability of financial institutions. If finance is easily available, it will encourage players to take out personal loans and credit on credit cards. • Willingness to save/habit to save. Contractual savings e.g. assurance policies. • The opposite of consumption is saving. If players increase savings, then consumption will tend to fall. • Change in the rate of income tax. A cut in income tax would give players more disposable income. • Wealth. Money for spending can be obtained by withdrawals from savings accounts and from sale of other forms of personal wealth such as shares, property, jewellery land, etc. 	<p>7</p>	<p>Ev L1 (2-3) For an answer that shows some knowledge of the factors that will influence the amount of spending.</p> <ul style="list-style-type: none"> • Listing of factors = maximum 3 <p>Ev L2 (4-7) For an evaluative discussion and development of the factors that will determine the amount of spending.</p> <p>The candidate does not lose marks if the amount of spending is not linked to a soccer player, but to consumers in general.</p>
<p>6 (a)</p>	<p>Well answered. Majority scored 4 marks.</p>		
	<p>Answer Kn (up to 6 marks)</p> <ul style="list-style-type: none"> • Economic development/better living standards • Poor education and less schools. • Welfare payments/State pensions • Social and cultural factors and beliefs • No availability of family planning/high birth rate. • Female labour market participation. Less women working, more children/poverty. • Immigration • Death rates falling due to a better medical provision. • Political and/or economic stability/government stability. <p style="text-align: right;">Any six</p>	<p>6</p>	<p>Accept any correct reason for a high population growth rate.</p>

<p>(b)</p>	<p>Well answered. Majority scored 4 marks.</p> <p>Answer Ap/An (up to 7 marks)</p> <ul style="list-style-type: none"> • Low incomes per head. People in developing countries are poorer on average, than those in developed economies. However, this does not mean that all the people are poor. In fact, some can be very rich. • Low levels of saving due to low income. • Low life expectancy and high death rate due to poor health system and poverty/high infant mortality rate. • Low levels of education and health care result in low levels of productivity. • Low levels of capital goods and poor infrastructure. • Poor housing and sanitation. A significant number of people may not have access to clean water for drinking and washing. Lack of basic amenities. • Dependency on one key industry e.g. primary sector (agriculture, fishing, mining). • Relatively high number of workers employed in the primary sector. • High unemployment/underemployment can be high. For instance, ten persons may be doing the work of six. • Concentration on a narrow range of exports (most of which are primary products. Any seven 	<p>7</p>	<p>Do not award marks for a high birth rate since it is linked to a high population growth rate.</p> <p>Listing of features = maximum 3 marks</p>
<p>(c)</p>	<p>Poorly answered. The majority of learners stated the negative effects of high population growth on the government aims without giving a clear link as to how it should affect the mentioned government aims, thus scored 3 marks.</p> <p>Answer Ev (Up to 7 marks)</p> <ul style="list-style-type: none"> • Price stability. <ul style="list-style-type: none"> ✓ More people lead to higher demand and higher prices. ✓ Supply cannot keep up and prices increase further. • Balance of payments stability. <ul style="list-style-type: none"> ✓ More imports to satisfy growing need for food. ✓ Lower quantity of products or surplus products to export. • Equal distribution of income. <ul style="list-style-type: none"> ✓ More people and high unemployment lead to ✓ increased government spending on welfare benefits and ✓ less government income from taxation. More pressure on employed people in form of higher taxes. 	<p>7</p>	<p>Ev L1 (2-3) For an answer that shows some knowledge of how a high population growth rate might negatively affect these aims of governments.</p> <p>Ev L2 (4-7) For an evaluative discussion and development of answer on how a high population growth rate might negatively affect these aims of governments.</p> <p>Learners clearly explain how high population growth rate might negatively affect the government achieving these aims.</p>

POSITIVE SUGGESTIONS TO TEACHERS

Teachers are still encouraged to consult various sources of information to enrich their subject knowledge, such as you Tube videos. Tutor2u.

Teachers are encouraged to complete the syllabus by the end of the first trimester of Grade 11. This will enable them to practise more on the past question papers, by giving many exercises, tests and class work.

Teachers must test on different levels of assessment objectives.

Teachers are strongly advised to study the content from various sources such as textbooks, online materials, shared on various social platforms before handing them out to learners - in terms of reliability and relevance to the curriculum content.

ENGLISH AS A SECOND LANGUAGE

6109
Paper 1

GENERAL COMMENTS

Overall, the paper was accessible to most candidates as the articles were suited to their linguistic ability. Time management did not present a problem for the majority. However, a few candidates were unable to answer all the questions. A range of tasks was included in the paper, requiring candidates to demonstrate a variety of practical reading and writing skills. These ranged from selecting short relevant details from texts, a multiple matching task, a note-taking task, a multiple-choice task, a guided writing task and the more challenging extended writing task.

Handwriting and presentation of answers proved to remain a problem to many candidates. Most candidates have a serious problem with punctuation. Candidates should be encouraged to write their answers using black or dark blue (ink) pen. They should be strongly discouraged from using pencil. Responses which are first written in pencil and then over-written in ink should be discouraged, as this leads to an indistinct piece of writing, often difficult to mark. In addition, Centres are asked to encourage candidates to write clearly and in the spaces provided on each page. As a general rule, the amount of space and the number of lines designed for each answer should serve as a guide to the requirement for the length of each answer to be provided.

In Task 1, reading comprehension, more emphasis needs to be placed on answering the key requirement of each question in order to avoid the inclusion of unnecessary information, which could result in the mark being lost. The most successful responses are those which focus on brief phrases as answers, rather than full sentence-length responses.

In Task 2, multiple matching task, it is recommended that candidates practise skimming and scanning reading techniques and carefully consider each question, taking into account any distracting information in the texts. When writing their answer, candidates should clearly indicate the letter they have selected.

In Task 3, note-taking, candidates need to ensure that the responses they supply correspond to the headings of each question. The notes that the candidates write must be brief and clear. Each response should be written on each line. Where a candidate includes two points on the same line, only the first is taken into consideration. Additionally, candidates should not add extra bullet points unless they have crossed through a previous response.

In Task 5 (guided writing), all prompts have to be addressed and developed. A key point arising from the assessment of Task 5 is the need for the register to remain constant throughout the response and candidates should take care to maintain contact with the reader.

In Task 6, (extended writing), it is important that candidates demonstrate coherence and cohesion, together with clear paragraph organisation in order to obtain marks in the top band. In this session, many candidates found the topics inaccessible and so were unable to provide appropriate content.

COMMENTS ON SPECIFIC QUESTIONS

Task 1

Long, irrelevant lifts or additional information still proved to be the preferred way of answering this task and this approach can result in candidates losing marks. Candidates should be encouraged to write brief responses. The correct spelling of words also proved to be a stumbling block to many candidates. Some candidates did not delete their answers on the line provided and wrote a new answer for the same question somewhere else on the question paper. A few candidates even deleted the question and not the answer and then wrote the answer somewhere else. This only created confusion for the markers. Candidates should make sure they delete their first answer if they want their new answer to be considered.

- 1 This was reasonably well answered. Correct response: **excess of sugar**. The incorrect spelling of words like “sungar” and “sugur” made the response wrong.
- 2 This was reasonably well answered. Correct response: **salted caramel macarons**. Some candidates did not write all three words. In most cases “salted” was omitted from the answer. The incorrect spelling of words like “macrons” and “macaroni” made the response wrong.

- 3 There were many correct responses. Correct response: **costly ingredients**. The omission of “costly” and incorrect spelling made the response wrong. Sentence structure also played a role.
- 4 Many candidates failed to score a mark for this response. Correct response: **to have a baking career**. Candidates wrote “banking” and “carer” which made the response wrong. In most cases “have” was omitted which made the response wrong. The wrong tense “had” also made the response wrong.
- 5 This was poorly answered. Most candidates wrote a totally different response. Correct response: **working with world-renowned chefs**. Incorrect word choice and spelling, “word”, “reowned”, “chiefs”, made the response wrong. “Chefs” had to be plural to score the mark.
- 6 Few candidates could answer this question as they wrote the incorrect response, “trying to make friends with everyone” frequently. Correct response: **few close friends**. Incorrect responses include, “fewer close friends”, “closed friends” and “close few friends”.
- 7 Many candidates could not score a mark for this question. Correct response: **moisture in the air**. Incorrect responses include, “the whole batch failed miserably” and “I felt I was making a mess of everything”. Incorrect spelling like “mosture” made the response wrong.
- 8 This question proved more challenging to candidates as many opted for the additional information in the reading passage, e.g. “you cannot say you have mastered them”. Correct response: **still get cracked macarons**
- 9 This was generally well answered. Correct response: **practice**.
- 10 This was generally well answered. Correct response: **finding the right employees**. The incomplete lift, “he was surprised to discover that finding the right employees”, did not score a mark.

Task 2

Most candidates struggled to give the correct responses for this task, but there were some very successful attempts. Many candidates could not achieve the whole range of marks. A few candidates left some blank spaces and a large number of candidates wrote names instead of a letter. **A few candidates also wrote two letters in one space and could not score the mark.**

Presentation of answers was problematic. Candidates should be cautioned to write the letter options clearly and legibly as some letters were difficult to decipher. When writing their answers, candidates are reminded that if they change their mind, they should not write the second answer over the first, but should cross out the wrong answer clearly, before writing their final choice alongside. Candidates should also be cautioned not to answer this task using pencil and that they should follow the instructions by giving A, B, C or D as their responses and NOT the names used in the extract.

Answers

- 11 A
- 12 D
- 13 C
- 14 B
- 15 D
- 16 A

17 C

18 B

19 A

Task 3

Some candidates were able to show enough understanding of the text and selected relevant details to score the full marks available. Greater success in selecting correct details was achieved for Heading 3 than for Headings 1 and 2. Notes could not be credited when key details were omitted or repeated, or notes were placed under the wrong headings. With the answering technique, candidates did not delete bullets when they wrote their long responses and as a result lost some marks. Some candidates also added extra bullets without deleting the existing ones. Candidates also added bullets in the middle of the answer lines without deleting the bullets on the question paper and without giving an indication of their intention. Some candidates did not consider the headings and interchanged the information, e.g. writing the responses for heading two under heading one.

When candidates opt to make use of their own words, when writing the note summary, they should be trained thoroughly as their own words should still carry the same meaning. Not all synonyms carry the same meaning in the context of the information.

20 CONSEQUENCES OF PROCRASTINATING

Under this heading, three points from a total of four points were required. All four points were used with **“anxiety”**, **“higher levels of stress”** and **“sleep deprivation”**, the most frequently selected. **“Made more errors”** was not a very popular selection. Spelling errors such as **“anxient”**, **“axiet”**, **“strees”** and **“depreviation”** made the response wrong.

REASONS FOR PROCRASTINATING

Under this heading, two points from a total of three points were required. All three points were used with **“fear of failure”** and **“fair of judgement”** the most frequently selected. The answer **“believing they thrive under pressure”** was not a popular selection. Candidates did not score the mark if they only opted for **“thrive under pressure”**. Options like **“judging yourself”** and **“I don’t have to face judgement”** were not accepted. Incorrect spelling such as **“beliving”** and **“failer”** made the response wrong.

HOW TO STOP PROCRASTINATING

This heading appeared to be more accessible and many candidates gained all three available marks. Three points from a total of four points were required. The options: **“think small”**, **“force yourself to start”**, **“try sending yourself signals to produce action”** and **“reward yourself”**. Responses that were not accepted: **“think less”**, **“make signals to produce action”** and **“award yourself”**.

Task 4

The multiple-choice task had mixed responses from candidates, but the majority of candidates scored low marks for this task. This task requires thorough comprehension of the text and lack of comprehension possibly attributed to the poor performance of candidates. The most commonly found correct responses were 21, 23 and 24.

Presentation of answers was generally clear, but some candidates crossed or encircled the letter to the correct answer instead of ticking the box. A few candidates also ticked more than one response, which resulted in them losing the mark entirely. It is recommended that candidates clearly cancel a response, if they change their mind so that their final choice is very clear. Some candidates also used pencil to answer this task and it should be strongly discouraged. A few candidates left blank options and they should be encouraged to answer all the questions.

Answers

21 B

22 A

23 C

24 A

25 D

26 D

27 C

28 C

Task 5

Formal letter

The majority of candidates failed to deal successfully with the topic and many responses did not have a suitable form. Many responses lacked a good sense of purpose. A sense of audience was not achieved as most responses were too informal and inappropriate.

Candidates did not consider certain information in the question, e.g. “your school ALWAYS has afternoon classes/study” and instead would write as if it is a new activity that has started recently or that will start later. In the introduction, candidates would state the aim of the classes/study or give the principal a whole description of what will happen, not keeping in mind that the principal is fully aware of all of this. Some candidates did not follow the requirements of the task and instead, wrote about evening classes versus afternoon classes, while others were against the idea of afternoon classes altogether. Depending on the presentation of the task, candidates scored minimal marks or zero marks for off topic responses. Part-time candidates also struggled with this topic as they might not be familiar with this school activity and wrote about morning, afternoon or evening classes in relation to their work schedule. All candidates should be taught that they should stick to the requirements of the task and use general knowledge, when they do not have first-hand practical experience or use their imagination to address the prompts.

Most responses addressed all three prompts but did not provide satisfactory or effective ideas and development. In the first prompt the candidates had to give advantages of attending afternoon classes or study. Out of all the prompts, this one was most successful as candidates could list a number of advantages. A lot of vague responses were also provided such as “we get knowledge and skills” or “our brains get an opportunity to exercise”. These responses were meaningless if they were not followed by an explanation. Little to no development of ideas happened as advantages were simply listed.

The second prompt required candidates to describe one aspect of the afternoon classes or study they did not enjoy. This prompt was not addressed effectively as candidates could not express themselves clearly and did not link the aspect to the classes/study but to more personal problems. It was also clear that many candidates did not understand the word “aspect”. Candidates were asked to write about ONE aspect, but the majority included many. Some candidates focused on what they enjoyed and would just offer one sentence of something they did not enjoy. Most candidates wrote about dress code, having to walk long distances, hunger or feeling sleepy in class. Once again, when these issues are not accompanied by proper explanations, it can easily be seen as unrelated to the classes or study. More appropriate issues would have been “being forced to do group work”, “not being allowed to discuss school related work in class”, “that teachers should not let them write tests during that time”, “that teachers should not start new topics during that time”, etc. These ideas link better to the afternoon classes or study than the idea of not knowing what to wear to the afternoon classes/study.

For the third prompt, candidates had to suggest changes to ensure success of the afternoon classes/study. The responses for this prompt did not fulfil the requirements. Most candidates did not give suggestions but would simply give solutions to the problems listed in prompt two or give advice to the principal, e.g. “talk to the teachers to come in the afternoon”, or “make the afternoon classes compulsory for everyone”. These responses do not show that the afternoon classes will be successful as a result of this action. Candidates also came up with unrealistic ideas such as “build a library”.

With this topic the development of ideas was extremely important, as it is the only way to really get the ideas across. Candidates should stay within the word limit in order to eliminate the use of unnecessary information and grammatical errors.

From a language point of view, there were many of grammar and spelling errors in general. Candidates who attempted more sophisticated vocabulary were let down by the spelling of those words. Over-rated vocabulary was used that does not ring right with the audience. At times, there was too much focus on fixed phrases in the introduction. Several inappropriate idioms and linking words bombarded some pieces which tended to be at the expense of the key required content. Candidates should be reminded that the prompts should form part of the writing. Candidates are encouraged to increase their topic-related vocabulary resources to achieve marks in the top band for Language. Accuracy in the use of tenses continues to be an area for practice. Overall, many responses were organised effectively into paragraphs, but punctuation is a major concern as the most basic punctuation was not even observed.

Task 6

The topics seemed to be challenging to most candidates. The majority interpreted the topics incorrectly and little to no planning was done. The influence of direct translation from their vernacular is still very evident. This is worrisome and candidates should be trained on writing and on developing their English with proper activities and vocabulary. An increase in profanity/swear words was also noticed and candidates are seriously cautioned not to make use of such language when they answer the question paper. The incorrect use of articles “the”, “a” and “an” is a huge problem. Many candidates are still using the noun and pronoun next to each other. Candidates do not know how to link paragraphs and they also do not know how to use a topic sentence per paragraph and then develop the idea. The extended writing pieces are incoherent.

It is noticed with great concern that candidates do not know the difference between the different types of essays as the majority of them did not know that each topic focused on a specific essay type.

- (a) Write a story about the time you were accused of something you did not do.

This topic was the most frequently selected topic, but many candidates struggled to maintain a coherent storyline. The first thing to understand about this topic, is that the story should make sense. The story should be presented in such a way that the content is believable and coherent. Some candidates did not understand the meaning of “accused” and would write off topic stories, such as “being accused by a car”. The more successful candidates understood the requirements of the topic and could come up with feasible storylines. It should be noted that many of candidates, in their attempt to be creative, came up with very unrealistic stories. Some would tell a story and at the end realise it was only a dream. The candidate is penalised for such twists. Another disturbing observation is that candidates are copying information directly from other passages in the question paper and they are penalised heavily for it, so it should not be encouraged.

Candidates wrote very long build-ups to their stories, meaning they would give too much information before the actual accusation. Some of this relate directly to the topic while other build-ups have nothing to do with the actual accusation. This led to much of redundant information that did not add value to the story. Candidates should be taught that a story has different plot elements.

- (b) The wonders of my beautiful country, Namibia.

This topic was poorly addressed and most candidates, even stronger candidates, did not manage to score marks in the higher content band. They could not write a descriptive essay about the wonders and would instead only list the wonders. The ones who attempted to write a more relevant descriptive piece, exaggerated the use of adjectives and would write vague pieces that did not fully meet the requirements of the topic. Candidates would list a place or landmark, e.g. Etosha National Park and link the wonder to the income it generates from tourism or they would mention the ocean and link it to import and export. This was not in line with the requirement of the topic. It became apparent through the responses that candidates do not know much about their country.

Most candidates did not focus on the **wonders** Namibia has to offer, but only focused on the beauty of the country. The majority of candidates wrote generally about Namibia. Ideas included as the number of regions, towns, tribes, infrastructure, resources and leadership. All of these have little or nothing to do with the wonders of the country. Candidates were also very vague in their presentations and would simply write that Namibia has many trees, animals or lodges.

Some candidates misinterpreted wonder and would use wonder as a verb, e.g. “I wonder why Namibia is such a beautiful country. I wonder when we will all get equal opportunities”. These types of essays are off topic and no mark can be scored when this tone is used throughout.

Many candidates wrote negatively about Namibia, as they would focus on the unemployment, crime rate, gender issues or corruption. Candidates scored a zero for negative remarks about the country.

- (c) Our cultural values are changing with time. Discuss

The majority of candidates found this topic challenging. They failed to identify that they had to build an argument around the statement. Most candidates focused on their individual ethnic groups and explained the culture instead of arguing whether the cultural values are changing with time or not. Many also made a comparison between olden days and modern times. The ones who made the comparisons struggled to link it to the cultural value change. A few candidates focused on general moral values and gender roles that are changing and not on the cultural values.

A clear, organised sequence of views and arguments is very important.

Most candidates did not observe the word limit and wrote pieces that were too long. This did not always play in their favour.

In terms of language, most candidates struggled when they attempted responses with greater complexity of grammatical structures. The language used was generally weak and unambitious. Many candidates used tenses quite inconsistently and struggled with sentence construction. Basic punctuation is a huge problem, where even stronger candidates with good language ability, neglect to use basic punctuation. This produced long, rambling sentences. Capital letters at the beginning of sentences were also overlooked and there were responses with no paragraphs at all. Candidates need to be taught that they should use paragraphs to good effect to divide their ideas.

The range of vocabulary was also not always suited to the topics.

Certain incorrect sentence structures are becoming generic and need to be addressed for better control of the language.

Many candidates wrote structures like:

“the most thing I hate ...” It should be: “What I hate most is ...” or “I hate most.”

“People are no more wearing their ...” It should be: “People no longer wear ...”

The use of “used to” appears throughout the written piece. “There are learners who use to make noise. We use to have a beautiful country or I use to go to town with my mother.” Please take note: USED TO is a phrase that can mean “accustomed or habituated to” or refers to something from the past that is no longer true.

The repetition of the pronoun after the noun: “My brother he said ...”, “My aunt she was accusing me ...”. Candidates should be taught that we do not use the pronoun directly after the noun. Teachers need to pay attention to these mistakes and rectify them in class.

Plural “s” is added to an already plural word, e.g. “The childrens were playing ...”, “The older peoples should share cultural”

The incorrect use of the word respective, as in “To my respective principal.” Respective meaning: “relating or belonging separately to the individual people you have just mentioned, as in Steve and I were at very different stages in our respective careers.”

Candidates break their words up any way they want, e.g. an -d, the -re, cultura -, studen -ts. This is unacceptable. Candidates should be taught how to divide words into syllables.

POSITIVE SUGGESTIONS TO TEACHERS

Candidates should be taught the following:

- The question paper should be answered in blue or black pen as instructed on the cover page of the question paper.
- Grammar, spelling and concord
- Discourse markers (how to use them effectively)
- Punctuation
- Appropriate vocabulary
- Point-form summary
- The pronoun “I” should always be written with a capital letter. It should be instilled in the candidates.
- “I am” and “I” with any other verb next to it should be written as two separate words. This should be instilled in the candidates.
- Command and question words
- To use prompts correctly and to develop them
- To use the correct tone and register
- To write realistically
- Encourage creativity, but within the set limits of a topic
- Interpretation of questions
- How to use the spaces provided
- Different types of essays
- To adhere to word limits
- To write legibly and in appropriate language
- General topics across the curriculum (expose candidates to various topics of interest)
- To develop a love of reading

GENERAL COMMENTS

- In comparison to the previous year, the majority of candidates were able to follow instructions given. Some candidates, however, answered questions using pencil.
- The paper was moderate, however, tasks 2 and 3 were challenging to most candidates.
- Many candidates could not score marks because of misspellings, incorrect prepositions and pronouns.
- Most of the candidates' handwriting was illegible, therefore, making it difficult for markers to decide whether the answers were correct or incorrect. **Attempts that cannot be read may not be credited.**
- Candidates should be reminded to use answers from the audio, instead of using their pre-knowledge. They should also be discouraged from using synonyms when answering questions.
- **In Task 1, Questions 1 to 4**, in cases where candidates supply extra information, in addition to the expected key answer, and where that extra information is incorrect, the whole answer cannot be credited. For this reason, candidates should be encouraged to provide concise answers.
- **In Task 2, (gap-filling)**, candidates should be encouraged to try to predict the answers in the gaps (e.g. one or two words or a number, etc.). At the end of each listening section, candidates should also check their responses carefully and make sure the word forms used fit each gap on the question. Candidates should be reminded not to include words that are already printed on the question paper before or after each gap, as part of their answer.
- **In Task 3, (multiple-matching) and Task 4 (multiple-choice)**, candidates should be encouraged to make it absolutely clear which option they wish to be taken as their final answer. It needs to be emphasised that where crossing out of a rejected selection is not clear this will be seen as ambiguous and, if there is any uncertainty, it will not be credited. **It is also important to emphasise that for each item in Task 4, if two boxes are ticked rather than one then no mark can be given.**
- It was observed that some candidates are still using pencils to answer questions. Candidates **must** use a pen, not a pencil, and simply cross out responses that need to be altered.

COMMENTS ON INDIVIDUAL QUESTIONS

Task 1

1 (a) (It's) quicker

This question was fairly well answered by the majority of candidates. A few candidates could, however, not spell the word 'quicker' correctly. Candidates who gave answers such as faster, quickly or more quicker, were not credited.

(b) N\$ 12.50 (Twelve Namibian dollars and fifty cents)

This question was well answered. However, some candidates who wrote this answer in words, could not score the mark due to misspelling. Some candidates could not score the mark because they did not include the Namibian dollar sign in their answers.

2 (a) vintage (bulbs)

This question was fairly well answered, but some candidates could, however, not spell the word vintage, thus lost the mark. Answers such as ventage, vintange or vitage were not credited.

(b) old bulb

This question was well answered. A few candidates misspelt the word 'bulb' and added other irrelevant information, thus lost the mark.

3 (a) 500 (five hundred)

This question was well answered. Some candidates lost the mark for misspelling the word 'entries', or adding words such as enters, entrance. Some candidates wrote 580, and a few wrote 10, which were both incorrect.

- (b) record deal

This question was poorly answered. Many candidates opted for the distractors, such as Ford Fiesta and N\$ 300 000 cash, instead of the correct answer.

- 4 (a) 27 November 2022

This question was well answered. However, some candidates wrote the answer in words and ended up misspelling some words, thus lost the mark. November was also misspelt by a few candidates. A few candidates wrote incorrect answers such as 22 November 2022, 27 November 2023, 21 January 2022.

- (b) final results

This question was fairly well answered. Some candidates could, however, not correctly spell the words final and results; they wrote finale, fainal or resalts. Other candidates lost the mark for adding irrelevant information such as academic, examination, year or the demonstrative pronoun 'there'.

Task 2

This task was poorly answered. Some candidates failed to fill in the gaps as they left them open, while others wrote more than two words, as opposed to the instructions.

Answers

- (a) 37 hours/longer
- (b) Comfort
- (c) Landscapes
- (d) Drinking water
- (e) Sustainable
- (f) 100/hundred
- (g) Bar
- (h) Electrical

The following are examples of some wrong answers given:

- (a) 13 hours/30 hours/37h00/37:00
- (b) Confort/comfote/comfortable/comfortability/comfort
- (c) Lands scape/land escape/landscaps
- (d) Drink water/water for drinking/a drinking water/driking
- (e) Sustainable/sustainable/substainable/sustainably
- (f) Hundrend/hundreds/hundred
- (g) Bur/baar
- (h) Electronic/electricity/electrical

Task 3

This task was poorly answered. The majority of candidates did not follow the instruction of using each letter only once. Few candidates used numbers instead of letters and others wrote more than one letter on one line, such answers were not credited.

Answers

Speaker 1: E
Speaker 2: C
Speaker 3: D
Speaker 4: G
Speaker 5: A
Speaker 6: F

Task 4

The task was fairly well answered, however, some candidates ticked more than one box or ticked outside the provided boxes. Few candidates encircled the answers and a few others used pencil to complete the task.

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

Task 5

(a) Central-northern Namibia

This question was well answered. A few candidates, however, lost the mark for misspelling the words 'central' and 'northern'. Instead they wrote central, northern.

(b) (as tall as) 20 metres

This question was well answered. Few candidates lost the mark for incorrectly spelling the word 'metre'; instead they wrote 'mitres'.

(c) October

This question was well answered, but a few candidates, however, lost the mark for writing 'Octomber'.

(d) When the fruits are shiny dark brown

The question was fairly well answered. A few candidates lost the mark for misspelling the word brown. Instead they wrote 'brawn'. Few candidates opted for the distractors, i.e. green and orange

(e) (i) show their skills

This question was well answered. However, some candidates used wrong verbs such as showcase instead of "show". Some wrote "talent and creativity" instead of skills.

(ii) to generate an income

This question was well answered. A few candidates wrote "genarate, generation or generat", which did not earn them a mark. A few candidates wrote income as two words and create income which made them lose marks too.

(f) to make them strong(er)

This question was fairly well answered. Some candidates wrote “for strong, the basket strong or for strength which were incorrect. Some misspelled baskets as “basket, bascket, baskest”.

(g) (i) collect offerings

This question was fairly well answered. Even though many candidates showed comprehension of the question, they could not structure their answers correctly. Candidates wrote answers such as, “collecting offers/funds/contributions/money; collection offering, offering collection”.

(ii) decoration (in homes)

Candidates wrote answers such as decorating in households/rooms/halls. Some candidates wrote decoration home, which was not credited.

(h) with engravings (per clients’ liking)

This question was poorly answered. Many candidates could not spell the word “engravings”. Instead they gave answers like “graving, ingriving, ingredients”.

POSITIVE COMMENTS AND RECOMMENDATIONS

- Teachers are encouraged to practise the different tasks and explain what is expected of the learners, especially Task 2, Task 3 and Task 4. For Task 2, teachers are encouraged to practise the use of synonyms from the recording to learners’ text. Thus, they should not expect to hear the exact words as those appearing on the question paper.
- Teachers should discourage learners from using brackets and teach them how to delete answers properly by drawing a line across the answer.
- Teachers at all levels are encouraged to train learners to write in clear and reasonably sized letters.
- The use of prepositions and pronouns should be emphasised during teaching, because they can affect the answers, e.g. “for/of, in/on, to/at or they/there/their”.

We commend you for teaching your learners how to identify and answer the **interrogative questions** appropriately. We wish you all the best for 2023.

GENERAL INFORMATION

Again we found it necessary to start this report by asking ourselves what is meant by the word ‘conversation’?

A conversation is a two-way communication between, in this instance, the examiner and the candidate. When the candidate says something, the examiner either replies by asking the candidate to explain/ motivate/ elaborate on what the candidate has just stated or the examiner asks a question relevant to what the candidate has just said.

A conversation is not a monologue nor is a conversation of a question setting exercise.

Hereby an overview of how to Conduct the Speaking Test:

The test should proceed as follows:

- | | | |
|---------------|------------------------|--|
| Step 1 | Introduction: | Start the digital voice recorder
Give the candidate’s number and name
Welcome the candidate and briefly describe procedure |
| Step 2 | Warm-up section: | Conduct a general conversation by asking the candidate a few questions about himself/ herself – to put the candidate at ease
This section lasts for 2 – 3 minutes |
| Step 3 | Preparation: | Hand out the Speaking Assessment Card and announce the card.
Candidate can ask questions on the speaking card
Candidate has 2 – 3 minutes to prepare |
| Step 4 | Main part of the test: | Conversation based on Speaking Assessment Card
Either the examiner or the candidate may start the conversation
No monologues
No question setting exercise
The test lasts approximately for 6- 9 minutes. |

The total duration of the Speaking test, from the beginning of Step 1 to the end of Step 4, should be approximately 10 – 15 minutes. Note that while Step 1 to Step 4 is recorded, ONLY STEP 4 is to be assessed.

The process to transfer the recordings correctly to the USB for the sample for the external moderation process (which is submitted to the DNEA annually)

- 1 If there is ONE examiner at the centre, all recordings can go into ONE folder on the recorder. (10 recordings)
- 2 If there is MORE than one examiner at the centre, then each examiner must record his/ her candidates into a separate folder. (5 recordings per examiner)
- 3 After recording the candidate on to the recorder, these recordings are then transferred on to a computer. Use media player or any compatible format.
- 4 Now each examiner selects the candidates for the specific sample from all the candidates that were recorded.
- 5 Now you have all the folders on the computer with the selected candidates in each folder.
- 6 Now arrange the candidates according to the order you want them.
- 7 Now label each candidate with either the candidate number or the candidate name or preferably both.
- 8 Now all the folders that have been organised can be transferred on to the **USB provided by the DNEA.**

The necessity for the recordings to be correctly transferred to the USB (provided by the DNEA)

During the moderation process the moderators:

- Insert the USB into the USB port on the computer.
- The folder/folders appear for each examiner.
- The moderator selects a folder for a specific examiner.
- The folder is opened and the sample candidates appear.
- The moderators listen to the recordings of the candidates, whereby marks are allocated according to the conversations between the examiner and the candidates using the prescribed Speaking Assessment Criteria Grid, which is in the 'Examiner's Notes'.
- After the moderator has listened to the entire centre, a summary of the whole centre is made and the marks are then scaled according to the differences between the examiners and the moderators. Therefore, the examiners must please apply the grid correctly.
- A report which is written for every examiner at every centre, is the report which the examiners receive at the beginning of the following year.
- It is thus essential that the examiner interprets the marking grid correctly so as to not disadvantage the candidates at his/her centre.

It is, therefore, of the utmost importance that the above guidelines are meticulously followed to obtain the best mark possible for each candidate.

The application of the Speaking Assessment Criteria Grid

How to award marks for the speaking test:

- 1 The Speaking Assessment Criteria Grid is divided into three bands, namely structure, vocabulary and development as well as fluency.
- 2 **Structure** has to do with the construction of the sentences, usage of the tenses/verbs, concord, verb agreement and the sentence in totality.
- 3 **Vocabulary** has to do with the choice of words used, the variety of words.
- 4 **Development and Fluency** has to do with change in direction of a conversation, when the examiner poses questions in such a way that the candidate can answer at length, expanding on sentences as well as using the correct pronunciation and intonation of words.
- 5 Each band has a maximum of 10 marks, so when totalled together will give a mark out of 30.
- 6 While listening to a learner, marks are awarded for each band, therefore, ending with a total out of 30.

These bands are independently evaluated but are linked, as there is a definite correlation between the three bands.

Key messages

- Many examiners put in a lot of effort into familiarising themselves, with the still new to most curriculum and its requirements, as well as the procedure of the speaking examination.
- Most examiners were sensitive to balancing the need to encourage a discussion with the candidates and allowing them to express themselves fully. Then there were some of the examiners who disregarded the procedures of the speaking examination as well as the awarding of the marks according to the speaking assessment criteria. Many candidates were disadvantaged due to this negligence in 2022, as well as in 2021.
- Before the Speaking Test starts, the centres must check the working order of their recorders.
- During the speaking test the examiner needs to be organised and be able to manage the choice and delivery of speaking cards efficiently. Please follow the guidelines regarding the duration of the conversations as set out in the 'Examiner's Notes'.
- Most speaking tests were competently administered and conducted in ways that brought out the best in the candidates. But, as was reported in 2021, there were Grade 11 English Second Language teachers who once again did not follow the simple instructions as stipulated in the Examiner's Notes. Examiners are reminded to read the Examiner's Notes carefully in advance of the speaking test.
- English teachers must discuss the Speaking Assessment Criteria Grid with the learners in depth at the beginning of Grade 10, so that the learners and the teachers are accustomed to the content. Centres should then run mock tests during the course of the year so that the learners are prepared for the test.
- Prepare appropriate warm-up questions.
- Read the Speaking Assessment Cards before the examination and prepare additional, open questions.

- Remember that the aim of the speaking test is to allow the candidates to speak as much as possible, in order to be assessed on their spoken language. Examiners should support candidates by engaging in a conversation with them.
- Please remember that there are no 'clicking' sounds in the English language and 'native' words are not acceptable in the speaking tests, as it is the speaking test for English. Please inform your learners and help them to overcome this issue when more English is spoken daily.
- Cell phones must be switched off during all recordings.
- Place each examiner in a separate file.
- Have a clock/timer in view.
- Ensure the room is quiet as befits a formal examination.
- Ask the candidates to speak up. Place the recorder close to the candidates.
- Listen attentively to the candidates, remembering it is a conversation.
- Label the recordings on the USB label with the candidates' names and numbers.
- Do not wrap or put cello tape around the USB as it is time consuming to remove and then the whole device is sticky.
- Note that while Step 1 to Step 4 must be recorded, only Step 4 is to be assessed.
- Ensure that all administrative tasks are done neatly, meaning that the SASF must be completed in pen, even better if it could be typed. The absent candidates must be indicated as such on the SASF. The SASF must be completed numerically according to the Mark Sheet (MS1).
- **Internal moderation (the examiners get together before the speaking tests are done to discuss the speaking assessment criteria grid and to practise how to interview and assess the learners effectively. Then they discuss the marks awarded) and standardisation. It is essential that reliable, internal moderation processes are undertaken at the Centres where a larger learner entry dictates the need to use more than one examiner. In these cases, please include a letter, explaining how internal moderation has been carried out and managed. When internal moderation has resulted in a mark change, it would be useful if all categories were adjusted accordingly on the SASF. Unfortunately this was not done!**
- The quality of the spoken English language by some of our English teachers is deteriorating drastically. This is a grave concern, because this means that there is no improvement in the quality of the spoken English by our learners. Learners must refrain from using their home language during the Speaking Test.

GENERAL COMMENTS

- In many cases, the FOUR steps for conducting the speaking tests were not followed. The steps are: Step 1: Introduction; Step 2: Warm-up section; Step 3: Preparation and Step 4: Main part of the test. All these steps should have been recorded. Many examiners did not record the preparation period or it was very short.
- It is important to follow the guidelines on the duration of the speaking test and the duration of each of the four different steps as set out in the Examiner's Notes. The warm-up sections were either too long or too short. Some of the conversations were also too short, which made it difficult for the examiner to assess the candidates accurately, and others were again too long.
- Examination conditions must prevail in the area where the speaking tests take place. Unnecessary background noise must be eliminated. Before recording, the examiner should ensure that all the items are placed securely on the table, so as to avoid any disturbances while the speaking test is in progress.
- Cell phones are not allowed in the examination room.
- The examiner is not allowed to leave the examination venue during a speaking test.
- The appropriate vocabulary for the speaking examination must be used: Refer to learners, learner numbers, speaking cards, etc. See the Examiner's Notes.
- **Some examiners were unprepared and were caught off guard when the conversations suddenly stopped or when the prompts became exhausted. Therefore, it is important to read widely about the topics and to do some research beforehand in order to expand on the topics. An examiner should always be well-prepared and confidently in control when conducting the speaking tests.**
- The warm-up section is a general conversation to put the candidates at ease. Please avoid giving them topics like gender-based violence, how to improve the discipline at school or any knowledge-based questions, to speak on. Some of the candidates are already nervous and this will add to their anxiety.
- Examiners should stop dominating the conversations. Avoid talking about your own situation and experiences. Instead, give the candidates a chance to speak about the topic at hand.
- Avoid interrupting the candidates while they are talking by allowing them finish first.
- Examiners should explore individual prompts in more detail and link their questions to what candidates have already said. This exercise is a conversation not a question setting exercise.
- Long monologues can be prevented by carrying on a conversation with the candidates. Fluency is often interpreted to mean 'speed', and some examiners tend to award marks on how quickly a learner speaks. In some cases, a slower speaker can be a very good speaker.
- Weaker candidates must be assisted by the examiner. The examiners must please be much more sympathetic towards the weaker candidates, because they are the candidates who are the most disadvantaged during this Speaking Test. They can be guided to move into more productive areas which will enable them to speak. If the speaking topic is found to be too difficult for the candidate, the examiner is allowed to change to a less challenging speaking topic and allow the candidates to prepare again. Do not become impatient with them. Remember that the test is one of spoken language.

- The first recording for each sample should begin with a clear introductory statement by the examiner to identify the centre, the examination and the examiner. Each candidate recorded should be clearly indicated by giving the candidate's name and the candidate's number (only the last 4 digits of the candidate's number). Some examiners repeated the introductory statement for every candidate.
- In some cases, the examiners allowed the candidates to choose the speaking cards. The examiner should choose the speaking cards.
- Examiners should study the speaking assessment criteria grid thoroughly before the speaking examination starts. It is evident that many examiners cannot interpret the three categories (bands) for the assessment. It is important to know what the required competencies for each category are in order to assess the candidates accurately. The marking grid is lenient, so please assess candidates accordingly. In many cases the assessment was very lenient towards candidates in the higher range of abilities and severe towards candidates in the lower range of abilities.
- With reference to the Speaking Assessment Criteria Grid, each band has a maximum of 10 marks, which then added together will give you a total out of 30.
- When there is more than one examiner at a centre, internal moderation and standardisation must take place to make sure that each examiner has the same understanding of the speaking assessment criteria grid and to ensure that the candidates are assessed fairly in relation to the other candidates at the centre. Remember that the sample is a representation of all the candidates at a centre.
- The sound quality of the recordings provided was generally good. However, the examiner is encouraged to use a voice recorder instead of a cell phone, as the quality of the recording on the cell phone is not of the same standard as that of the voice recorder. The USB supplied by the Directorate of National Examinations and Assessment (DNEA) must be used for the recordings.
- The deterioration of the pronunciation of the examiners is a grave concern. Many teachers could not pronounce basic words, such as: examiner, live, careers, chores, interested and inspiration, just to name a few. As mentioned previously, if you are not certain how a word is pronounced, then please consult the dictionary, as the candidates then copy the examiners by pronouncing the words incorrectly.

The following administrative problems were experienced:

- The candidates' names and numbers were not listed on the Speaking Assessment Summary Form (SASF) as it is printed on the Mark Sheet (MS1). The candidate's name and number must be copied from the Mark Sheet to the SASF.
- The SASF and/or the Mark Sheets were not submitted.
- Untidily written SASFs on which correction fluid has been used
- All columns of the SASF were not completed, especially the teaching group. This is used to identify the examiners for the moderation process, therefore, the examiner should indicate his/ her initials in this column.
- The Mark Sheets were left blank/ no marks were entered, it was not completed as instructed, as two copies were supposed to have been printed after entering the marks, one set to be included with the USB and SASF and the other copy is to remain at the centre.
- The marks on the SASF and the marks on the Mark Sheets did not correlate.
- The absent candidates were not indicated on the SASF and on the Mark Sheet. Where a candidate is absent, the candidate should still be entered on the SASF and indicated on the marks sheet with 999, not zero (0), because zero (0) is a valid mark.
- Two candidates sharing the same candidate number or the same candidate with two different candidate numbers.
- No asterisk (*) was indicated on the SASF against the names of the candidates who had been recorded.
- Viruses on the USBs
- There was no white USB label included.
- Adding errors were made on the SASF.
- Marks were transferred incorrectly from the SASF to the MS1.
- The SASF was not signed by the examiner completing the form nor by the internal moderator at the centre.
- Some centres sent recordings of all the candidates rather than a sample across the range of marks.
- Marks were entered on the Mark Sheets, but there were no marks on the SASF, which means that the candidate did not do the speaking test!
- The sample included too few or too many candidates. When there is one examiner at a centre, the sample should have 10 recordings. When there are two or more examiners, there should be 5 recordings per examiner. Please refer to the reverse side of the SASF.
- With reference to the 'Examiner's Notes': there should only be ONE examiner as far as possible. This means roughly ONE examiner per 100 learners. The number of examiners is a grave problem for the moderation process, because there is no consistency.

Quality of recordings

The sound quality of the recordings was generally very clear, although there were a number of recordings which were indistinct because the recorder was placed too far away from the candidates. Please use a recorder when recording the speaking tests, as some examiners are still using cell phones to record the speaking tests.

Examiners'/candidates' cell phones were on and could be clearly heard on the recordings. This is **not** allowed.

Background noise was once again a disturbance such as learners yelling, laughing and screaming, cell phones ringing, teachers fiddling with papers or scribbling on papers, chairs scraping over the floors and even examiners walking around or leaving the examination room while conducting the speaking test. It is very easy for the moderator to pick up these issues while moderating.

Some candidates' conversations were cut off in the middle or towards the end of the conversations. This is not allowed. Spot checks must be done at the centre to prevent this from happening.

Range of Sample

Many examiners did not adhere to the instructions in the 'Examiner's Notes' regarding the range of sample. These centres did not submit sample recordings that covered the whole range of abilities; especially the weakest and the strongest candidates were not recorded. Alternatively, many centres submitted samples that included the best and the weakest candidates and the average candidates were not recorded.

Some examiners did not indicate the samples recorded on the Speaking Assessment Summary Form with an asterisk (*).

In some centres, the names of the candidates on the sample were not written on the white USB label as they appeared on the sample, while some centres did not submit a white USB label with the USB this year. Some centres also indicated candidates whose recordings were not included in the sample as part of the sample.

Many examiners started EACH recording with the centre number and name, examination, examiner's name, the date, the candidate's number and name. The introductory statement is only stated before the first recording to identify the centre. Please be advised to have a separate file for the introductory statement and place it before the first recording.

Recommendations

- **Each centre should select and record 10 candidates who represent the centre. It would be good if 3 of the best, 4 middling(average) and 3 of the weakest candidates are recorded as part of the sample. If there is more than one examiner at a centre, the sample should include 2 of the best, 1 middling (average) and 2 of the weakest candidates.**
- **The 'Examiner's Notes' clearly state that there should be ONLY ONE EXAMINER PER CENTRE WHERE POSSIBLE. This is a big problem at the full-time centres every year, as many schools submitted the recordings of five, six and even seven examiners per centre and each examiner was only responsible for 35 – 50 candidates. This is unacceptable! If, and only if, the numbers of the candidates are so many that one examiner cannot cope, more than one examiner will be acceptable.**
- Even at the bigger schools where there are maybe 6 teachers teaching English as a Second Language, it does not mean to say that all 6 teachers must submit recordings for the sample. Choose 2 or 3 teachers to be examiners for each year and rotate them on an annual basis.
- **Examiners should make sure that the candidates whose names appear on the white USB label are indeed the names of the candidates who are recorded as part of the sample. That is why internal moderation/ administrative checking is so important!**
- When there is more than one examiner at a centre, each examiner must do his/her speaking test recordings in a separate folder. This makes the process of moderation so much easier. Do not announce all the examiners responsible for the recordings during the introductory statement. Only the examiner who is responsible for those 5 recordings should appear in that specific folder on the USB.

Examining Techniques

Many of the examiners were well prepared and asked relevant, interesting and thought-provoking questions. However, too many examiners still allowed long monologues and did not support the candidates by asking questions and, thus, did not conduct a conversation. Again, many examiners allowed long periods of silence when examining the weaker candidates. This should be prevented by prompting the candidates or asking regular questions. The examiners must also refrain from whispering the answers to the candidates, as well as asking the same question over and over when it is obvious that the candidate does not understand the question. This is a speaking conversation, not a question setting examination. Do not create the impression that it is a test of knowledge.

Many examiners would read what is on the Speaking Topic Card and then instruct the candidates to start speaking, without asking a question. This should be done by the candidates during the preparation time.

Some examiners still let the candidates choose their topic for the speaking test. It clearly states in the "Examiner's

Notes' that **the examiner must choose the topic of discussion for the learners.**

The purpose of the warm-up section is to put the candidates at ease, but many examiners asked one or two questions that lasted for a minute instead of 2 - 3 minutes as prescribed. Where examiners made full use of the 2 to 3 minutes to put the candidates at ease, these learners generally performed better during the speaking test. Alternatively, some warm-up sections lasted too long.

The preparation period in many instances was not recorded. This is Step 3 of a 4 Step process, which requires the examiner to record the preparation period. This section should last 2 – 3 minutes, also depending on the candidate. Here examiners must strictly adhere to the 2 – 3 minutes, as there were some preparation periods that were up to six minutes long.

The main part of the speaking test should last about 6 to 9 minutes. Many examiners again rushed through the speaking test, which lasted for 4 to 6 minutes and some were even shorter, thus disadvantaging these candidates.

Please avoid asking more than one question at a time, as it may confuse the candidates, especially the weaker ones. Please also avoid completing statements/sentences for the candidates as this may disadvantage them.

Many examiners penalised candidates who spoke slowly, because low marks were awarded to these candidates, whereas some examiners awarded high marks to candidates who spoke fast, not listening to the structures of the candidates in both instances. It is of vital importance to listen to the candidates attentively when awarding marks.

Many examiners did not study the speaking assessment criteria grid carefully, because there was no definite correlation between the components on the marking grid, e.g. a learner would score 8 for structure, 4 for vocabulary and 6 for fluency, which is impossible.

Many examiners still chose topics that the candidates could not relate to, especially for the weaker learners. It is important to know your learners and you can even test the waters during the warm-up section to find the interests of the candidates as well as the speaking abilities of the candidates.

Some examiners did not give learners time to express their opinions about the topics and kept on interrupting them by dominating the conversations. This makes the assessment difficult as the candidate hardly has a chance to speak. Some examiners stuck rigidly to the given prompts, also formulating them into questions, without considering the individual candidate's ability/ familiarity on the topic.

Some examiners showed impatience towards the weaker candidates, especially when they could not answer the posed questions, which caused long periods of silence. This also caused some examiners to be impatient and rude towards some candidates, insulting them, because some examiners also posed questions that were structurally so bad that the candidates could not understand the questions posed. Refrain from asking learners sensitive and personal questions. This is not what the speaking test is about.

Due to a lack of proper preparation, many examiners struggled with the correct pronunciation and to structure their questions grammatically correctly. This resulted in confusion and candidates not responding to the best of their ability.

Candidates who are attending full-time centres are addressed by their first name not by their surname in school. The same applies for the examination process. Addressing the candidates as Mr, Ms, sweet-heart or darling is unacceptable.

Recommendations

- The purpose of the Speaking Test is to let the candidates perform to the best of their abilities, while engaging in a conversation with the examiner. This can only be done if the examiners are well prepared. Being well prepared means that the examiner must know as much as possible about the topics, has researched all relevant information regarding all five topics, made sure of the pronunciations of the different words, as well as written out well formulated questions that can be posed to the candidates. This also means that the examiners are able to expand on their questions and the responses from the candidates.
- Examiners should adhere to the instructions given in the Examiner's Notes. The warm-up section and the preparation period have a purpose. They **MUST** be conducted and recorded as part of the speaking test. Prepare **interesting and relevant** questions to ask during this section. Ensure that the questions are clear and grammatically correct!
- **The examiners should remember that the speaking test is one of spoken language and not of subject**

knowledge. If the learners cannot speak about the topics that were chosen for them, the examiner may move to a more productive topic within the selected topic. Alternatively, change the topic to one that the candidate may be able to speak about. There is no need to stick rigidly to the topic or the prompts on the Speaking Card. No learner needs to struggle through a topic that he/she cannot talk about!

- Listen to what the candidates have to say about a topic and probe them on their opinions or ideas regarding the topic. So, listen attentively to the candidates and develop real conversations with them. Be aware as not to yawn or sound bored on the recordings, as this affects the candidates.
- If the candidates speak slowly, it does not necessarily mean that they cannot speak about the topic or that they are weak. Many of these candidates listened to, were good speakers. Examiners should be objective and should not allow this matter to influence them when marks are awarded. If a candidate speaks continuously about the topic and has the vocabulary to express his/her thoughts, he/she cannot be considered as weak or average. Weak candidates will give single-word responses or utter sentences with many language errors that blur, but do not obscure communication.
- **Examiners should study the topics carefully beforehand and select the easier topics for the weaker candidates. Examiners who really know their learners will carefully select the best speaking topic, which would suit every individual candidate.**
- When recording the sample, it is advisable that the examiner should include all the provided speaking topics.
- The examiners must not be hesitant to award higher marks, because the marking grid is lenient, especially towards the weaker learners.
- **Study the Speaking Assessment Criteria Grid carefully before the speaking examination. When marks are awarded for the different categories (bands), they should correlate with one another. For example, when 7 out of 10 is awarded for vocabulary, 4 out of 10 for fluency does not correlate with this mark, because one needs vocabulary to be fluent, i.e. 7 for structure, 7 for vocabulary and 8 for fluency correlate with one another.**
- Alternatively, use the same marking grid when awarding marks for speaking activities from Grade 10 when examiners should start to expose learners to the procedures of the Speaking Test. Here the teacher can expose the candidates to the Speaking Assessment Criteria Grid by discussing it in depth with the candidates.
- The Part-time tutors must familiarise the candidates with the examination process for the speaking test too. This must be done either during class time or during the holiday workshops. The Part-time candidates must obtain the same information as any full time candidates. It is, therefore, the responsibility of the tutor to see that the candidates are familiar with the examination process of the speaking test.
- Examiners who conduct the Speaking Examination at the Part-time Centres should provide the same quality and standard of work as at the Full Time Centres.
- Candidates should be taught not to use foul language during the interviews. Neither should examiners use foul language. It is offensive!
- The total mark for the English Second Language Speaking Test is out of 30. The total is at the top of the Mark Sheet on the mark sheet on the USB supplied by the DNEA.
- After every annual examination training, which is given in each region, the Head of Examinations is obliged to inform all teachers who have to submit any document for the NSSC external examination, about the correct procedure in completing and submitting the documents to the Head of Examinations. It is also the duty of the Head of Examinations to check that all documents submitted have been completed correctly.

Comments on the individual speaking cards:

Speaking Card A – Inspiration

It was the most used speaking card, but also the most challenging of the speaking topics. The stronger candidates could expand their ideas more on the topic as well as easily relate to it, as they understood motivation in their everyday life. However, the weaker candidates did not understand the word, inspiration, as well as some of the examiners, as the examiners could not explain the meaning of the word, inspiration. Again this goes to show as is mentioned above, that the examiner needs to prepare thoroughly beforehand.

Speaking Card B – Free time

Most candidates could relate to the speaking card as they could explain what they did in their free time. However, it was difficult for some candidates to link free time to leisure and what can be done in free time. For example, one does not study. The second prompt, whether sport is work or a free time activity, proved to be a challenge, as the candidates

could not link sport as a profession to work. Another challenge was the word 'structured' in the fifth prompt. The candidates as well as the examiners had a challenge linking structured free time for young children as activities to keep the young children actively busy, with an example not necessarily educational games or activities, but rather giving an instruction on what could possibly be done to keep the young children busy.

Speaking Card C – The future

This speaking topic proved to be the easiest, although not the preferred topic by the examiners. The challenge was the word 'pursue', as some examiners could not even pronounce this word, never mind explain it properly to the candidates. Another challenge was 'careers to avoid', as the candidates are not aware of the availability of the different job opportunities in Namibia. Every second candidate wants to become a doctor or a teacher, with the few exceptions of a lawyer. The last prompt also proved to be challenging as most candidates could not expand their responses in connection to this prompt.

Speaking Card D – Playing games

Most candidates spoke about team sport, for example soccer, although there were also a few candidates who had interesting conversations about video games and different board games. The last prompt was quite challenging as they did not understand the meaning of this prompt, most probably because the candidates could not relate to video games. Many traditional games were also mentioned but vaguely described and explained because of the limited English vocabulary, seeing that it is a traditional game.

Speaking Card E – The environment

This speaking card was also a favourite of the examiners and many candidates could relate to the environment, because of taking subjects like Development Studies and Geography. However, the candidates could not distinguish between the words rural and city. The prompt in connection with pollution was poorly discussed, as candidates could not relate to it. This could be that they do not see the effects of pollution in our environment daily. Some examiners addressed this prompt as 'weather pollution' and became irritated when the candidates could not respond. The last prompt was most challenging to candidates in the rural areas, as some are not exposed to the city and, therefore, could not elaborate on this prompt.

POSITIVE SUGGESTIONS TO TEACHERS

- The Examiner's Notes **MUST** be studied in detail. All the information on conducting the speaking tests is clearly explained in this document. Examiners should familiarise themselves with the content well in advance of the speaking examination. **Do not do things that are not in the Examiner's Notes!!**
- Study the speaking assessment criteria grid carefully. Know the competencies of each category (band) in order to assess the learners accurately. Please take note that there is a definite correlation between the three different bands on the marking grid, e.g. a learner cannot get 8 for Structure, 6 for Vocabulary and 6 for Development and Fluency.
- It is important to study the speaking cards beforehand to familiarise yourself with the prompts on the cards. It is also good to collect some extra information on the topics and to have a few extra questions on the topic at hand. Make sure you know the meanings of all the words and terminology used in the different speaking cards, e.g. chores and inspiration.
- Make sure that the correct forms are used, as well as how to complete the forms (Mark Sheet (999 is for an absent candidate), Speaking Assessment Summary Form (SASF), white USB label).
- Administrative checking of the documents must be done at the Centre to avoid addition errors or transferring of marks incorrectly to the Mark Sheet.
- **VERY IMPORTANT!** Ensure that the learners' names and numbers are copied to the SASF in exactly the same order they appear on the Mark Sheet (MS1).
- Put an asterisk (*) against the names of the candidates (on the SASF) whose interviews have been recorded as part of the sample on the USB.
- There should only be **ONE examiner per Centre** where possible.
- Centres with large numbers of learners using more than one examiner must make arrangements for their examiners to undertake internal moderation so that a common standard is applied to all the learners.
- A centre with one examiner must submit a sample of 10 recordings. A centre with two or more examiners must submit 5 recordings per examiner. See the reverse side of the SASF.
- Only the recordings in the sample must be submitted on the USB, not the recordings of the whole centre.
- Avoid recording learners who have speech impairments as part of the sample, as they would not be able to perform at their best when they know that they are being recorded. This is also so unfair to that specific learner.
- Be friendly and helpful. The speaking test is intended to credit positive achievement.
- The reports going to the individual examiners for this component of English should reach you at the latest the beginning of each year.
- **A suggestion is that this report goes to the HOD responsible for English as a Second Language and is discussed at a subject meeting prior to the Speaking examination.**

Best wishes for 2023!

ENTREPRENEURSHIP

6146
Paper 1

GENERAL COMMENTS

- Learners failed to grasp the instructions and ended up using the wrong tense.
- Teachers need to teach learners how to answer questions based on the command “ words”.
- Learners’ work was neat.
- Learners answered questions in general, instead of linking them to enterprises/case studies given.
- Learners performed poorly compared to previous years.
- Most learners could not attempt a lot of questions in Section B

Specific comments on Questions

Section A

- 1 (a) Learners could not score full marks as they did not fully define the term; they were referring to just an idea instead of an entrepreneurial idea. (1 out of 2)

Answer

Is an investigation into the probability/possibility that a project/ plan/entrepreneurial idea (1) has a chance of being successful or not (1)

To see if the project/entrepreneurial idea is worth doing. (1) [2]

- (b) (i) Most of the learners could not explain what is meant by a belief about enterprise. Instead, they could only explain a belief in life. Some centers explained ethics and gave examples of ethics. (1 out of 2)

Answer

A belief is an acceptance that something about (an) enterprise exists or is true (1) especially without proof (1).

Entrepreneurs need to hold strong beliefs that solutions will be found to problems (1) and that the enterprise will be successful. (1) [2]

- (ii) Well answered however some learners gave myths instead of beliefs about enterprise. Some learners did not write some beliefs in full, e.g. “Entrepreneurs are born not made” learners wrote “Entrepreneurs are born”. (2 out of 2)

Answer

- Entrepreneurs are born not made
- Entrepreneurs are doers and not thinkers
- Entrepreneurs are gamblers
- Entrepreneurs are inventors
- Entrepreneurs are non-academics and social nonconformists
- Entrepreneurs depend on luck
- Entrepreneurs are unstructured and chaotic
- Starting a venture is risky and often ends in failure
- Money is the most important start-up ingredient
- Entrepreneurs fit a specific profile
- Entrepreneurs do not have time for family and friends
- The belief that you have complete control over your life and business
- The belief that you can solve any problem that will arise
- The belief that taking moderate risks is necessary
- The belief that stress can help you increase your performance
- The belief that exploration/experimentation is a never-ending aspect of entrepreneurship
- The belief that you can handle highly complex situations
- The belief that you can always recover from any problems and that you can always keep pushing forward

Consider relevant answers

(Any 2 x 1) [2]

- (c) Most learners scored full marks however, some learners did not score a mark for stating economic barriers as it is an element of environmental barriers. (2 out of 3)

Answer

- Environmental barriers
- Cultural barriers
- Social barriers
- Perceptual barriers

(Any 3 x 1) [3]

- (d) Fairly well answered but some learners could not state that unemployed people should create enterprises to employ themselves and others. Instead they simply said unemployed people create jobs for themselves and others. (2 out of 6)

Answer

- It is an opportunity for the government and private sector to create more jobs. (2)
- Unemployed person can start a business (1) and employ others. (1)
- It is also an opportunity for the government to attract foreign investors to come and set up manufacturing companies in the country (1) to create employment. (1)
- The government can provide subsidies (1) to help unemployed people to start their own business. (1)

(3 x 2) [6]

- (e) The learners could not develop the aims of Team Namibia; some learners gave the benefits instead of aims. Learners should know that the correct aim is to foster growth (which means encourage the development of an enterprise) and not faster economic growth. (2 out of 4)

Answer

- **To promote entrepreneurship;** (1) Team Namibia encourages citizens to support local business and entrepreneurs. (1)
- **Foster growth at home;** (1) Team Namibia believes that when Namibians support local businesses this has a multiplier impact for example, (1) more jobs are created, more money is reinvested in the local economy and more income tax is collected or Higher tax revenues are then used to develop the country and grow the economy. (1)
- **Work towards a sustainable future;** (1) when Namibians buy local products and services they help sustain the economy and this creates a more sustainable future for everyone. (1)
- **To gain a competitive advantage;** (1) make it possible for Namibian products to compete with international products. (1)
- **Set standards;** (1) Team Namibia invites businesses to become members to ensure they comply with safety regulations and also meet quality standards. (1)

(Any 2 x 2) [4]

- (f) Well answered by most learners. Sampling is not a method of primary research. (Sampling – taking a representative sample of a larger group of customers). (2 out of 4)

Answer

- Interviews
- Questionnaires
- Observations
- Surveys
- Focus groups
- Test marketing

(Any 2 x 1) [4]

- (g) (i) Some learners defined Entrepreneurship instead of identifying and explaining an enterprise idea linked to entrepreneurship as a subject. Some gave existing business names e.g Indongo Toyota, Spar etc. while they were supposed to come up with enterprise ideas such as Tuck-shop, salon, carwash, afternoon lessons for a fee. (1 out of 2)

Answer

- Attain the knowledge with some practical application, therefore, you can start-up your own enterprise (Res 1)
- Write business plans for other people(1) at a fee(1)
- Offer extra classes to help slow learners(1) at a fee (1)
- Do feasibility study for other entrepreneurs(1) at a fee(1)

(Any 1 + 1) [2]

- (ii) Fairly well answered. Learners could not identify an enterprise idea but explained what they learnt in Agriculture. E.g. in Agriculture we learnt about crop and animal farming instead of examples like: gardening, animal rearing, poultry farming and then explain how they could generate income from such enterprises. (0 out of 2)

Answer

- Know how to farm in Namibia/local climate conditions/knowing about the different systems you can practise: (Res x 1)
- Start a vegetable garden/nursery/orchard(1) and sell the products(1)

- Train farmers on how to look after their animals/crop production(1) at a fee(1)
 - Offer extra classes of agriculture(1) at a fee.(1) (Any 1 + 1) [2]
- (iii) Most of the learners were referring to English instead of German as a second language. E.g A tourism enterprise that translates German to local languages at a fee or tutoring classes at a fee. (0 out of 2)
- Answer**
- Speaking and writing German as a second/foreign language gives you the advantage (Res 1)
 - Translate for tourists during their tour in Namibia(1) at a fee(1)
 - Offer basic German classes to teach people who are planning to travel to Germany(1) at a fee(1)
 - Translate books and documents from German to English/local languages and vice versa(1) and sell them(1) (Any 1 + 1) [2]
- 1 mark for the identification and
1 mark for the linked explanation
- (h) (i) Most of the learners labelled A and C correctly but could not answer B where they were expected to label it as **Capital. A (2 out of 2), B (0 out of 1) and C (0 out of 2)**
- Answer**
- A N\$ 21 500.00 [2]
B Capital [1]
C 19 400.00 [2]
- (ii) Most of the learners could not score marks for the question. The short term expense referred to “creditors” in this balance sheet. (0 out of 1)
- Answer**
Creditors [1]
- (iii) The question was poorly answered. Most of the learners referred to a balance sheet in general instead of a projected balance sheet which predicts the future financial position of an enterprise. (0 out of 2)
- Answer**
Is a financial statement that will show financial position (1) of the business on a specific date. (1)
Is a form of financial reporting (1) which includes information about the future position of the enterprise (1) [2]
- (j) Profit
- The question was fairly well answered. However, some learners included Capital (N\$100 000) in the calculation of income. Learners were expected to show the calculations. (1 out of 3)
- Answer**
Income-Expenses = Profit
N\$ 28 000 - N\$ 7 200 = N\$ 20 800 (1) [3]

SECTION B

- 2 (a) The question was fairly well answered, although some learners gave financial capital which is not in the case study. (0 out of 1)

Answer

Human capital

Physical capital

(Any 1)

[1]

- (b) Learners could not refer to natural resources. Instead they referred to resources or something. Some candidates repeated the word sustainable in their definition. (1 out of 2)

Answer

Utilizing natural resources without destroying the ecological balance of an area (1) and taking into account the needs of future generations. (1)

[2]

- (c) Poorly answered as learners focused more on how to use water in a garden, instead of sustaining water. E.g. storing water in tanks, boiling water to drink, selling water or drilling boreholes. (2 out of 4)

Answer

1. Reuse old water from the bathroom or kitchen/gray water
2. Water crops intermittently or over a shorter period of time until rainy season (dev)
3. Plant crops that are not using a lot of water (dev)
4. Plant drought tolerant crops
5. Collect rainwater and use it to water plants
6. When rain water will be available for some time and the farming processes can continue (dev)
7. Water at the right frequency and time

(4x1)

[4]

- (d) Fairly well answered ,however, some candidates confused the 4p model of creativity with the 4p's of the marketing plan. In some cases learners did not link the examples to the case study. (2 out of 6)

Answer

Variable	Explanation	Example
Person (1)	This person is the entrepreneur (1)	Haitewa (1)
Process (1)	Process for the entrepreneur means a feasible opportunity in the market environment (1)	Starting Horticulture (1)
Product (1)	This is the direct result of the processes that happened in the person and during the process (1)	Vegetables (1)
Press (1)	This refers to the environment or the community in which one lives in and how it is used in generating the creative ideas or comes to know about the products being produced (1)	The community of Nku-renkuru (1)

(Any 2x3)

[6]

- (e) The learners focused on the benefits of using radio to customers instead of analyzing the benefits of radio to the enterprise as a marketing tool. E.g. Radios are cheap to buy instead of radio being the cheapest way of advertising. (2 out of 4)

Answer

1. Advertising on radio is cheap (1) saves money (1)
2. It reaches a high audience in a short period of time (1) – can offer wide coverage.(1)
3. Can target specific listeners (1) for examples street vendors (1) prefer to listen to radio in their own languages (1)/ sell in areas where most people speak the same language/dialect (1)
4. Radio is broadcast in local languages (1) which is more convenient to the street vendors (1)

(2x2)

[4]

- (f) Learners could not identify the factors that Haitewa considered when choosing the location of his horticulture enterprise. Instead they mentioned factors like customers, land, infrastructure which is general. The word "availability of" should always be there e.g. availability of customers, availability of land etc. (1 out of 4)

Answer

- **Nearness and access to market** (1) His enterprise is in easy reach of the customers, street vendors (1)
- **Infrastructure facilities** (1) The enterprise is located closer to electricity and roads for easy transportation (1)

- **Availability of Labour** (1) The enterprise is located closer to a lot of people where he can easily get employees (1)
- **Availability of land** (1) – fertile land to set up a garden.(1)
- **Availability of raw materials** – Closer to water (1)
- **Competition** (1) There are no other similar businesses in Nkurenkuru (1) (Any 2 x 2) [4]

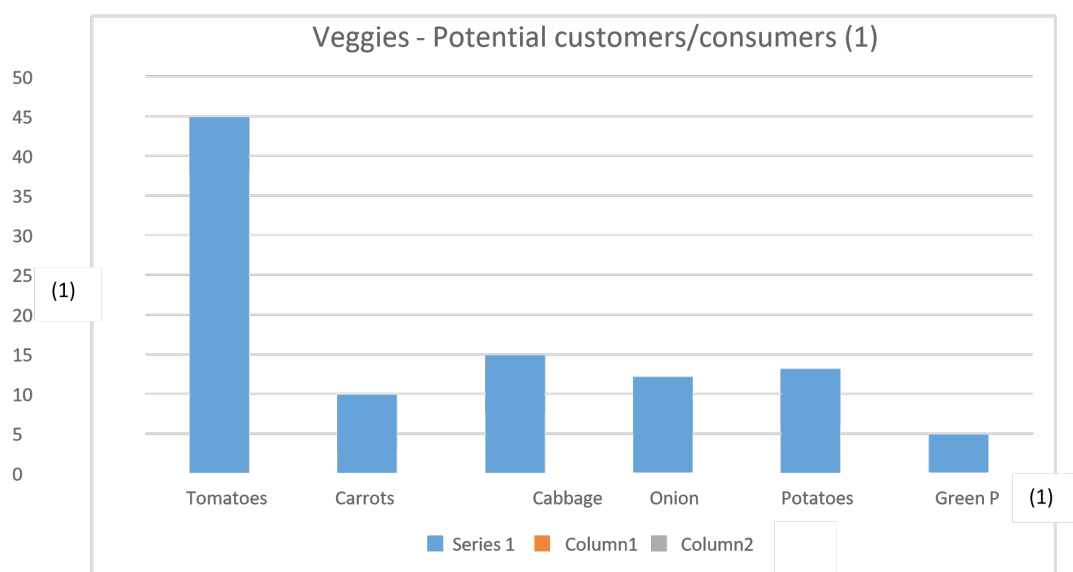
(g) The question was fairly answered. However, some learners missed the keywords such as: subject and facts which are keywords in the definition. (1 out of 2)

Answer

Is a methodical investigation into a subject (1) in order to discover facts. (1) [2]

(h) Some of the learners drew a pie chart instead of a bar graph. The learners who drew the bar graph correctly, in some cases omitted the title and the spacing was not accurate. The intervals were not done correctly by some learners e.g. 5, 10, 12, 13, 15 (12 and 13 made the interval wrong). Some learners did not conclude correctly as they ended up summarizing research results, and at times gave recommendations/suggestions. (4 out of 7)

Answer



Correct bars (2)

Most of the people from the sample indicated that they are more interested in tomatoes and there is little interest in green peppers. (2) [7]

3 (a) (i) Most of the learners could only score one mark as they could not give the full definition of the term negotiation. Most learners left out the last part of the definition which is (bargaining between two parties or management and workforce). (1 out of 2)

Answer

Negotiation.

The reaching of agreement through discussion and compromise/joint decision making (1) involving bargaining between two parties (1) (Any 2 x 1) [2]

(ii) Learners could not develop the points on the essential elements of the negotiation process or some could not link the development to the correct point. Some only gave developments without points. Learners could not link the answers to the Case study. (2 out of 6)

Answer

- **Preparation** (1) Good negotiation requires advanced preparation, an understanding of the underlying assumptions and needs to be satisfied on both side. (1)
- **Establishment the negotiating environment** (1) Choose a place of negotiation which has no ties to any party; choose a place which is neutral. (1)
- **Exploring needs** (1) Get to know the other side and what they really want. (1)
- **Testing understanding and summarising** (1) Find out whether both parties understand what the negotiation is all about. (1)
- **Negotiating your position** (1) Show the other party where you stand in negotiation. (1)
- **Reaching agreement** (1) In this step agreement is reached once understanding of both sides' viewpoints and interests have been considered. It must be put in writing and signed by both parties. (1) (3 x 2) [6]

(b) Fairly well answered. Some learners misunderstood the terminology as they failed to realize that tendering and bidding are the same. (1 out of 4)

Answer

- Government owned - enterprise/institutions advertise the bid (1) mostly in newspapers (1)
- Register your interest (1) - Interested companies/enterprises collect tender documents also known as Terms of Reference (1)
- Companies/Enterprises complete the forms (1) and return them and attach all required documents (1)
- A briefing or viewing of the site is done mostly for construction tenders (1) – Information about the work to be done is provided (1)
- The board appoints people to do the selection (1) - The board has a meeting where the most competent company is selected (1)
- The bid is awarded (1) – The successful bidder is informed/notified. (1) (Any 2 x 2) [4]

(c) Question fairly well answered. Learners were referring to internal funding, external funding etc. and not the type of funding mentioned in the case study such as own capital or own savings. (0 out of 1)

Answer

Own Capital [1]

(d) Question fairly answered. Learners could state three consumer rights, although some learners wrote about consumer lobby groups instead of stating the actual consumer rights. (1 out of 3)

Answer

- Consumers have the rights to cancel a pre-booking, order or reservation.
- Consumers have the rights to cancel any fixed term agreement at any time they want.
- Customers must be provided with good quality products and services that are not faulty.
- Customers have the right to return faulty products.
- Right to safety
- Right to be informed
- Right to choose
- Right to be heard (Any 3 examples) [3]

(e) Learners missed out on the meaning of draw as they ended up drawing pictures of organogram, pie charts, cars etc. instead of an agenda. (0 out of 6)

Answer

Agenda	Date/time..... (1)
Topic: Addressing late coming	(1)
Approval - Minutes of the previous meeting	(1)
Point of Discussion: Late coming	(1)
AOB	(1)
.....	
.....	
Closing Remarks/vote of thanks	(1)

(f) Question fairly well answered. Learners could identify examples stated in the case study, but could not evaluate the identified points. (1 out of 4)

Answer

- **Industry experience** (1) - Jacob has over 14 years' experience in repairing cars (1) experience enables him to be able to repair different types of cars (1)
- **Marketing** (1) - Customers are hearing about Jacob's services from his friends (word-of-mouth)
- **Goal driven** (1) - Jacob is planning to have a proper garage (1)/Planning to study auto mechanics to formally demonstrate his expertise as a mechanic(1)/he started negotiating for new premises as the current one cannot cater for all the cars needed to be repaired (1).
- **Passionate** (1) - Jacob likes what he is doing; he gave up teaching for repairing cars(1), He uses the little he receives to buy tools and equipment/invests in establishing his own garage (1) (Any 2x2) [4]

(g) Well answered however most learners could only list unethical behavior instead of suggesting 'specific' examples of unethical behavior linked to the Case study. (3 out of 4)

Answer

- They may claim to have replaced old parts with new ones while they did not
- They may diagnose car problems wrongly
- They may over charge customers
- They may not complete fixing the car on time

Any other relevant answer

(4 x 1)

[4]

[30]

Positive Suggestions to Teachers

- Teachers should use definitions stated at the back of the syllabus, by making a copy of glossary words.
- Teachers should emphasise the correct spelling of words because some words when spelled wrongly have a different meaning when the teachers are assessing learners, they should penalize them for misspelling words.
- Teachers should expose learners on how to identify entrepreneurial ideas linked to different subjects.
- Teachers should cover all the specific objectives in the syllabus including all the financial statements.
- Teachers should emphasise the difference between capital and income when calculating profit.
- Teachers should give activities to learners to find out different ways of sustaining various natural resources.
- Teachers should make a clear distinction between the 4p's of the model of creativity and the 4p's of marketing mix.
- Teachers should give learners more case studies to practise on how to answer application questions.
- Teachers should expose learners to different data presentation methods e.g. Bar graph, pie chart, etc.
- Teachers should train learners to use sentences when suggesting, not just stating words.

General Comments:

There is an improvement in the learners' work, most of the portfolios were submitted with all the tasks in them, only a few learners failed to submit all their tasks. All the typed work should be in font New Times Roman, font size 12. Learners should be encouraged to number their pages, especially in Task 4. All the reports should be written in past tense e.g Task 2 and 5. For Task 3, the planning should be written in the future tense and the feasibility report should be in the past tense. There were still some learners who used different ideas in task 3 and 4 which caused them to lose marks as they were supposed to have continued the most feasible idea from Task 2. Learners who did not attach any proof in task 5 or used a business idea that generates income, scored zero marks.

TASK 1

- 1 (a) Some centres included a creativity test tool, but they were not completed. The creativity test tool should be completed fully with the score, date and signature, for it to be awarded marks. The scores that the learners obtain should be aligned with the comment to be written by the learners. The format of the creativity test tool is in the syllabus on page 41 to 43.
- 1 (b) Learners should first state the outline in the correct sequence and then apply it in the next part. Some learners missed out on the whole 10 marks.

Step 1: Learners should choose from the nine challenges given in the syllabus on page 22, they should not come up with their own challenges or divert from the challenges given in the syllabus. Teachers are advised to encourage learners to choose different challenges as most learners only choose one challenge, e.g. not only one for a whole centre, as this creates a loophole of copying from each other, which isn't advised, and learners will lose marks by copying from each other. Learners should only choose the challenges that they understand well.

NB: If the challenge is wrong, the learners will lose all the marks from step 1 to step 7.

Step 2: Learners failed to come up with the problem based on the challenge given in step 1, some learners reversed the challenge instead, which is wrong.

Teachers should advise learners to formulate problems based on the challenge chosen.

Step 3: Many learners failed to develop assumptions based on the problem, therefore some learners came up with lengthy assumptions which made it difficult for the learners to reverse.

The assumption should be 5 short statements which learners think might cause the problem.

Step 4: Some learners failed to write their reversal in a coherent order based on the order of the assumptions. The same order of the assumptions should comply with the reversal.

Teachers are advised to make sure that the learners write the reversal in the same line with the assumptions.

Step 5: Learners are expected to explain the action that can be taken to accomplish or achieve the reversal. Many learners failed to give the action.

Step 6: Some learners chose from the assumptions instead of the reversal, in this step learners are expected to choose one reversal, that could be used to solve the challenge.

Step 7: In the last step, learners are expected to write in a paragraph form, generating three new ideas and apply them. Most learners failed to generate new ideas, they only repeated step 5 instead.

TASK 2 (Choosing the idea)

Some learners found it difficult to explain the aim of the report.

Most of the learners failed to apply the creativity technique, instead they only defined the creativity technique. Learners are expected to apply how they are going to use the creativity technique to their preferred entrepreneurial idea.

Learners also failed to show the extent to which they poses the skills. Learners should give two skills per idea. The skills should be linked to problems or ideas identified.

Research method – learners are expected to identify and define three research methods, as well as apply how they used the research methods. The application should be done in the past tense.

Assessment and ranking – Most of the learners failed to assess their ideas properly as most of them still gave equal advantages and disadvantages.

Teachers are advised to assist the learners in assessing their ideas correctly when writing the advantages as well as the disadvantages. They should not be equal, it could either be:

Advantages	Disadvantages
3	5
6	2
7	1
0	8

The idea with the most advantages should be the chosen one, and the one with the least a dvantages should not be the chosen one.

NB: the advantages and disadvantage should NOT be 4 / 4 (balanced), when learners give equal advantages and disadvantage they will score a mark of Zero.

Most of the learners justified their chosen idea with only positive comments, learners are expected to give **three** positive comments on why they chose the idea and two negative comments on why they did not choose the other idea.

Most of the learners wrote different ways on how to go about getting from an idea to an enterprise, in terms of steps needed, time frame as well as cost implications.

Learners are advised to draw up a table form to fit in their activities, so that they can be aligned to all the topics provided. Most of the learners lost marks due to the separation of the topics.

This is how learners are expected to write the last steps of task 2.

Steps needed / activities	Time frame	Cost implication

NB: The most viable idea chosen by the learners should be the one carried over to task 3 and 4.

TASK 3 (FEASIBILITY STUDY)

Purpose of the feasibility study

Most of the learners failed to write the correct purpose of the feasibility study, some learners just copied the marking grid by giving points of the purpose.

Some learners wrote who their possible market is, competitors are, as well as their potential problems will be, as if the research was already done. This is still the planning part, learners don't have the answers or the data yet on who their possible market, prices, location, or competitors are.

Learners are expected to write in a paragraph form, their business idea which is already known from task 2 and further write what they want to find out, who their possible customers will be, where they will locate their business, what their customers' needs and wants are, and at what price customers will prefer to buy their goods or services, since the research has not yet been carried out.

Timing of activities

Most of the learners did well in this part, however, there are still some learners that indicated that they will draft up research instruments that are not correlating to what they will use.

Learners are expected to draw up a table at this part with the timing / time frame, which is very important. Learners are advised to write a research instrument, such as a questionnaire, interview and so forth to avoid losing marks.

Research methods

Most of the learners did well in this part, however learners are advised to include the research method that they will use in carrying out their research.

Learners are also advised to choose the research method that they will use in carrying out their research. Learners are also discouraged not to add other research methods that are not part of the three research methods mentioned early.

Target market / population

Most of the learners failed to explain their target market, their population as well as their total sample.

Target market, are the people that you are going, to buy your goods or services, learners should be specific and not generalize, e.g. most learners stated that their target market is their community members (who are your community members and which community is that?).

Population, learners are expected to describe the people that they are targeting.

Sample, learners are expected to write their total sample, which should be the same number as the tool attached.

NB: Teachers are advised to encourage the learners to have a total sample of a minimum of 5 and a maximum of 10 people.

Teachers are also advised that the correct linkage is only for the teachers to decide if the target market / sample audience, are linked to the products or services to be sold. Teachers should not give the marking scheme to the learners to avoid learners writing correct linkage in their task.

If the learner has indicated that their total sample is 5, 5 completed tools should be attached, plus the uncompleted one, which will be used to evaluate the questions.

Information needed

Most of the learners did not develop correct questions based on the important information mentioned early in the planning part or purpose of the feasibility study.

Teachers are advised to guide the learners in developing questions based on the important information as well as linking it to their businesses. The important information is: Potential customers, competitors, customer's preferences, appropriate price, location and other information linked to the enterprise.

Analyse data

Most of the learners lost a lot of marks in data analysis.

Learner should analyse the questions they used in their research instruments, nothing else.

The analysis should be done in tables, diagrams or an explanation for each question should be given.

Each question consists of 5 marks, 3 marks are for title, table, diagram or explanation of that specific question and the 2 marks are for the conclusion.

The title should either be; potential customers, location, competitors, price, customers preference or time.

The conclusion to be written should be brief and straight to the point, example, Most of the participants prefer white sugar.

Market feasibility report

Most of the learners did not write the correct format of the feasibility report, the correct format is;

- Introduction
- Methodology
- Findings
- Conclusion
- Recommendation

Introduction: Most of the learners failed to give the reason why the research was carried out. Learners are expected to write why the research was done.

Methodology: Most of the learners only explained and gave reasons why they chose that method of research, which is wrong.

Learners are expected to indicate the research method used, as well as how they used it or how they applied the method.

Findings: Learners are expected to summarize their data, and not to draw up graphs or tables in the findings.

Conclusion:

Most of the learners came up with their own conclusion which was not part of the data analysis. Learners are expected to copy the conclusion they wrote in their data analysis.

Recommendation: Most of the learners wrote the recommendation based on how the research went. Learners are expected to write a recommendation based on their conclusion.

References: Most of the learners failed to reference using the APA referencing style.

Some learners only wrote; books, and internet, which is wrong, the correct reference should be:

Surname. Initial. (year). Title. Publisher. City or town.

TASK 4 (BUSINES PLAN) Cover page

The cover page should be on its own; not completed together with the Table of content. The confidentiality clause should have space for the signature of both business owner and bank manager, but the space for the bank manager should not be signed.

Most learners did not obtain maximum marks because they mostly used one address, the owner should have an address as well as the business address for the learners to score marks.

Table of content

The table of contents should be in line with what is in the task, the page number should correlate with the page numbers in the task.

Description of the enterprise

This part was fairly answered, as learners still do not know how to differentiate between vision, goals and objectives.

Learners confused creative values and unique features.

Learners are expected to give a description on how they will satisfy their customer's needs.

Summary of market research

Most of the learners came up with a different summary of market research, which is not in pair with the one in their market research.

Marketing plan: was well answered by most learners, although there are still learners that are failing to give the description of their industry, as well as applying the marketing mix to their products or services.

Production plan: was fairly answered however, learners still struggled to write how they will produce their product/s or offer their services. The learners also failed to give their time frame of production as well as a proper description of their location. Most of the learners failed to describe their equipment, instead they only listed the equipment.

Organisation plan was well executed, but some learners failed to give the number of their workers.

Financial plan, was poorly answered as most learners failed to calculate their pricing strategies, break-even charts, as well as their profits and losses.

Most learners failed to write the projected income statements for three years as well as the balance sheets or financial position. Learners also failed to carry the net profit from the projected income statement, to the projected balance sheet.

Some learners drew up a cash flow forecast for only three months instead of 6 months. Under projected equipment, learners failed to write the amounts.

Action plan, Learners failed to write their activities in an orderly form. Teachers are advised to guide the learners to write in table form.

Advertisement, was fairly answered, although some learners did not include all the necessary information on their advert, some learners copied adverts from the internet resulting in zero marks.

In most cases the advertisement was a real disappointment, as most learners did not put in effort, little creativity was displayed. The principles of AIDA should be stated in writing. Most learners did not mention them.

Summary and Regulation

It continues to be a challenge as most learners could not obtain marks, this refers to the legal aspects, including the registration and operation rules and regulations, that should be limited to labour practices and policies about HIV/AIDS, learners are expected to link them to their business ideas, on how they will apply them.

TASK 5 (SOCIAL ENTERPRISE)

Most learners scored zero marks, as they did not carry out the task as prescribed.

Learners should refrain from using government institutions or go there with their own resources or own company, and come up with their own aims and objectives that includes problems that will be solved.

Other opportunities does not refer to already existing social enterprises or the one the learner was involved in but refers to other opportunities of social entrepreneurship.

Learners who carry out their own social enterprise, should write their own reports. There are parts that will be the same, but this should not be the whole report.

The proof **MUST** be stamped and signed, and one photo is enough not three, let the other proof be, e.g certificate of appreciation, testimonial or attendance register.

POSITIVE SUGGESTIONS TO TEACHERS

- Learners should be encouraged to submit all five tasks to avoid losing marks unnecessarily
- Teachers should give clear guidance on what is expected in each task and should use the marking guide to guide themselves to help learners to efficiently execute their tasks and score higher marks. (Marking guides are found in the assessment manual)
- Learners should be encouraged to write neatly and should follow the sequence of the tasks given to them with clear headings and sub-headings.
- Steps should be taken at school level already, when learners copy each other's work and must be awarded zero or they should re-do the task before they are sent in for moderation to DNEA.

FASHION AND FABRICS

6153
Paper 1

1. GENERAL COMMENTS

To all teachers who did their utmost to demonstrate and deliver content presentation, your work is highly appreciated. Most candidates misinterpreted the questions based on given instructions and ended up not answering questions correctly. The question paper was balanced, covered the competencies in the syllabus and the instructions on the question papers were correctly followed.

2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Most candidates could not answer this question correctly; they could not give the Tunic A, Tunic B and Dress C missing descriptions.

The correct answers were:

- (i) pullover
- (ii) loose fitting
- (iii) above hip length
- (iv) below hip length
- (v) midknee

- (b) This question was answered correctly by most candidates. They were able to give the correct pattern size.

The correct answer was:

Size 14

- (c) Most candidates answered this question correctly; they were able to give correct fabric measurements. However, they added wrong units.

The correct answers were:

- (i) 2.40 m
- (ii) 1.80 m

- (d) This question was poorly answered; most candidates were not able to identify the accessory used to complete the garment.

The correct answer was:

Self-belt

- (e) Well answered question; most candidates were able to give the correct fabrics suitable for making garments.

The correct answers were:

- stable knits
- chambray
- lightweight linen

- (f) (i) This question was poorly answered by most candidates. They could not explain how to stiffen a three-quarter length sleeve

The correct answers were:

- (i) A thin interfacing is tacked/ pressed against the wrong side of half of the cuff which forms the underside. By using interfacing to stiffen the cuff

- (ii) Only a few candidates managed to answer this question correctly, others were not able to list two fasteners that can be used to fasten a straight cuff.

The correct answers were:

- Button and buttonhole
- Press studs

- (g) (i) Most candidates answered the questions correctly although some candidates could not identify the collar type on Tunic C.
- The correct answer was:**
Stand up collar/Mandarin collar
- (ii) This was a fairly well answered question. Most candidates could not identify fullness on Tunic B.
- The correct answer was:**
Gathers
- (iii) Few candidates managed to answer this question correctly. Most could not state the type of sleeve on Top A.
- The correct answer was:**
Gathered three-quarter sleeve
- (h) (i) This question was fairly well answered; most candidates could not identify the opening.
- The correct answer was:**
Faced opening
- (ii) Most candidates answered this question incorrectly; they could identify the machine stitch sewn along the three edges of the facing.
- The correct answer was:**
Top stitching
- (iii) This question was a poorly answered by most candidates; they could not explain how the point of the opening should be strengthened.
- The correct answer was:**
By using smaller stitches for 1cm on either side of it /by sewing the area over with smaller stitches. By notching/stitching
- (iv) Few candidates answered this question correctly, while others could identify hand stitches shown on Fig. 3.
- The correct answer was:**
slip hemming stitch/ hemming stitch
- (v) This question was poorly answered by most candidates. They could not state one purpose of under stitching in Fig. 3.
- The correct answer was:**
To keep facing and its seam line from rolling to the right side of the garment. To keep the facing in position.

SECTION B

- 2 (a) Most candidates answered this question correctly. They were able to state three budgeting factors to consider when planning a wardrobe.
- The correct answers were:**
- Durability
 - Income
 - Individual taste/personality
 - Age
 - Sex
 - Occupation
 - Care
 - Appearance
 - Price
 - Quality
 - Fashion and style
 - Occasion
 - Season
 - plan/need

- (b) Most candidates mixed up questions for (a) with (b), so they could not explain the guidelines Frieda should follow when purchasing fabrics for her dress.

The correct answers were:

- choose small printed designs that are youthful
- choose colorful, small all over pleats which are popular as creases are not noticeable
- choose durable fabrics as it affects the construction and finish of the fabric
- choose fabrics that are colorfast. Buy fabrics with the specific guarantee that they are colorfast
- choose fabrics from the purest white to the brightest red with spots, stripes, checks, floral prints and even the most glaring colour combinations
- choose fabrics that are affordable and of a superior quality because they will give a longer service and remain attractive.
- Colour scheme
- Consider weight and the drape of the fabric
- Choose easy to care fabrics

- (c) This question was poorly answered by most candidates. They could not compare how the quality and price of clothing differs in department stores.

The correct answers were:

- Some styles will only be available in a few sizes and colours
- Presentation is selective
- The clothes are more expensive
- A variety of services for customers are available which include help and advice while fitting a garment, alteration to garments, obtaining a particular size and colour of a specific garment if this is not available.
- Facilities for accounts and the exchanging of clothing or the refunding of money.
- The merchandise is usually expensive because the departmental store has to finance and keep a large staff and attractive showrooms.
- They consider quality fabrics.

- (d) Most candidates were able to answer this question correctly. They were able to discuss the requirements for fitting garments at various stages.

The correct answers were:

- The position of the shoulder seams. (When shoulder seams are tacked)
The shoulder seam must lie along the center of the shoulder, in line with the lobe of the ear and the bone on the knob of the shoulder.
- The bust level
Darts should point in the direction of the crown of the bust but should never end at bust level.
- The armholes (Sleeves are tacked to the armhole)
These should fit neatly and should not gape either in the front or at the back.
The armholes should not be hollowed out too much
- The neckline. (When collars are tacked to the neckline)
The garment must lie flat and fit smoothly around the neck.
When you bend slightly forward, the neckline should neither gape nor fall away from the body.
- The waistline (When fullness is tacked into the waistline)
Pull the bodice down smoothly under the string around your waist to see whether the bodice is not too long.
Move your arms forward and backward to ensure that you can move freely and comfortably.
- Position of side seams. (when side seams are tacked)
Must hang down vertically and should be in line with the bone on the shoulder knob, the elbow and the ankle bone.
- The hemline. (When the hem is tacked in)
This must be horizontal to the ground; it should not dip in the front or be shorter at the back.

- 3 (a) This question was fairly well answered by most candidates, who were able to differentiate between pressing and ironing techniques.

The correct answers were:

Pressing

- Involves the use of steam with an up and down motion of the iron on to a damp pressed cloth.
- Is done by lifting and lowering the iron on the fabric to smooth and shape the garment
- The effect is achieved by the dampness of the cloth and the correct temperature of the iron.

Ironing

- Involves the back and forth movement of an iron directly on fabric to remove creases and to improve its appearance.
- Ironing is done on the wrong side of garment or fabric, as ironing on right side may cause a shine.

- (b) Fairly well answered question; only a few candidates were able to state reasons for using a pressing cloth on a wool flannel fabric.

The correct answers were:

- Wool has the ability to hold vast amounts of water even when it feels dry
- It is great for delivering steam where you want it
- It keeps the fabric from becoming shiny.
- To avoid burning the fur on the wool (scorching)

- (c) This question was poorly answered by most candidates. They could not explain the causes of problems occurring when machine stitching.

The correct answers were:

- (i) The needle is blunt or too thick for the fabric
- (ii) You are probably pulling the fabric while you are stitching/using an incorrect needle size or fabric may be too thick for the type of needle used.
- (iii) The needle is not threaded correctly or the top tension may be too loose.

- (d) Most candidates answered this question incorrectly. They could not discuss how different long sleeves can be pressed after construction.

The correct answers were:

- Set the temperature of the iron for the fabric you want to press
- Keep the surface of the iron clean and test the temperature of the iron on a scrap piece of fabric
- Remove pins and tacking threads in hems and darts before pressing
- Always press on the wrong side of the garment
- Place a damp press cloth on top of the fabric to protect it from becoming shiny and to obtain a smooth surface.
- Do not push the iron backward and forwards: Press by putting the iron down lightly on the fabric, lifting it and putting it down again
- Work carefully and press only the parts that need pressing.
- Always press with the grain of the fabric to prevent the garment from stretching out of shape.
- Shrink away excess fullness by placing a damp cloth over the parts of the garment.
- Press with a warm iron until the fullness disappears and the fabric is smooth,
- Press finally on a finished garment on the right side.

- 4 (a) This question was easy for many candidates. Most candidates were able to explain factors that Frieda should consider before removing common stains from her uniform.

The correct answers were:

- Remove the stain as soon as possible; the older the stain becomes, the more difficult it is to be removed.
- Determine the cause of the stain and the type of fabric
- Some stains cannot be removed successfully at home; it is better to send the garment to a professional dry cleaner.
- Use water at first, applied with a clean cloth. Keep a towel underneath to absorb moisture and to prevent stains from spreading.
- Try the simple method at first and only apply more drastic treatment if that fails.
- Apply the stain remover several times rather than to try one long application on the fabric.
- Work outside or next to an open window, as some stain remover is inflammable.
- Do not iron/press on stains, they become permanent.

- (b) Poorly answered question by all candidates, who could not give clear instructions to explain how Anny could remove common given stains from her washable uniform successfully.

The correct answers were:

- (i) - Scrape off surplus grease
- Place the stained part over a bowl and pour boiling water through the stain from a height
- Wash the garment thoroughly in hot soapy water
- Rinse thoroughly
- (ii) - If the stain contains milk, steep in cold water, rub lightly
- Place the stained part over a bowl and pour boiling water through the stain from a height
- Wash thoroughly
- Bleach white cotton and linen with javelle water and rinse thoroughly.
- (iii) - Steep the stain in surgical alcohol, cologne or Dettol
- This may remove certain ink stains completely
- Wash in hot water/cold water with soap until clean/ lemon juice, rubbing lightly
- Rinse thoroughly

- (c) Most candidates defined the meanings instead of the improvements. They could not describe how crease resistant and flame resistant finishes improve fabrics.

The correct answers were:

- Fabrics are treated with special synthetic resins which penetrate the fibre and make them more resilient. Cotton, linen, rayon and mixtures are treated with synthetic resins.
- The fabric will shed its own creases because of the elasticity of the fiber
- The fabrics are treated to make them crease resistant, become more elastic, durable and shrink resistant. They make clothes easier to wash.
Flame retardant
- This process prevents the spread of flames.
- Fabrics are treated not to support combustion when the flame is no longer in contact with them.
- Cotton, linen and wool are subjected to a special chemical treatment.

- (d) Candidates explained the information found on care labels. They did not explain the importance of carefully labelling of garments to potential buyers.

The correct answers were:

- Care label is essential when making the decision to purchase clothing.
- Care label provide guidance of an accurate care label; it would not be known how to properly care for a particular garment which in the long run could ruin the fabric.
- Care label is important for careful caring of clothing in a proper way, it is possible the fabric could rip, come apart, or even shrink.
- Without proper labels, colour will run onto other fabrics while in the washing machine.
- Care labels provide special instructions to let the consumer be aware of how to care or clean the item.
- Care labels also explain to the consumers how much heat an item can withstand, if it were to be put into a dryer, or ironed to remove any wrinkles and creases.
- Care labels provide consumers with information regarding the fibre content of the fabric.
- Care labels help in promoting the brand identity
- Care labels are designed to communicate important information about the style of the clothing.

- 5 (a) Candidates wrote properties of cotton and viscose instead of comparing the washability of fabrics made from cotton and fabrics made from viscose.

The correct answers were:

COTTON	VISCOSE
Cotton is best washed in a soapy solution in lukewarm water. Use soap powder or soap which does not contain much alkali.	Viscose is best washed in mild soap or soapless detergent and warm water.
Articles may be washed by kneading and squeezing them in warm water	Viscose is weakened when wet, so dry cleaning is recommended.
Very soiled parts should be rubbed.	To clean expensive or structured viscose clothing with interfacings like a blazer or formal gown, adhere to dry cleaning.
White cotton can be boiled, bleached in the sun or treated with chemical bleaching agents.	Simple clothing like unlined dresses, tops and scarves can be hand washed.
Coloured cotton can be stiffened with much diluted starch or commercial spray on starch if necessary to restore its crispness.	Viscose tops and dresses will require washing after every wear.
	Items like shorts and skirts need less frequent cleaning.
	Avoid twisting and squeezing, which can damage the fibres.

- (b) Few candidates answered this question correctly, as they were unable to define durability and resiliency

The correct answers were:

(i) Durability

Refers to the ability of a fibre to withstand wear/ last longer, withstanding stress and strain. The durability of a fabric depends on the tensile strength, abrasion resistance, pliability, elasticity and the resistance to moths and mildew of the fibres from which it is made.

(ii) Resiliency

The springiness of a fibre or its ability to recover its shape over a period of time after it has been subjected to bending, stretching, flattening or twisting is called resiliency. Fabrics made of resilient fibres have good crease recovery and consequently require very little ironing.

- (c) Poorly answered question. Most candidates could not explain the properties of knitted fabrics in terms of care, safety and comfort. Instead they gave the properties of knitted fabrics.

The correct answers were:

Care	Safety	Comfort
<ul style="list-style-type: none"> •The fabrics are wrinkle resistant, because of the elasticity of the fibre and the construction, so they will shed creases easily. •Loosely knitted fabrics tend to lose their shape and sag. •Knitted fabrics may shrink considerably unless special construction techniques and shrink resistant processes are applied. •Most knits tend to have shading in one direction whether they are in solid colour or patterned, therefore all pattern pieces must be placed with the hemlines lying in the same direction. 	<ul style="list-style-type: none"> •Warp knits do not usually ravel, although some weft knits may ravel. •All knitted fabrics have excellent recovery which is the ability of a fabric to return to its original shape after having been stretched. •Weft knits will run or ladder when loop is broken. Warp knits are ladder resistant and will not run when a loop is broken but will form a tiny hole. 	<ul style="list-style-type: none"> •Knitted fabrics are warm because of the air pockets formed in their construction which provide insulation. •Knitted fabrics are more absorbent because of their looser yarn twist.

- (d) This question was answered correctly by most candidates. They were able to discuss the properties of cotton and nylon fabrics.

The correct answers were:

Cotton	Nylon
<ul style="list-style-type: none"> •Cotton is strong, durable and has the unusual property of being stronger when wet than dry. •Cotton is good conductor of heat and is fairly cool to wear in summer •Cotton readily absorbs moisture but the moisture does not evaporate easily. It is comfortable to wear •Cotton shrinks considerably and creases easily •High temperature do not affect cotton •Cotton is not very resilient and, therefore, crease easily •Cotton is easy to dye •Cotton is destroyed by strong acids •Cotton is moth resistant but it is easily affected by mildew •Cotton catches fire easily and burns rapidly because of its fluffy surface. •Cotton is relatively cheap. 	<ul style="list-style-type: none"> •Nylon is made from the most elastic fibres, usually strong and light •Nylon has a good abrasion resistance and wears well •Nylon absorbs little moisture •Nylon is very resilient and, therefore, has a good recovery from creasing •Nylon is washable, so it is easy to launder •Nylon does not shrink or stretch, so it can be drip dried •Nylon can be heat set but is a poor conductor of heat. permanently pleated and embossed. •Nylon takes dry cleaning well, as it is not harmed by solvents •Nylon is not affected by alkalis and diluted acids but damaged by strong bleaches and concentrated acids •Nylon is damaged by heat and melts at above 260 degree Celsius •Nylon is not flammable, so it will melt but not ignite •Nylon is resistant to moths, mildew and insects •Nylon is quite harmless to the skin •Nylon unravel out easily

- 6 (a) This question was poorly answered by most candidates, who could not differentiate between a dart and a tuck.

The correct answers were:

Dart

- are folds in the fabric
- they are wide where the fullness is to be reduced and they taper to a point where fullness is to be provided.
- They will shape a straight flat piece of fabric to fit the curved areas of the figure.

Tuck

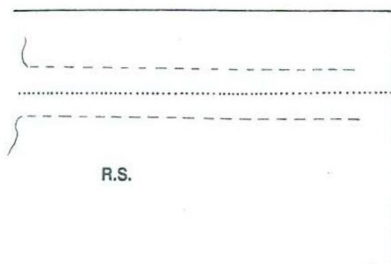
- Is an even fold of fabric that can be stitched along all or part of its length
- They may be functional and used inside the garment or may be decorative when folded and stitched on the outside of the garment.

- (b) Poorly answered question. Candidates could not describe by drawing and labelling how gathering can be done using a sewing machine.

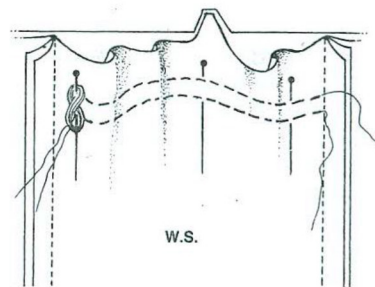
The correct answers were:

- Set the machine for gathering
- Stitch on the right side of the fabric so that bobbin threads are on the wrong side.
- Sew the first row of stitching above the fitting line and the second row below the fitting line. Leave long threads ends.
- Pin the stitched end to the corresponding straight edge, right side together, matching notches, centre lines and seam edges.
- Anchor both bobbin threads at one end by twisting them in a figure 8 around a pin.
- Gently pull on both the free bobbin threads, while on the other hand you slide the fabric along the threads to create uniform gathers.
- Adjust the gathers uniformly and pin at frequent intervals to hold them in place.
- Insert the pins at right angles to the rows of stitches, which will help you control the fullness and prevent tiny pleats from forming.
- Using diagonal tacking, sew just above the fitting line and arrange the gathers in an orderly way.

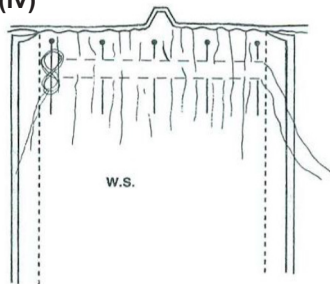
(i)



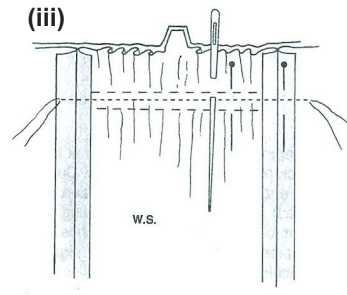
(ii)



(iv)



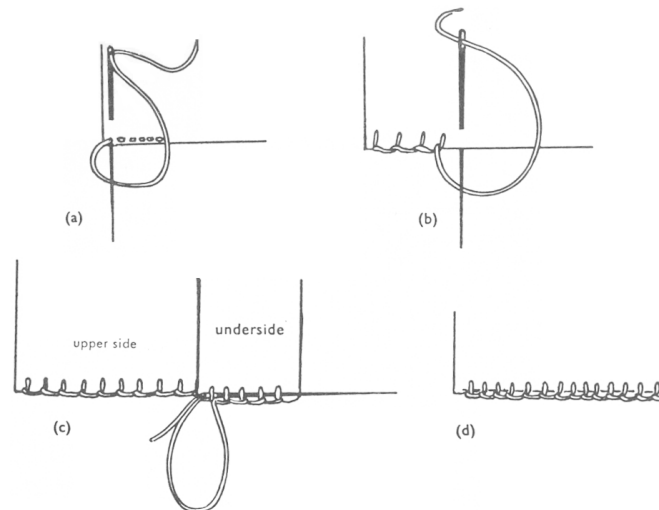
(iii)



- (c) This question was not answered correctly by any candidate. They could not explain using notes and clearly labelled diagrams how to sew a blanket stitch on a neatened seam of a cotton shirt.

The correct method was:

- Sew from left to right, holding the raw edge towards you.
- Begin by sewing a few running stitches along the edge of the fabric.
- Insert the needle at right angles to the raw edge and about 2mm to 3mm above the edge.
- Bring the needle out under the edge of the fabric but over the thread. Pull the thread through to form a loop on the edge.
- Make the next stitch by inserting the needle about 2mm to 3mm to the right of the last stitch.
- Bring the needle out on the edge of the fabric and over the thread leading from the first stitch. Pull the thread through to form a loop on the edge.
- End off by inserting the needle under the stitches on the wrong side and run it along for a short distance. Pull the thread through and cut it.



(d) A few candidates gave properties of knitting instead of warp and weft knitted fabrics. They could not discuss why warp knitting is easier to use than weft fabric, when making garments.

The correct answers were:

- The chance of shrinking is less in warp knitted fabrics.
- Warp knitted fabrics have a lower level of elasticity.
- The loops for warp knitting are to the length of fabrics
- Warp knitted fabrics are elastic in way of the length
- Warp knitted fabrics can be dry washed
- Warp knitted fabrics are tightly knitted
- Warp knitted fabrics have a fine appearance
- Loops are generally clean and smooth looking with a balance on the surface that gives it a crisp and neat look.
- The knitted fabrics are usually run proof; they do not ravel and they do not snag easily, because their structures are complex.
- These fabrics are widely available
- They are comparatively low in cost.
- These fabrics have strong but soft draping qualities, suitable for lining, lingerie and sleepwear.
- Weft knit fabrics are constructed with just one yarn which forms continuous rows of loops in a horizontal direction.
- The stretch of weft knit fabrics is greater in the width than in the length.
- If a loop of a weft knit fabric breaks, it will release other loops/stitches in a vertical row, causing a run or a ladder.
- Each stitch is looped over the one below it, thus they are likely to ladder quickly.

3. POSITIVE SUGGESTION TO TEACHERS

- Teachers are encouraged to emphasise key verbs as stipulated in the learning objectives of the syllabus during teaching as well as assessing of candidates.
- Candidates are expected to use their knowledge with understanding from the theoretical part of the subject content together with the practical skill content in order to be able to fully answer such questions to handle information and solve problems.
- In each question of Section B there will always be one **discuss** question whereby candidates are expected to give well discussed points with detailed explanations, illustrations or elaborations with a wide range of examples of different methods.
- **Note:** Construction methods for all the processes such as stitches, seams, fullness, opening, collar, fasteners, hems, edge finishes, cuff, sleeves etc. should be clearly explained.
- Candidates should be able to use clear diagrams to support their explanations.
- Such methods should then be taught before the practical/construction of specimens and garments commences.
- In centres that did not do well, teachers are strongly encouraged to use their syllabus to direct them and make sure that all aspects of the content are fully covered and understood by all candidates.

1. GENERAL COMMENTS

It is very important for all teachers to consult the coursework manual for fashion and fabrics, as all guidelines and procedures, pattern pieces and order of work of how to complete all specimens are clearly stipulated in that document.

Most candidates demonstrated average as well as a high standard in this component. It was noticed that most teachers have the ability to assist and encourage candidates during the preparation of the coursework files. However, some candidates' works proved that some teachers had neglected to supervise and monitor candidates during practical lessons to a point that some candidates did not manage to complete all practical work. Nevertheless, one cannot ignore the dedication, hard work and honesty shown by some teachers towards their tasks and exercises.

2. COMMENTS ON SPECIFIC ISSUES

PRACTICAL FILE

- The teachers should demonstrate the different processes to candidates in order to prepare them for the garment to be completed. However, it is important to stress cleanliness/neatness during the working procedures because candidates are not allowed to wash any samples/specimens after or during construction.
- The teacher should put the school dated stamp on the samples/specimens before submitting them for external moderation.
- **NB:** The teacher should inform candidates that the practical files are part of the coursework and that, should some of the processes not to be completed; it will affect the total marks at the end of grade 11.
- Openings on specimens should be taken into consideration as most candidates did not do well with opening finishes. Specimen B should have a bound opening and a faced opening. A continuous wrap opening should be made on specimen A.
- Please note, measurements of all the processes are highly important and the teacher should guide the candidates during all the processes.
- Candidates' samplers should be ironed and folded properly to avoid creasing and all specimens should be finished off correctly.
- The collars made on most specimens were incorrect; each teacher should make use of the pattern pieces that were provided together with the syllabus or enlarge the ones found in the Coursework Manual.

GARMENTS and ACCESSORY

- The candidates with the guidance of the teacher should select a garment and an accessory.
- An accessory should be constructed to be worn with a garment to be completed in grade 11.
- The garment should at least include the following: an opening, a collar, an edge finish, a facing, a hem, some fullness, a sleeve and a zipper as well as other fasteners.
- Attention should be paid to machine skills and setting of tensions of an overlocker machine.
- Hand skills have improved but candidates should do the various types.
- An accessory should not be something a candidate picks, decorate and present as his/her work, as some candidates presented but it should be something that a candidate designs, makes and wears with the garment.
- Accessories should at least include the decorative stitches, a seam, fullness, an edge finish and any fastener.

- The teacher should by all means guide/help the candidates to choose designs that would be easy for them to make and have most of the processes required that are stipulated in the Coursework Manual.

Points for improvements:

- Teachers should make sure that none of the processes are omitted from any specimens.
- All prescribed process should be included on all specimens.
- Wrong sides of buttons should be correctly completed with a blanket stitch.
- Candidates should not wear their garments for a longer period of time except for fitting purpose. Some centres submitted soiled, dirty garments which is not acceptable and equally reduces the overall appearance of the garment.
- Hand skills should be developed. Most garments for the candidates had no hand stitches so most candidates lost marks on that criteria.
- **NB:** Kinds of hand stitches that can be demonstrated are hemming/slip hemming/ herringbone mostly on hems. Stitches should be properly formed, correctly started and ended well. They should be hardly visible on the right side of garments and very neat on the reverse side of garment.
- The teacher should help candidates with the choosing of accessory styles, looking at the requirements needed for the accessory, in order to obtain 20 marks. That accessory should be worn with the garment.

Interpretation and Manipulative skills of coursework

- Most garments constructed by candidates displayed a good fit and most styles suit candidates perfectly well. This indicates that the candidates will be able to use their garments in the future as well as be able to construct their own garments.
- Most garments show good colour combination with the threads corresponding with the colour of the garment.
- Most centres used the correct pattern pieces for specimens and interpreted them correctly. However, the wrong side of the specimens and garments need serious attention by all teachers. Candidates should be strongly encouraged at all times to cut off all loose threads after neatening.

FIRST LANGUAGE AFRIKAANS

6094
Paper 1

Paper 1: Reading and Directed Writing

Oor die algemeen het kandidate redelike netjiese werk gelewer. Daar is enkele sentrums waar leerlinge doodgekrap het, alles op een bladsy probeer indruk het en onleesbaar klein geskryf het.

Kandidate moet liever altyd skryfstukke op 'n nuwe bladsy begin. Dan lyk dit netjieser en merk sommer makliker.

Die grootste probleem wat geïdentifiseer is, is dat leerlinge nie ordentlike vraagontleding doen nie en gevolglik nie die regte antwoorde verskaf nie. Daar sal dringend aandag daaraan gegee moet word.

AFDELING A

Vraag 1 – 6

Vrae 1 – 3 was veelvuldige keusevrae. Leerlinge het net die simbool neergeskryf.

- | | | |
|---|---|-----|
| 1 | D | [1] |
| 2 | C | [1] |
| 3 | C | [1] |

Vraag 4 Bespreek hoe Karen se werkslewe oor die afgelope 20 jaar verander het.

Van die kandidate het geskryf dat sy nou nie meer heelnaag jol nie en eerder vroeg in die oggend begin werk omdat sy nou 'n kind het. Sommige het ook net geskryf hoe haar werkslewe nou is en nie die verandering aangetoon nie. Van die kandidate is verwag om te wys wat se werk sy gedoen het (in die strate gesing het, toe in die Café Barcelona), hoe dit verander het tot waar sy nou is (liedjieskrywer in eie ateljee, eie TV-program, ens.)

Moontlike antwoorde:

Straatsanger (Melville in Johannesburg), sanger in restaurant (Café Barcelona in Pretoria), arm, eerste vroulike rocker, verhoogkunstenaar ("Afrikaners is plesierig"), TV-aanbieder (Republiek van Zoid Afrika), liedjieskrywer (skryf waar sy gaan: bed, vliegtuig), welgestelde sakevrou (Ateljee Mothership), toekennings vir film en televisie gekry.

Enige ander aanvaarbare antwoord het ook krediet gekry. [4]

Vraag 5 Bespreek hoe taal deur die skrywer gebruik word om Zoid se waardering en houding teenoor Afrikaans en Afrikaanse musiek oor te dra.

Baie kandidate het vae antwoorde en veralgemening gegee, bv. "Die skrywer gebruik stellings om die leser se aandag te vang" of "beeld Zoid op 'n positiewe manier uit". Sommige het ook daarna verwys dat sy in Zoeloe, Xhosa en Engels sing, wat niks met die vraag te doen het nie.

Moontlike antwoorde:

Sy praat van 'n spirituele (geestelike) ervaring om in jou moedertaal te sing. Sy vergelyk dit ook om in Afrikaans te sing met 'n akoestiese kitaar. Sy praat ook van die skatkis van Afrikaanse musiek wat hergebruik kan word. Dat 'n mens dit moet koester en bewaar.

Enige ander redelike antwoorde is ook in ag geneem. [3]

Vraag 6 Uitnodigingsbrief aan Zoid gevra. Gebruik inligting in die leesstuk.

Baie kandidate het glad nie 'n adres geskryf nie of die adres verkeerd geskryf. Sommige het nie die brief afgesluit nie. Sommige kandidate kon nie besluit of hulle 'n formele of informele brief wil skryf nie. Baie kandidate was nie konsekwent met styl nie en dan "u" en dan "jy" gebruik. Van die kandidate het ook die hoofletter "U" verkeerdelik gebruik.

Kandidate moes na 'n aktiwiteit verwys waar Zoid moes kom optree. Die vereniging is nie 'n aktiwiteit nie, bv. "Die kultuurvereniging is oor twee weke".

Die vraag noem uitdruklik: gebruik die inligting in die leesstuk. Sommige kandidate het nie die teks gebruik nie en sommer enige ondeurdagte en ongevraagde inligting weergegee wat hulle uitgedink het.

Waarom Karen Zoid uitnooi na die skool? Kandidate moet ook kan besluit watter inligting is belangriker. Waarvoor is Karen Zoid bekend? Definitief nie omdat sy 'n enkelma is en tienermeisies daarmee kan identifiseer nie. En al sing sy soms ook in ander tale (Zoeloe, Xhosa en Engels) is dit nie die belangrikste rede hoekom sy by 'n skool moet kom optree nie. (So sing Dozi bv. ook in Zoeloe en Refentse ook in verskillende tale). Die fokus moes wees op haar belangrike en unieke bydrae tot die musiekbedryf.

Moontlike feite:

Gebruik die merkskema vir skriftelike werk en neem die onderstaande in ag by bepunting.

- Die doel van die brief is om haar uit te nooi om op te tree by die skool en waarom op haar (as sangeres) besluit is.
- Motivering oor keuse moet oor die musiekwêreld en haar bydrae gaan.
- Eerste vroulike rocker in Afrikaans.
- Het die rockwêreld soos 'n atoombom getref.
- Bekende TV-aanbieder van Republiek van Zoid Afrika.
- Sy is al 20 jaar in die musiekbedryf.

Struktuur

- Adres
- Aanhef
- Onderwerp
- Inleiding waarin doel verduidelik word
- Hoofdeel (bevat hoofpunte, motivering)
- Slotparagraaf, finale versoek, moet oortuig.
- Slot

[20]

Afdeling B

Vraag 7 Die opsomming

Dit is verontrustend hoeveel leerlinge nie weet dat hulle wel 'n opsomming kry nie. Daarby het 'n hele paar nie geweet wat die formaat van 'n opsomming is nie en in losstaande paragrawe (amper soos 'n opstel) die vraag beantwoord.

Die vraag was 'n opsomming oor die redes waarom Karen Zoid en Laurika Rauch as ikone in die musiekbedryf in Suid-Afrika beskou word. Kandidate kon in een paragraaf die redes waarom Karen Zoid as 'n ikoon beskou word en 'n 'n ander paragraaf die redes waarom Laurika Rauch 'n ikoon is, bespreek. Kandidate kon ook die redes in net een paragraaf geskryf het.

Van die belangrikste foute was:

Die opsomming was te kort en gevolglik is belangrike feite weggelaat (geen lengte- vereistes is gegee nie).

Hopeloos te veel kandidate het probeer om ooreenkomste tussen Zoid en Rauch te soek en neer te skryf. Van kandidate ts vereis om die redes op te som waarom hierdie twee ikone onderskeidelik ikone in die musiekbedryf is. Hier en daar sal 'n mens wel een of twee feite kry wat ooreenstem, bv. Albei het al by Sun Arena voor 8 000 mense opgetree, albei het al in TV-programme opgetree, maar dan moet die antwoord nog verder gespesifiseer word.

Kandidate het soms klakkeloos uit die teks oorgeskryf. Uit die merkskema is dit duidelik dat kandidate feite in hulle eie woorde moet skryf.

Moontlike feite:

Opsomming

KAREN ZOID	LAURIKA RAUCH
Bekend: eerste vroulike rocker	lkoon van Afrikaanse musiekbedryf/musiekma
Veelsydig: sakevrou, TV-aanbieder, sangeres, liedjieskrywer	Bekend as sangeres, aktrise, liedjieskrywer
Optrede by Sun Arena voor 8 000 mense Republiek van ZA Live opgetree	Opgetree by Sun Arena/toegejuig deur 8,000 mense
Aanbieder van eie TV-program Republiek van ZA, 6de reeks van Republiek van Zoid Afrika op kykNet	Bekend vir uiteenlopende genres
Liedjieskrywer, sien haarself as liedjieskrywer	Teater en verhoog opgetree
Eie ateljee Mothership	TV- reeks (Kinders van die wind vertolk)
Toekennings: SAMA-wenner, versameling Saftas	7 lewenslange bydrae-toekennings (Innibos) opgeneem in Afrikaanse Hedesaal
Afrikaanse musiek hergebruik ("repurpose")	Kultuurskat met tydlose liedjies
20 jaar in die musiekbedryf	40 jaar in die musiekbedryf
	Oorsee opgetree: UKkasie, Praag, Londen, Holland
	Kabaretskeppings is uniek

Enige ander aanvaarbare antwoord moet ook krediet kry.

Waak daarteen om dieselfde feit twee keer te bepunt.

Maksimum van tot 4 punte kan afgetrek word vir taalgebruik, spelling en uiteensetting.

15 feite + 5 taal en styl

Moenie klakkeloos oorskryf nie.

[20]

Taal en Styl

- Gebruik die onderstaande skema om die punt te bepaal:

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

Vraag 8 Onderhoud met Laurika Rauch

Onderhoud handel oor haar professionele loopbaan die afgelope 40 jaar, m.a.w. nie oor man en kinders nie.

Sommige sentrums het nie die formaat van die onderhoud reg gedoen nie, maar het darem 'n dialoog geskryf waarvoor hulle krediet gekry het.

Moontlike feite:

Gebruik die aangehegte merkskema en neem die onderstaande aspekte in ag.

- Die doel van die onderhoud is om Laurika Rauch se professionele loopbaan (veelsydigheid en prestasies) oor die afgelope 40 jaar in die bedryf te vier.
- Feite wat genoem kan word (veelsydigheid)
 - TV-optredes (Fyn net van die woord)
 - TV-programme
 - Vertolker van verskillende genres
 - Kabaretsangeres
 - Verhoogwerk gedoen
 - Aktrise

Prestasies

- 7 lewenslange bydrae-toekennings by Innibos
- UKkasie-vertonings
- vertonings by Royal Albert-saal (Londen)
- Optrede in Prins van Oranjehal (Holland) met Metropole Orkest
- Praag opgetree
- Beskermvrou van WAT se Borg-‘n-Woord-projek
- Opgeneem in SA Helderzaal

Enige aanvaarbare feite het ook krediet gekry.

[20]

Algemeen

Sommige kandidate sukkel om hulle korrek in Afrikaans uit te druk, met die gevolg dat hulle uit die teks oorskryf of feite verkeerd weergee.

Van die spel- en taalfoute wat voorgekom het, is:

“Impak wat u op ons taal het, is onmenslik”.

“Geweld teen vroue is in ‘n opdraand.”

“brief word na u hart toe gevat”

“Ons skool is groot op kultuur.”

“Sy is as ma van menswees beskou” i.p.v. “musiekma van menswees”

“aktrise” i.p.v. “aktrise”

“optreedings” i.p.v. “optrede”

“kunstenare” i.p.v. “kunstenaars”

“beruik” i.p.v. “bereik”

“verskye” i.p.v. “verskeie”

“bloodgestel” i.p.v. “blootgestel”

“hartelik” i.p.v. “hartlik”

“talle” i.p.v. “tale”

“beruid” i.p.v. “bereid”

“enkele ouer” i.p.v. “enkelouer”

“hardewerk” i.p.v. “harde werk”

“deur om ons waardering ...” i.p.v. “deur ons waardering ...”

“‘n ikon” i.p.v. “‘n ikoon” en meervoud “ikone”

“lobaan” / “lopaan” i.p.v. “loopbaan”

Baie dankie aan die onderwysers wat baie hard gewerk het om die kandidate goed vir die eksamen voor te berei. U goeie werk word waardeer.

Algemeen:

'n Groot hoeveelheid opstelle was gemiddeld en enkele opstelle was bo-gemiddeld.

Die verhalende opstelle was gewild, maar daar is oor al die onderwerpe geskryf. Daar was nie 'n aansienlike verbetering in die gebruik van skryfegnieke nie.

Die kandidate het oor die algemeen nie bevredigend gefokus op die onderwerp wat gevra is nie, maar dikwels hulle eie storie geskryf, sonder om die onderwerp in gedagte te hou.

Daar was nie werklik 'n verbetering in taalvaardighede en struktuur nie.

Daar word 'n gebrek in feitlike kennis openbaar en dit beïnvloed punte gegee vir onderwerpe 1, 3 en 5 negatief.

Die volgende aspekte behoort aandag te geniet:

- 1 Dit was duidelik dat die meeste kandidate se gebrekkige woordeskat aanleiding gee tot lae punte in die taalafdeling.
- 2 Een van die grootste taalprobleme is die gebruik van die verkeerde woordorde in sinne, asook sinskonstruksie.
- 3 Baie kandidate het gesukkel met paragrafering.
- 4 Voorsetsels word verkeerd gebruik.
- 5 Punktuasie- en spelreëls wat nie korrek gebruik word nie, veroorsaak onduidelikheid.
- 6 Min probleme is ervaar met die onnodige gebruik van direkte rede in die verhalende opstelle.

Aanbevelings:

- 1 Die analisering van alle tipe onderwerpe moet geoefen word.
- 2 Kandidate moet seker wees van die verskil tussen die tipes onderwerpe: (beskrywend, verhalend, bespiegelend, beredenerend en argumenterend)
- 3 Kandidate moet onderwerpe kan analyseer, sodat hulle presies seker is van wat van hulle verwag word.
- 4 Klem behoort ook geplaas te word op die belangrikheid daarvan om die regte onderwerp te kies, waarvan die kandidaat ervaring en/of kennis het.
- 5 Sinne wat te lank is belemmer die duidelikheid en vloei van die werk.

Kandidate behoort aan die volgende aspekte aandag te gee:

Algemeen

- 1 Hou by die onderwerp wat jy begin skryf het en moenie in die helfte van die opstel van onderwerp verander nie.
- 2 Doen beplanning.
- 3 Werk moet netjies wees en die titel en nommer moet bo-aan die bladsy wees.
- 4 Baie kandidate gebruik ook telegramstyl en laat veral woorde wat aan die begin van; 'n sin behoort te wees uit.
- 5 Sommige kandidate het nie vroeg genoeg in die opstel die onderwerp aangeraak nie.

Taal en Struktuur

- 1 Kandidate moet die beginsel van een hoofgedagte per paragraaf oefen en nie net vier paragrawe skryf nie.
- 2 Met die regte gebruik van puntuasie kan die kandidate die regte gevoel aan hul opstelle gee.
- 3 Verskillende tipes sinne sowel as die lengte en struktuur van sinne moet geoefen word.
- 4 Vaste uitdrukkings en idioome word dikwels geforseerd en buite konteks gebruik. Kandidate behoort te weet dat Engelse uitdrukkings nie woord vertaal kan word en dan net so gebruik kan word nie.
- 5 Woordeskat behoort uitgebrei te word sodat kandidate i.p.v 'n beskrywing van 'n woord te gebruik eerder net die woord gebruik. Bv: *om iets te verbeter i.p.v iets beter te maak.*
- 6 Dieselfde taal-en struktuurfouten wat verlede jaar gemaak is, is hierdie jaar herhaal.
 - Taalfoute soos bv. meer en meer i.p.v *al hoe meer, die foutiewe gebruik van wie i.p.v wat, die foutiewe gebruik van voornaamwoorde*, het algemeen voorgekom.

SPESIFIEKE ONDERWERPE

- 1 **“Persvryheid en vryheid van spraak, is vandag belangriker as ooit”– Felix Frankfurter**
Bespreek hierdie stelling.
'n Paar kandidate het hierdie onderwerp gekies, maar het meer op die *vryheid van spraak* gekonsentreer as op *persvryheid*. Die feite was nie bevredigend genoeg nie en die onderwerp is ooreenvoudig.
- 2 **Sy wys na die woorde op die bladsy voor haar. Dit kan nie waar wees nie ...**
Skryf 'n vehalende opstel.
Hierdie was 'n gewilde onderwerp. Die onderwerp is in die meeste gevalle bloot as 'n laaste gedagte in die opstel gebruik. Die kandidate het min kreatiwiteit openbaar. Die meeste kandidate het vir hierdie onderwerp 'n gemiddelde punt gekry.
- 3 **Daar word te veel / te min geld aan tegnologiese vernuwing in Namibië bestee. Wat is jou mening? Bespreek.**
'n Paar kandidate het hierdie vraag beantwoord. Die punte vir hierdie onderwerp was gemiddeld, 'n gebrek aan feitlike kennis het die kandidate negatief beïnvloed.
- 4 **Die jaarlikse huissport / interne atletiekbyeenkoms is die kleurvolle hoogtepunt van die jaar.**
Skryf 'n beskrywende opstel.
Dit was die gewildste onderwerp. Die meeste kandidate het hierdie onderwerp bevredigend geantwoord. 'n Gebrek aan kreatiwiteit was in enkele gevalle 'n probleem.

5 Is dit tyd dat die genadedood gewettig moet word in Namibië? Skryf 'n argumenterende opstel.

Die meeste kandidate het hierdie onderwerp uitdagend gevind. Die enkeles wat wel die onderwerp beantwoord het, het 'n gebrek aan feilike kennis gehad.

6 Die Afrikaanse taal en tradisies is outyds. Bespreek.

'n Hele paar kandidate het die onderwerp gekies, maar het die onderwerp nie reg geïnterpreteer nie. Daar is of gefokus op taal, of op tradisies, maar nie op beide nie.

7 Waarom is dit belangrik om Moederaarde te bewaar. Bespreek jou mening

Die kandidate wat hierdie onderwerp gekies het, het gemiddelde punte behaal. Die meeste kandidate het nie gefokus op die belangrikheid van bewaring nie, maar eerder op wat die mens doen om dit nie te bewaar nie.

8 Die dag toe ek dit gewaag het ...

Hierdie onderwerp was baie gewild. Die meeste kandidate het die onderwerp reg geïnterpreteer, maar 'n gebrek aan kreatiwiteit het die punte negatief beïnvloed.

9 Is ons reeds so afhanklik van tegnologie dat geen sinvolle interaksie plaasvind nie? Skryf 'n bespiegelende opstel

Die meeste kandidate het hierdie onderwerp uitdagend gevind. Die kandidate kon net enkele redes aanvoer wat die vraagstuk beantwoord. Gebrekkige woordeskat en gebrek aan kennis het 'n negatiewe invloed gehad.

Oor die algemeen was die meeste van die skryfstukke netjies versorg. Dit is baie belangrik dat die totale bepunting vir beide skryfstukke op die voorblad aangebring word vir administrasiedoeleindes. Die tien kandidate wat deel uitmaak van die streekproef, se informasie moet in dieselfde volgorde op die “summary forms” verskyn as op die “excel sheets”. Die kandidate wat die steekproef verteenwoordig moet op beide “summary forms” aangetoon word.

Literêre begrippe het meer deel gevorm van die bespreking. Kandidate moet ook die begrippe kan verduidelik. Dit help nie daar word na die “protagonis” verwys met geen verklaring nie. Die bespreking van Raka moet ook digterlike terme bevat en daar moet waardering gegee word vir die digter. Alhoewel daar ’n merkbare verbetering met onderwerpformulering is, is daar steeds gevalle waar onderwerpe steeds nie reg geformuleer word nie. Dit moet nie ’n vraag of ’n opdrag wees nie, maar ’n stelling. ’n Onderwerp soos: “Bespreek die kontras tussen Raka en Koki”, is nie ’n onderwerp nie. Dit moet lees: “Die kontras tussen Raka en Koki verteenwoordig beide se karakters.” Persoonlike respons beteken nie dat die kandidaat subjektief moet skryf nie. “Ek dink dat...” of “Ek het opgemerk dat...”, kan vervang word met: “Die leser...” Die kandidaat moet dus objektief skryf.

Eksaminatore moet in ag neem dat kandidate wat kwalifiseer en aangaan om Afrikaans Eerste Taal op die AS-vlak te neem aan ’n uitdagende sillabus blootgestel gaan word wat baie meer gaan verwag as die O-vlak. Onderrig moet dus dien as voorbereiding daarvoor sodat kandidate die nuwe sillabus met selfvertroue kan aanpak. Temas moet ontgin word en in diepte met die kandidate bepreek word voordat die skryfstukke aangepak word. Daar is wel sentrums wat uitsonderlike werk doen wat opreg wardeer word.

Werkstukke was oor die algemeen taalkundig goed versorg met uitsonderings. Die tik van die vraestelle moet ook sorgvuldig gedoen word. Dit is verkieslik dat “Times New Roman” as lettertype gebruik word. ’n Lettergrootte van 12 is aanvaarbaar. Aanhalings moet in vetdruk of skuisdruk getik word. Daar word aanbeveel dat sentrums vroegtydig begin met die afronding van die skryfstukke sodat daar genoeg tyd is om aandag daaraan te gee. Kandidate moet gewys word hoe om “n” as letter reg te tik.

Dit is ook belangrik dat sentrums seker moet maak dat punte korrek oorgedra word. Sentrums wat klasgroepe deel moet asseblief standaardiseer. Indien nie, kan dit veroorsaak dat sentrums se punte afgemerk word waar een van die eksaminatore te hoë punte gegee het.

Die standaard van skryfstukke was van ’n beter gehalte met enkele uiteensonderings.

Die standaard van vraagstelling was die jaar bevredigend. Om ekstra afskrifte van die skryfstukke te maak en elke kandidaat se vrae direk op die skryfstuk self op te stel bleik duidelik om 'n wenresep te wees. Dit help ook die eksaminator om nie heeltyd toepaslike vrae te soek op die aparte blaaie nie. Dit gaan outomaties daartoe lei dat die onderwerp verder ontgin word. Omdat die eksaminator ook vertrouwd is met die kandidaat se skryfstuk, gaan die gesprek beter verloop. Eksaminatore moet dus baie goed voorbereid wees, want die sukses van die mondeling hang van hulle af. Dit is egter die kandidaat se verantwoordelikheid om vertrouwd te wees met die inhoud van hulle skryfstukke. Hulle kry skryfstukke van vorige kandidate in die hande of ruil skryfstukke uit tussen sentrums. Tydens die gesprek is hulle meestal nie vertrouwd met die inhoud nie. Die uiteinde is abnormale bepunte, want die kandidaat kry uitstekende punte vir sy of haar skryfstukke, maar die gesprek toon die teenoorgestelde. Om dit te voorkom kan die skryfstukke gedurende klastyd geskryf word. Kandidate moet dan hulle werk na elke periode in die klas los. Verder kan die blaaie waarop hulle skryf geteken word om te verseker dat niks van buite ingebring word nie. Sodra die spertyd verby is en die skryftukke met aantekeninge van die eksaminator teruggegee word, kan hulle dit gaan tik. Die geskrewe werk moet dan weer saam met die getikte een ingehandig en gekontroleer word. Daar kan ook 'n oefenlopie vir die gesprek wees voor die eksamen. Sodoende weet kandidate wat om te verwag. Dit hoef egter net 'n paar minute lank te wees en slegs een skryftuk hoef gebruik te word. Sodra die kandidate die druk en spanning tydens die oefensessie ervaar, sal hulle beter voorbereid wees vir die uiteindelijke gesprek. Dit gee ook vir die eksaminator 'n aanduiding van kandidate wat gaan sukkel tydens die gesprek en hulle kan dan advies gegee word.

Die kandidate mag wel tydens die gesprek hulle skryfstukke by hulle hê, maar dit is baie belangrik dat antwoorde nie afgelees moet word nie. Dui ook daarop tydens die oefensessie. Sodra die eksaminator agterkom dat die kandidaat lees, moet die vraag in 'n ander rigting gestuur word. Daar is in die vorige verslag reeds genoem dat die eksaminator byvoorbeeld die volgende stelling kan maak; "Jy skryf in jou werkstuk dat Koki se poel simbolies is van wat hy verteenwoordig. Wat bedoel jy daarmee?" Die kandidaat kan dan reageer deur te sê: " 'n Simbool is mos.....en Koki se poel beeld dit perfek uit. In my skryfstuk gee ek die aanhaling (lees aanhaling). Dit beteken dat Die kandidaat voer nou die gesprek verder.

Standaardisering was ook veral by die gesprekke waar sentrums klasgroepe deel 'n probleem. Waar hierdie betrokke sentrums se punte nie min of meer ooreenstem nie, word beide groepe se punte aangepas. Die eksaminator wie se die punte op standaard is, se kandidate word dus benadeel.

Die verbetering van die standaard van die sentrums wat die verslae ter harte neem om te verseker dat kandidate na die beste van hulle vermoëns presteer, is opmerklik.

FIRST LANGUAGE ENGLISH

6095
Paper 1

GENERAL COMMENTS

It appears, once again, that many candidates who chose to write this paper were entered on the incorrect level. Many candidates struggled immensely to express themselves clearly and had trouble answering the questions asked of them using the correct style and language.

Teachers should ensure that candidates are capable of doing well on the particular level that they have been entered for. For example, candidates would have received better marks had they chosen to write the English Second Language examination instead.

Candidates must be taught to pay attention to the comprehension question mark allocation. Many wrote entire paragraphs to answer a question that was only worth one or two marks. Concision in this case is key.

It is unfortunate to see how many candidates were unsure of the correct format for the RDW questions, particularly the letter of application in Question 7. All RDW formats must be taught to the candidates and they must practise this enough to be comfortable to tackle these questions properly.

A worrying trend was the obtrusive, extensive lifting of information from the passage. This indicates that candidates were not comfortable with the vocabulary used in the passages. It also showed a lack of understanding.

Many colloquialisms were used throughout RDW pieces. As this showed a lack of understanding of correct style and tone, candidates' Style and Accuracy marks were low.

Sentence construction and punctuation continue to be a problem. The RDW pieces as well as the summary were filled with incomplete, run-on sentences due to an unawareness of sentence construction and lack of correct punctuation. Sentences starting with coordinating conjunctions should be avoided at all times. Candidates are unaware of how to use commas correctly.

Candidates are clearly not editing their work. Most pieces were riddled with careless punctuation, spelling and grammar issues that could have been remedied during the editing process.

Commonly confused words

his/he's principle/principal its/it's coarse/course excess/access
who/whose/whom/that/which whether/weather then/than soul/sole
conscious/conscience mean/means surrounding/surroundings
their/they're/there loose/lose many/much peeked/piqued anyway/any way
everyday/every day advice/advise blend/bland of/off

Words and expressions to be avoided

and so forth/etc/and the list goes on/and many more/just to name a few

we as people/we as citizens/we as learners/I personally

get/got a lot of guys kids things nice

Commonly misspelled words

english proffessional mordern persue truely
langauges atleast eventhough seperation highschool
inorder suprise oppertunity

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 – 3 Multiple choice. Generally well answered. Candidates must be encouraged to read questions carefully so as not to make any careless errors.
- 2 Most candidates could answer the question.
- 3 Most candidates could answer the question.
- 4 Most candidates could answer the question.

Correct responses to Question 1- 6:

Passage A

- 1 A [1]
- 2 C [1]
- 3 D [1]
- 4 English allows you to watch more movies ✓ and read more books ✓. [2]
- 5 - It shows universities you are able to communicate/ understand/ speak/ express yourself/ are fluent in English.
- It shows your level of skill/ qualification/ standard. [2]
- 6 The author's attitude is positive/ optimistic/ enthusiastic/ she thinks it is very important or good to learn English. ✓

Allow any two quotations or explanations from the text that shows the author's attitude is positive. ✓✓

- A few options could be:
- The author only mentions the positive aspects of learning English.
- "the ways that knowing the language can help you as an English language learner."
- The title implies that learning English is of importance. [3]

- 7 The letter of application was poorly answered. Unfortunately, it is apparent that many candidates have not been taught the correct format. Many candidates received a low mark for Style and Accuracy, as they did not attempt to persuade the university to accept them, nor attempt to advertise themselves as potential students. The information from the passage was merely placed in paragraphs in a letter format, with no persuasive style whatsoever.

Acceptable marking guide:

Use **ADDENDUM D: MARKING GRID FOR DIRECTED WRITING TASKS (PAPER 1)** to mark this question.

Both the sender's and receiver's addresses must be included.

A subject line must also be included.

A strong response will come across as persuasive and positive.

Candidates are expected to 'advertise' themselves in a letter of application.

Although the use of the correct format is expected in this question, candidates will not be penalised for making mistakes with the format.

[20]

- 8 The summaries continue to be the candidates' weakest point. Candidates were unable to select enough relevant information from the passages. Lifting was obtrusive. Additionally, candidates were unable to group points in a logical manner. The summaries were written in one whole paragraph, with content from both Passage A and Passage B written as one. Alternatively, the summaries were written in a narrative/discursive style, containing several short paragraphs. This made marking and reading quite difficult.

Summary: Expected responses and marking guide

A maximum of 15 to be awarded for content; a maximum of 5 for expression, based on the table below:

Why everyone should learn English (Passage A)

1. opens new career paths/offers more career opportunities/new positions are available (NOT JUST "OPPORTUNITIES")
2. companies need employees who can communicate globally
3. sought-after employee
4. well-rounded person
5. study abroad
6. improve communication/ language skills
7. access more resources online
8. communicate with many more people
9. more entertainment
10. improves brain function/ brain health/ makes brain stronger
11. helps with memory/ concentration/ creativity
12. learn more things
13. Why we should encourage multilingualism (Passage B)
14. language is part of identity
15. specific way of thinking/viewing the world
16. culturally and historically significant
17. world would be boring/dull
18. diversity
19. pride in languages

ASPECTS OF WRITING

5	Excellent expression and focus. Concise (measure by clusters of ticks throughout). Obeys length instruction. Choice of vocabulary well-judged. Order excellent.
4	Good summary style, good focus throughout, own words well-chosen. Some evidence of reordering. Correct length.
3	Generally concise and well-focused, in own words well-chosen.
2	Some extended summary style (not consistent). Reasonable focus and only occasional lifting. May be a little too long.
1	Occasional examples of concision. Tendency to lose focus. Evidence that passages/questions have been understood. Some lifting. Too long.
0	Descriptive, discursive/ narrative style, frequently unfocused. Lifting obtrusive, suggests some lack of understanding. Rambles at length.

[20]

9 This question was poorly answered. Candidates struggled to use the correct format and tone. There should have been a clear difference of opinion between two learners in the debate; few candidates managed this. Furthermore, many candidates did not seem to know the correct format of the debate: it should have been in dialogue format. Many failed to read the question properly and offered only one point of view.

Debate: Acceptable responses and marking guide:

Use **ADDENDUM D: MARKING GRID FOR DIRECTED WRITING TASKS (PAPER 1)** to mark this question.

The names of the two learners involved in the debate must be written against the left-hand margin.

Dialogue must be written in block-form.

A strong response will show a clear difference in opinion between the two learners.

Focus should be on creating character through the use of diction, punctuation and stage directions.

Although the use of the correct format is expected in this question, candidates will not be penalised for making mistakes with the format.

[20]

POSITIVE SUGGESTIONS TO TEACHERS

Comprehension

When answering a question about the author's attitude, candidates must firstly state the attitude, and then quote or make specific references to the passage to support their answer. References to the passage's structure, title, punctuation, lexis or content itself are acceptable.

Candidates are not penalised for lifting from the text when they answer the comprehension questions. However, candidates must be encouraged to respond in full sentences, punctuated correctly.

Letter of Application

Paragraphing was weak. The use of transition or linking words from one paragraph to the other must be taught. In addition, topic sentences must be present in all paragraphs in order to ensure the correct focus. This will also avoid a list-like response in which structure is weak.

The introduction of the letter must mention its purpose. A conclusion should request a positive response.

No information must be quoted. Also, candidates must try to paraphrase the information as much as possible.

Summary

Candidates must write their summaries in two very clearly divided paragraphs, labelled according to the question. In this case, "Passage A" and "Passage B" would have been appropriate.

Sentences should be short and simple. No introduction or conclusion is necessary.

Candidates must be encouraged to paraphrase their points so as to avoid obtrusive lifting. Transition or linking words should be used between sentences to ensure a better language mark for this component.

Debate

The structure of this piece was expected to be that of a dialogue. It seems many candidates misunderstood the term "debate".

Candidates must not waste space nor time with introductions nor conclusions in their interviews, for example:

Learner 1: Good day, class. Today I am going to be for the exclusive use of English.

Learner 2: Hello, everyone. I am for bilingualism.

XXX

Learner 1: That is the end of my debate. Thank you.

Learner 2: Mine too. Thank you.

Candidates must use punctuation, stage directions and correct diction to create character and emotion. This will assist in candidates' Style and Accuracy mark.

It should be noted that marks are not deducted for incorrect format in any of the questions discussed above. However, using the correct format is expected of a first-language level candidate. In addition, it creates a good impression for the examiner and makes the marking a more pleasant experience. Finally, using the correct format assists the candidates in deciding the style of the piece asked.

Candidates should be taught how to do correct question analysis for each question. Many learners lose marks for Style and Accuracy as they do not know which tone and style to use for a particular piece.

It appears that every year, candidates are making the same mistakes. This could mean that teachers are not carefully reading through the examiner's reports to assist their learners as much as possible. A suggestion is that the head of department has a meeting with the First Language English teachers in which the examiner's report is discussed. After all, these documents are provided as a teaching tool for us all.

Teachers are commended for their hard work throughout the year. May you have a blessed 2023.

General comments

In 2022, 18 centres consisting of 435 candidates completed First Language English, Paper 2. It is unfortunate that some of the candidates entered by some centres obtain low marks and may not progress through to the AS Level. The assumption is made that enrolments are made on the insistence of parents or the school's management. Teachers should be vigilant in this regard and assist in giving realistic guidance to candidates.

The majority of candidates revealed a mature attitude in their writing. The choice of questions answered by the candidates played a vital role in their results. Practising and revising all essay formats consistently is a necessity in securing that candidates can confidently respond to the variety of questions set in the examination. Teachers need to be congratulated on the visible improvement of the standard of written work presented by the candidates this year.

Better results are directly linked to the effective teaching of the process of proper structuring of paragraphs and sentences, clearly indicating topic sentences and the clear distinction between the introduction, conclusion and the rest of the embodiment of the essay.

2 Comments to individual questions

Instructions were given to candidates to write an essay of 350 – 500 words on one of the nine presented topics. Candidates had to pay attention to punctuation, spelling and handwriting.

2.1 Discuss the changes that are needed to improve your country.

This question was answered by 47 out of the 435 candidates. The topic served to be a challenge to candidates because not many chose it and those who did evidently struggled. The candidates focussed on their own personal feelings towards the government solely, airing their voice which is advised, but in reality listed grievances, instead of being suggestive and developing their ideas on possible changes that could be made. This question opened itself to incorporating examples, personal scenarios or effective usage of statistics.

2.2 Write a narrative in which you discover something about your family which you never knew before.

Question 2 was answered by 134 out of the 435 candidates. This question was a favourite across the board, chosen by the majority of candidates. It was an interesting topic but candidates periodically struggled to be imaginative. Most essays revolved around a storyline founded in the mafia, aliens, werewolves and the idea of being royalty. In general, the candidates struggled to be original.

2.3. Give a detailed account OR description of a sport match.

This question was answered by 49 out of the 435 candidates. This topic was chosen by learners that participates in sport or loves to watch sport. Most candidates understood and executed the question well, while others were under the impression that they should describe a sport match in general.

2.4. Covid-19 has forced many education institutions to resort to online teaching. Discuss the pros and cons.

Question 4 was answered by 56 of the 435 candidates. This question seemed to be problematic to most who attempted answering it. This was surprising as one would expect they would tap from their own experiences during Covid-19. Many issues and ideas were listed but not well developed. The candidates only focussed on school while the question suggested educational institutions in general. Only a few candidates grasped and exploited the topic further.

2.5. End a narrative with the words, 'What a hypocrite!'

This question was answered by 46 out of the 435 candidates. The topic was another favourite among the candidates. Most candidates grasped the task well and wrote imaginative and original essays. A minority of candidates lost focus and wrote a narrative with an abrupt conclusion ending with the words 'What a hypocrite!' It was evident that some candidates did not know what it means to be a hypocrite.

2.6. 'Art enables us to find ourselves and lose ourselves at the same time.' Discuss.

Question 6 was answered by 22 out of the 435 candidates. Not many candidates chose this topic, but those who did, did quite well. It can be deciphered that the candidates that have a love for art or are artists themselves. Most essays written were original and descriptive. The frequent mentioning of art as a tool to promote mental health proved relevant.

2.7. Describe the scene after an unexpected rain shower.

This question was answered by 40 out of 435 candidates. It seems that that the candidates enjoyed the visual descriptions of the scene after a rain shower. Some candidates misunderstood the topic and interpreted it as a thunder or hail storm. Some elaborated on the aftermath of a flood. The aspect of the rain shower being 'unexpected' was also misinterpreted by a few candidates.

2.8. How was nature been revitalised through the Covid-19 pandemic?

This question was answered by only 5 out of 435 candidates. The candidates who chose this topic did extremely well and were well informed on the topic. The personal interests of the candidates were reflected in their answers. It was surprising that only a few candidates attempted to answer this question as Covid-19 and all aspects concerning it had been frequent points of discussion on social media and in the news.

2.9. Carefully look at the photograph and write about it in any way you like.

Question 9 was answered by 36 out of 435 candidates. Not many candidates attempted to answer the question. The challenge was that the question was totally open for interpretation. Some candidates did very well, whilst others lost focus and struggled to execute the task.

3. Positive suggestions to teachers

More centres and candidates enrolled for First Language English in Grade 11 than last year. The teachers are to be congratulated on their efforts assisting the candidates to perform at their best. However, it is evident that some candidates were not able to master the requirements to pass well enough to get a C-symbol to continue to AS-level in Grade 12. It must be well understood that a candidate who gets a D-symbol in grade 11 in First Language English does not - at this moment - qualify to take First or Second Language on AS-level in Grade 12. It is suggested that subject teachers are more involved in the enrolment process at the beginning of Grade 11 to guide candidates in making realistic subject choices in grade 11.

Candidates need to be reminded to number their question selection clearly and start their essays with a proper heading.

Candidates should be taught how to properly plan their chosen topic. The external and internal structure of the text must be clearly TAUGHT and APPLIED by candidates. External structure suggesting a clearly linked introduction and conclusion with meaningful paragraphs in-between. Internal structure suggesting the use of clear topic sentences and the use of keywords or discursive markers to link ideas and paragraphs internally. Cohesion is important: these links assist in the progression of a plot and developed ideas. Teachers may assist in aiding candidates to understand the difference between listing ideas and developing ideas.

Elongated sentences should be discouraged. Sentence structure is essential as complex sentences create ambiguity. A variety of compound and simple sentences will create a linguistic impact. Simple sentences should be used to attract the reader's attention to important details, whilst complex sentences should be used to convey information and the natural flow of the storyline.

Candidates struggled to express their ideas creatively, yet naturally. Guidance in the usage of rhetorical questions, the rule of three, idioms and the natural expressions is advised. It is advised to teach candidates how to explore the usage of ALL examples of punctuation effectively, beyond the comma and full stop.

4. General issues

Grammatical issues include:

Candidates should be discouraged to use colloquial language. Creative diction is possible by using idiomatic language in context and paying special attention to the correct usage of abbreviations, concord and apostrophe in general. The correct changing of tenses, the incorporation of irregular verbs and the inclusion of articles proved problematic to a large number of candidates.

Punctuation

Using 'i', as a personal pronoun, is still wrongly used by certain candidates. Punctuation usage is basic. The omission of full stops is a concern.

Spelling

Really, a lot, grateful, cannot, disappointed, receive, achieve, fuel, environment.

Words confused and wrongly used

there/their	where/were	it is/it's	practise/practice	advice/advise
principal/principle	stationary/stationery	too/to/two	weather/whether	dessert/desert
this/that	these /those	laying/lying	spent vs spend	everyday/everyday,
cause/because	get/got	setup/set up	your/yours	less/fewer
loss/lose/loose	country/countries	quit/quiet/quite		

Overused words and colloquial expressions to be avoided:

Okay, nice, seriously, basically, lids, wanna, 'like' this and 'like' that... and then, and then, and then...

things, stuff, as people, a lot of guys, we as citizens, we as scholars, coz.

The usage of SMS language must be discouraged.

General Comments

The general standard was satisfactory with the large majority of candidates showing a sound knowledge of the set texts.

It seemed that apart from the compulsory component, the most favourite genre selected by centres was prose with *Maru* as well as short stories. The least favourite genre proved to be drama as only one centre submitted assignments based on *Nothing but the Truth* and one on *Othello*. Answers reflecting a wide range of performance were seen on each of the texts attempted by the candidates.

Those centres who executed the form filling and other paperwork with great care are applauded for their effort. This eased the task of the external moderators significantly.

Please remember that both the MS 1 and 2 forms should be submitted with the printouts of the marks on the USB. Pay careful attention when transferring the marks to the USB. In addition, remember to “please put an asterisk (*) against the names of the learners whose interviews have been recorded”. (p 33)

Furthermore, absentees should always be indicated with a 999 on the USBs.

Comments on the written assignments

Bibliographies were often missing. It is important that candidates reference the resources from which information was taken. It was clear that the internet was used in a number of cases which makes attention to referencing all the more important.

Additional research should be done with great care. In addition, teachers and learners should be objective and not merely believe any interpretations that they find on the internet. A successful approach would be to first allow the students to analyse the given text before teachers supply additional notes.

A huge concern is not only the integration of quotes but also the referencing of quotes. Since these are open-book responses, it is expected that page and line references are given. Further integration of evidence needs urgent attention.

Ensure that the samples sent in for moderation are “representative of the whole mark range of the learners at the Centre, with marks spaced as evenly as possible from the top mark to the lowest mark.” (p 32; NSSCO syllabus)

Assignments generally adhered to the prescribed word count. However, with a word count of “approximately 600 words each” (p 22; NSSCO syllabus), it should be clear that comparisons of poems or short stories are not the conducive questioning technique. On the NSSCO level, candidates are not expected to compare and contrast. The best approach is to focus on one piece at a time.

Regretfully, bibliographies were often missing too.

Comments on the topics

Some topics were vague, ambiguous and overlong. Instead of advantaging the candidates, they seriously disadvantaged them. Refrain from asking learners to “Analyse ‘Dulce et Decorum est’”. Prompts like that often led to summaries of line-by-line analyses of the work. Rather ensure that the questions focus on a specific theme like “Discuss how Wilfred Owen depicts war in ‘Dulce et Decorum est’”. Remember, this is the ideal opportunity to prepare your learners for the literature studies on AS level. Thus, the questioning techniques of AS level can actually be practised in Grade 11 already. The phrasing of AS level is typically:

“Discuss HOW the **poet/writer/author/playwright** reveals the THEME of ... in ... “

Formulating your questions this way may assist your candidates at an early stage to respond properly to their literature.

Moreover, when the discussion was based on more than one text, candidates often crammed all the literary devices into one paragraph which led to a mere list of devices. It is far more beneficial to develop each point properly by focusing on the specific usage of a literary device in a specific example and then explaining the specific effect created.

In addition, discourse markers were far and few between. It is one of the first aspects that learners need to be made aware of to create flow and cohesion in their writing. Teachers should encourage candidates to use these at all times. The syllabus requires the demonstration of “overall coherence” (p 22; NSSCO syllabus). This is the beginning of cohesion and flow.

Although it might be beneficial to place the text in context, it is detrimental to veer off into general discussions on the given topics.

The following misinterpretations must be discussed with the learners:

- Thomas does not expect his father to fight against death in **Prayer before birth** but rather not to give up living.
- Ms Helen (**The Road to Mecca**) did not die in the play.
- “Alter ego” and foils should not be confused in **Maru**.

It is unacceptable to note that there is no evidence that certain centres covered more than 2 genres. As stipulated in the NSSCO syllabus (p 22) literature should be “based on a reading list divided into three genres: poetry, prose and drama. Learners should write their assignments on **two** of the genres”. Clearly, this should be reflected by each centre, even if the centre is quite small “the texts [should be] evenly distributed over the three genres” (p 22 of NSSCO syllabus).

When learners only respond to African poetry, suspicion is also raised as to whether 20 poems, as prescribed in the syllabus, were discussed in class.

Focusing only on a percentage of the prescribed literature clearly disadvantages the candidates as they will not be sufficiently prepared for AS levels.

Comments on the topics marking techniques

All assignments should be marked thoroughly by the examiner. This includes indicating language errors. It is worrisome that so many assignments reflect poor language usage. The external moderator is only expected to moderate and not mark the assignments from scratch.

All components of the marking grid should be indicated on the assignments. This guides the moderator and will also assist the moderator in discerning how the marks were awarded.

Awarding a total mark out of 15 only without indicating the skills assessed (See Addendum A of NSSCO Syllabus) does not suffice.

It is advisable that the marks with the sub categories according to the syllabus are reflected on the cover page of the assignments. The candidates may create one cover page for both assignments or a separate cover page for each. The cover pages must reflect the following:

- Examination name and code
- Centre name and number
- Date of the examination
- Candidate name and number
- Genres and topics that are discussed by the specific candidate

The first page of the assignment must reflect the topic verbatim as provided by the examiner. Learners should not merely summarise the topic for their own convenience, e.g.: “love in Sonnet 116”. It should rather be a proper statement or question like “Discuss the ways in which Shakespeare depicts love in Sonnet 116.”

The word count should always be reflected at the bottom of the assignment. Please note that an Ordinary Level learner is expected to write about 600 words. That means that each assignment should be 10% more or less than 600 words.

Teachers should also ensure that candidates have a bibliography at the end of their assignments.

It is important to consult the syllabus to adhere to the expectations of the syllabus. For instance, the syllabus clearly states that “poetry is [a] compulsory” (p 22 NSSCO syllabus) component of the literature examination. Learners who haven’t done poetry will unfortunately be disadvantaged in their examinations.

When marking the assignments, it is important to indicate the language errors as they clearly influence the candidate’s marks: “write in well-constructed paragraphs, using complex sentences and showing accuracy in spelling, punctuation and all aspects of grammar and orthography.” (p 29; NSSCO syllabus)

It is also clearly stated that orals must be conducted on both assignments: poetry and prose/drama.

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The general standard was satisfactory with the large majority of candidates showing a sound knowledge of the set texts.

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- “Alter ego” and foils should not be confused in **Maru**.

It is unacceptable to note that there is no evidence that certain centres covered more than 2 genres. As stipulated in the NSSCO syllabus (p 22) literature should be “based on a reading list divided into three genres: poetry, prose and drama. Learners should write their assignments on **two** of the genres”. Clearly, this should be reflected by each centre, even if the centre is quite small “the texts [should be] evenly distributed over the three genres” (p 22 of NSSCO syllabus).

When learners only respond to African poetry, suspicion is also raised as to whether 20 poems, as prescribed in the syllabus, were discussed in class.

Focusing only on a percentage of the prescribed literature clearly disadvantages the candidates as they will not be sufficiently prepared for AS levels.

Comments on the speaking assessment

The syllabus clearly states that “the oral test will consist of a conversation and discussion of approximately 15 minutes based on the learner’s assignments.” (p 23; NSSCO syllabus) Some orals were a mere 9 or 10 minutes long (including the warm-ups) and others were exceedingly long – up to 19 minutes. The actual oral test should be about 10 – 12 minutes in duration.

Beware of wandering off topic into general discussions about war or the political background of the literary text. Candidates should remain focused on the prescribed texts and be able to provide relevant evidence from the studied text.

Please note that even though the syllabus expects the examiners to record the warm-up, the external moderators would like to dissuade the examiners from doing so.

Candidates who read their answers from the assignments are severely disadvantaged by the examiner as the syllabus clearly states “the teacher will raise points made in the written tasks and provide opportunities for the learner to **develop ideas and express opinions**. The conversation should then develop into a **wider examination of the texts studied** in which the learner will be required to demonstrate knowledge of content and to give simple critical responses.” (p 23; NSSCO syllabus)

“The personal response to such matters as character, style, setting and theme will also be required.” (p 23; NSSCO syllabus) A personal response is not a discussion of the general theme of war or apartheid or a simple opinion on the text.

Mere interviews will not be advantageous for the candidates as they cannot establish a conversation if the teachers do not engage with the candidates. Remain focused and respond to what the candidates are talking about. Some teachers are commended on their approach towards the learners.

Avoid asking candidates to “take you through” or to “tell you what they think of the text”. Also, avoid any praise such as “Excellent” or “Well done”.

It is important to remember that 5 learners of each examiner in a centre should be sent in for moderation. If the centre chooses only one examiner for all the learners, the 10 recordings should still consist of 5 learners from each teacher in the centre.

Always remain objective during the speaking test. Learners will eventually also calm down and be able to respond adequately to the teacher’s prompts. Refrain from writing and making unnecessary noises while the speaking test is conducted. Give the candidates ample time without interruption to answer their questions.

Please do not disadvantage your learners but familiarise yourselves properly with the syllabus. If you are still uncertain, experienced teachers are always available to assist you in your endeavours. Do not hesitate to contact them. The DNEA will also be willing to assist you with the names of experienced teachers who will assist you in this matter.

Lastly, teachers are urged to use this golden opportunity to prepare learners properly for their examinations. Perhaps it might improve the performance and help learners to minimise the workload on AS level.

GENERAL COMMENTS

Candidates need to demonstrate comprehension of the stimulus texts, the ability to consolidate information from the texts and relate to it to perform well in this paper. Additionally, candidates need also to express an opinion about the issues addressed and develop own arguments. Candidates struggled less with the parts of the paper that go beyond comprehension and recounting content than in previous years.

The Question paper adhered to syllabus content and the Namibian context. No mistakes could be detected in the presentation or the format of the paper. Thus, no particular leniency or stringency had to be applied during marking. Generally, candidates seemed well prepared. Language proficiency was not always of first language quality, but more candidates than in previous years showed first language proficiency. Almost all candidates achieved 50% percent of the total marks. The majority of candidates delivered satisfactory to good results and a there were number of very exceptional results.

Demonstration of comprehension, knowledge, application of correct terminology, expression of appreciation and opinion were clearly more visible this year than in the previous years, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination this year and not only candidates considered too weak for Higher Level.

Question 1-7

- 1 Die Frage, ob Musik beim Lernen hilft,
 - A kann eindeutig mit „Ja.“ beantwortet werden.
 - B kann nicht eindeutig beantwortet werden.
 - C kann eindeutig mit „Nein.“ beantwortet werden.
 - D wurde bisher gar nicht in Studien untersucht.
- 2 Wenn man beim Lernen Musik hört, sollte die Musik
 - A keinen Text haben, aber viel Werbung enthalten.
 - B keine Werbung enthalten, aber Text haben.
 - C starke Emotionen auslösen.
 - D weder Text noch Werbung haben und keine Emotionen auslösen.
- 3 Bei Arbeit, die schnell erledigt werden muss,
 - A kann man zur Unterstützung auch schnelle Musik hören.
 - B sollte man möglichst entspannte Musik hören
 - C sollte man gar keine Musik hören.
 - D sollte man Naturklänge einspielen.

Beantworten Sie die **Fragen 4 und 5 in eigenen Worten und ganzen Sätzen.**

- 4 Warum sollte man beim Lernen keine Tanzmusik hören?
- 5 Was ist der Vorteil daran, eine Playlist für die Musik beim Lernen zu erstellen?
- 6 Nenne die **zwei** Aspekte der Musik, auf die man besonders achten sollte, wenn man beim Lernen Musik hört.
- 7 Nennen Sie das menschliche Organ, dem der Takt der Musik beim Lernen angepasst sein sollte.

Overall candidates performed well, but not as well as expected in this multiple choice and short answer type question, which is also considered to be the easiest in this paper. All candidates scored 5/10 or higher for these questions.

Question 8

- 8 Sie lernen gerade für Ihre NSSC-Prüfungen und haben dabei ausprobiert, wie das Lernen mit unterschiedlicher Musik funktioniert. Schreiben Sie Ihrem/r beste/n Freund/in in einer Email, welche Erfahrung Sie gemacht haben und was Sie empfehlen/nicht empfehlen können. Beachten Sie dabei die Form und sprachlichen Mittel der informellen Email.

Ihre Email sollte eine Länge von **anderthalb (1 ½) Seiten** nicht überschreiten.

All candidates were familiar with the format of the informal e-mail. A good number of candidates demonstrated very good ability to consolidate information from the text with personal experience and suggestions. All candidates used the appropriate language register and demonstrated high levels of creativity and originality. Quality of language and expression was generally satisfactory with some very good performances; in most cases grammar and spelling were faulty and sentence construction and idiomatic expression were either simple or slightly awkward. There were some candidates with a very good command of sentence construction and idiomatic expression.

Most candidates achieved around 60% or more of the marks in this question.

Question 9

- 9 (Text 1 und 2) Im Text 1 werden hauptsächlich Tipps für das Lernen mit Musik gegeben, im Text 2 beantwortet ein Experte kritische Fragen zum Lernen und Arbeiten mit Musik.

Schreiben Sie **eine Zusammenfassung der beiden Texte**. Schreiben Sie **etwa eine (1) Seite** in einem zusammenhängenden Text, nicht in Stichpunkten. [20]

Candidates generally achieved 60 - 70% of the marks in this question. Most candidates were able to adequately summarise both texts in one text, while a number of candidates still produced separate summaries.

Many only scored 2/5 for Quality of language and expression.

All summaries were within the prescribed length.

Question 10

- 10 (Text 1 und 2) Sie haben gerade die Information zum Lernen mit Musik auf der learnattack-Seite und das Interview mit Professor Jäncke auf Die Zeit Online gelesen und gehen danach auf ein Forum im Internet, wo die Vor- und Nachteile des Lernens mit Musik besprochen werden. Hinterlassen Sie einen Kommentar dazu im Stream des Forums, in dem Sie sowohl Informationen aus den beiden Texten als auch Ihre eigene Erfahrung und Meinung einbringen. Beachten Sie dabei die Form und sprachlichen Mittel des Kommentars.

Ihr Kommentar sollte eine Länge von **anderthalb (1 ½) Seiten** nicht überschreiten.

Performance in this question was the weakest. Quality of language and expression was generally satisfactory, with some candidates standing out with work of exceptional quality. Most learners seemed unfamiliar with the format and tone of the commentary and resort back on either summary or the argumentative essay. In many cases grammar and spelling were faulty, sentence construction and idiomatic expression were slightly awkward. Most candidates obtained 40-60% of the marks in this question.

While most of the commentaries were within the prescribed length, most of the paragraphs were a bit lengthy and long-winded for a commentary.

COMMENTS AND SUGGESTIONS FOR TEACHERS

Increased exposure to magazine and newspaper texts that lend themselves to comparison and summary could possibly further increase performance in this paper, enhance language and expression skills. Please, point out that summaries should be delivered in ONE flow text structured in paragraphs, not in bullet points and not in two separate summaries.

Please continue to familiarise learners with different types of texts, and their format and characteristics, so that they can produce texts in the correct formal and appropriate language register. Text production and developing own thoughts from stimulus texts should continue to be practiced in class. Creativity and originality are appreciated when marking this paper, continue to encourage this alongside routine answers.

Lösungsschlüssel und Erwartungshorizont

Abteilung A

- 1 B
- 2 D
- 3 A [3]
- 4 (a) Tanzmusik macht einen **fröhlich und unruhig**, und das **lenkt einen vom Lernen ab**. (1 Punkt für das Konzept Emotionen und/oder Unruhe und 1 Punkt für das Konzept der Ablenkung). [2]
- (b) Wenn man vorher eine Playlist erstellt hat, kann man sie **einfach abspielen** und muss das Lernen **nicht** durch die Suche nach geeigneter Musik **unterbrechen**. (1 Punkt für das Konzept des lückenlosen Abspielens, 1 Punkt für das Konzept des ununterbrochenen Lernens/nicht suchen müssen). [2]
- (c) Tempo und Lautstärke/ nicht zu laut oder zu schnell/ Takt/Rhythmus und Lautstärke [2]
- (d) das Herz [1]
- [10]
- 5 s. Korrekturvorgabe zum Schriftlichen NSSCO Deutsch
Die Form der informellen E-Mail muss eingehalten werden.
- Tempo und Lautstärke/nicht zu laut oder zu schnell/Takt/Rhythmus und Lautstärke [2]
das Herz [1]
- s. Korrekturvorgabe zum Schriftlichen NSSCO Deutsch
Die Form der informellen E-Mail muss eingehalten werden. [20]

Abteilung B

- 6 Folgende Punkte können in den Zusammenfassungen genannt werden. Es müssen insgesamt mindestens 15 Punkte genannt werden.
- Text A**
- Text A konzentriert sich auf **Ratschläge zur Musikauswahl**, wenn man beim Lernen Musik hören will.
 - Es ist wichtig, **für das Lernen solche Musik** zu wählen, die **keine bestimmten** positiven oder negativen **Gefühle** auslöst.
 - **Schnelle Musik** ist gut, wenn man **schnell arbeiten** muss, aber nicht beim Lernen.
 - Es ist besser, **vorher eine Playlist** zu erstellen, weil man dadurch **Unterbrechungen** durch Werbung und Nachrichten **vermeidet**.
- Text B**
- Text B ist ein **Interview** mit einem Neuropsychologen, der erklärt, wie man **Musik einbinden** kann, um **bessere Erfolge beim Lernen und der Arbeit zu** erreichen.
 - Der Psychologe empfiehlt **Musik bei der manuellen Arbeit**, weil sie zur **Ablenkung** dient und bei der **Automatisierung** der Arbeitsschritte hilft.
 - Das **Musikhören beim Arbeiten im Großraumbüro** ist sinnvoll, weil es dort störende **Unterbrechungen ausblendet**.
 - Lutz Jäncke sagt, dass das **Musikhören beim Lernen ablenkend** wirkt, weil es das **Gehirn über längere Zeit müde** macht und man dadurch die **Konzentration verliert**.
 - Er empfiehlt, eine halbe Stunde lang **konzentriert zu lernen**, dann fünfzehn Minuten zu **ruhen und** nichts zu tun und **erst dann Musik zu hören**.

Text A und B

- Es ist **individuell unterschiedlich, welche Umgebung** man beim Arbeiten/Lernen bevorzugt.
- Das Thema „Musik beim Lernen“ ist ziemlich **umstritten**.
- Es gibt **keine wissenschaftliche Studie**, die beweist, dass das Lernen mit Musik effektiver ist als ohne.
- Musik hat auf jeden Fall **Auswirkungen auf die Konzentration**.
- Musik hat **unterschiedliche Auswirkungen auf jeden einzelnen Menschen** und seine Stimmung.
- Für **das Lernen** eignen sich eher **ruhigere Instrumentalmusik** und Geräusche und Töne ans der Natur als aufputschende Lieder mit Texten.
- Musikhören ist **kein Zaubermittel** für einen besseren Lernerfolg.

[15]

SPRACHE UND STIL

[5]

5	Ausgezeichneter Ausdruck und sehr gute Fokussierung. Sehr prägnant, mit Neuordnung der Punkte. Längenvorgabe eingehalten. Sehr gute Wortwahl und klare Struktur.
4	Guter, der Zusammenfassung angemessener, Stil. Gute Fokussierung und gut durchdachte eigene Wortwahl. Teilweise Neuordnung der Punkte. Längenvorgabe eingehalten.
3	Weitgehend prägnant mit guter Fokussierung. Gute eigene Wortwahl.
2	Form und Stil der Zusammenfassung erkennbar, aber nicht durchgehend angewendet. Ausreichende Fokussierung und teilweise wörtliche Wiedergabe der Originaltexte. Möglicherweise etwas zu lang.
1	Wenig prägnant. Kaum fokussiert. Einige wenige Anzeichen für Text- und Aufgabenverständnis. Wiederholt wörtliche Wiedergabe der Originaltexte. Zu lang.
0	Deskriptiver, erzählender und/oder Gesprächsstil, meistens ohne Fokussierung. Störende wörtliche Wiedergabe des Textes und mangelndes Textverständnis. Hohes Maß an Redundanz.

7 s. Korrekturvorgabe zum Schriftlichen NSSCO Deutsch

Die Form des Kommentars muss eingehalten werden. Die Einbringung der eigenen Meinung und Erfahrung muss ersichtlich sein, um mindestens eine Note 3 in der Kategorie „Thema und Struktur“ zu erhalten.

[20]

[Gesamtpunktzahl 70]

GENERAL COMMENTS

The exam paper adhered to syllabus content and the Namibian context. No mistakes could be detected in the presentation or format of the paper. Thus, no particular leniency or stringency had to be applied when marking. Generally, candidates seemed better prepared than in previous years.

To perform well in this paper, candidates need to structure and develop a narrative, a description, an argumentation, or discussion and are expected to adhere to the required format and language register for the topic/genre chosen. Candidates are also expected to show mastery of the grammatical structures, spelling and punctuation at first language level. There were no off-topic essays this year. Candidates generally presented well-structured pieces of writing.

Language proficiency was not always first language quality, but more candidates than in previous years showed first language proficiency. The majority of candidates obtained 50% -60% percent of the total marks. The majority of candidates delivered satisfactory to good content. There were also a number of original, very well-developed essays.

However, there was a concern with faulty grammar and spelling; with awkward sentence construction and idiomatic expression. Incorrect capitalisation, commas, declination, grammatical gender and sentence construction were the main sources of language errors.

Demonstration of grasp of topic, knowledge and application of correct terminology, as well as expression of opinion and grasp of narrative techniques were clearly visible. There was improvement in this as compared to previous years, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

COMMENTS AND SUGGESTIONS FOR TEACHERS

It remains of utmost importance for the candidates to collect ideas and draft the structure of the essay before starting, which most candidates did this year. Re-reading of the essay to identify and correct language errors is also very important. Both drafting and proofreading should be given high priority when practicing essay writing in class. Providing learners with example texts for descriptive, narrative, argumentative and discursive texts might help with the familiarisation with the different text types and text-specific style and figures of speech. These very technical sides of writing should however be balanced with tasks that encourage creativity and free thinking, such as mind maps, clustering and writing prompts.

It is crucial for the candidates to clearly indicate the number of the topic and to copy the exact topic. It is not permissible to modify the topic given. However, for the narrative and descriptive topics an own title befitting the text is considered an added value.

COMMENTS ON INDIVIDUAL TOPICS

Topic 1:

In Namibia leben bedrohte Tierarten, die unter besonderem Naturschutz stehen und deshalb nicht bejagt werden dürfen. Glauben Sie, dass diese Versuche der Arterhaltung sinnvoll sind oder würden diese Tierarten sowieso aussterben? Belegen Sie Ihre Ansicht mit Beispielen.

This topic was chosen by one (1) candidate.

Topic 2:

„Es ist schlimm, erst dann zu merken, dass man keine Freunde hat, wenn man Freunde nötig hat.“ Was meinte der griechische Philosoph Plutarch hiermit? Erklären Sie mit Beispielen aus dem öffentlichen Leben, aus Film/Literatur und/oder Ihrer eigenen Erfahrung.

This topic was chosen by one (1) candidate.

Topic 3:

„Und dann war es so still, dass ich meinte hören zu können, was der Mann neben mir dachte.“ Schreiben Sie eine Geschichte, in der dieser Satz vorkommt. Unterstreichen Sie den Satz in Ihrer Geschichte.

This narrative topic was the most popular topic with seven (7) candidates.

Topic 4:

Sie sitzen am Sonntagnachmittag zu Hause am Fenster. Beschreiben Sie, wen oder was sie durch das Fenster sehen. Was hören, riechen oder schmecken Sie dabei? Welche Gefühle und Gedanken bewegen Sie?

This descriptive topic was chosen by three (3) candidates.

Topic 5:

„Ohne Risiko kein Spaß!“ – Würden Sie dieses Lebensmotto für sich unterschreiben? Erörtern Sie und berichten Sie gegebenenfalls von Ihrer eigenen Erfahrung.

This topic was not chosen.

Topic 6

Glauben Sie, dass die Einteilung der politischen Lager in „rechts“ und „links“ noch Sinn macht, oder hat sich die Welt so verändert, dass wir neue Kategorien finden sollten? Erläutern und erklären Sie.

This topic was chosen by one (1) candidate.

Topic 7:

Geld regiert die Welt“. Nehmen Sie Stellung zu dieser Aussage, indem Sie erklären, ob und warum sie Ihrer Meinung nach stimmt/nicht stimmt.

This argumentative topic was chosen by two (2) candidates.

Topic 8:

Sie wurden gerade zum Präsidenten Namibias gewählt. Beschreiben Sie Ihren ersten Tag im Amt. Mit wem treffen Sie sich und mit wem reden Sie? Was sagen und tun Sie?

This topic was not chosen.

Topic 9:

Ein freundliches Wort kostet nichts, und dennoch ist es das schönste aller Geschenke.“ Erklären Sie dieses Zitat der Schriftstellerin Daphne du Maurier und führen Sie es anhand von Beispielen aus dem öffentlichen Leben, Film/Literatur und/oder Ihrer eigenen Erfahrung aus.

This topic was not chosen.

This year, the majority of candidates chose narrative or descriptive topics. As in previous years, the discursive topics of a more philosophical nature were avoided.

GENERAL COMMENTS

There were five centres with 15 candidates overall. There were 5 candidates present in each of the two largest centres. The presentation and format of written tasks were generally neat. It is of importance that candidates demonstrate knowledge of the content of texts discussed as well as the terminology necessary for literary analysis in the assignments. It is equally important that they show personal appreciation and opinion on the texts chosen. Candidates should be able to give reasons from the text and secondary sources and express them adequately in written German. Demonstration of knowledge, application of correct terminology, expression of appreciation and as well as own opinions were generally more visible than in the years before 2020. This can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

Quality of assignments

Most assignments were of average to good quality in content and fairly well structured. First Language proficiency was a problem with some candidates. However, candidates generally demonstrated a higher language proficiency than in past years, which can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination this year and not only candidates considered too weak for Higher Level. While referencing and quoting were mostly done properly and meaningful, there were some cases of plagiarism, where teachers in centres did not notice and/or penalise. Plagiarism was most prevalent in the analysis of poetry. The moderator had to lower the marks in these cases. The importance of discouraging plagiarism and encouraging own expression, even if it is not in perfect German, cannot be over emphasised enough. Teachers should not hesitate to penalise or point out plagiarism in ALL cases, even if the candidate is a top performer.

Topics

In some centres, the range of topics chosen for prose was usually limited to either prose or drama, but topics were varied. Learners should be further encouraged to find original, creative and interesting topics and possibly exposed to more than one prose text. Topics and texts chosen for poetry were less varied than in 2021.

The topics/themes chosen were usually clearly stated in the assignments. Overall, it was good to see that knowledgeable interpretation and analysis as well as individual appreciation have improved since 2020. This can probably be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

GENERAL COMMENTS

There were five centres with 15 candidates overall. There were 5 candidates present in each of the two largest centres. For the conversation on literary topics, much depends on the candidates' ability to demonstrate factual knowledge, analysis and comparisons in their topic discussion. It is also important to express these adequately in German on mother-tongue level. Candidates can score high marks if they are confident in using German terminology and analysis skills acquired in class, as indication of the mastery of the German Language. It is also important that candidates demonstrate knowledge as well as language skills to maintain a conversation on a prepared literary topic. Demonstration of knowledge and application of correct terminology as well as good speaking abilities at first language mastery level were generally better this year than in the years before 2020. This can be attributed to the fact that all Grade 11 German First Language candidates took the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

Quality of conversations

Most candidates were fairly confident, some very confident, in the oral presentation of their factual knowledge and the manipulation of language structures. First Language proficiency was a problem with some candidates. Examination techniques of the examiners in all centres could be improved further so as to stimulate candidates to display their full ability and knowledge and flow of the conversation. In one centre, candidates presented uninterrupted monologues with only one question asked towards the end of the examination. Thus, a fair moderation for the candidates in this centre was very difficult.

In a number of cases, conversations seemed slightly rehearsed. There were a few incidences of verbatim renditions of wording from the literature assignments. Most examiners still need to take more care not to pre-empt answers and not to make evaluating remarks like "sehr gut" or "richtig" or "genau". For this paper, it is very important that candidates are given a fair chance and be stimulated to show the full range of their knowledge and speaking abilities.

Topics

In some centres, the range of topics chosen for prose was limited to either drama or novel. However, topics chosen within centres were more varied than in previous years. Learners should be encouraged to find original, creative and interesting topics and possibly exposed them to more than one prose text. Topics and texts chosen for poetry are less diverse than in 2021.

Overall, it was good to see that knowledgeable interpretation and analysis as well as individual appreciation has generally improved since 2020. This can probably be attributed to the fact that all Grade 11 German First Language candidates are now taking the NSSC Ordinary examination and not only candidates considered too weak for Higher Level.

FIRST LANGUAGE KHOEKHOEGOWAB

6098
Paper 1

GENERAL COMMENTS

It was clear from the candidates' responses to the question paper that reading with understanding and general interpretation of the questions is a common difficulty experienced overall. The poor language usage and recurring spelling errors has obstructed the meaning in most cases and this was observed in all centers. Very few candidates were able to display a variety of well-constructed sentences, simple to complex sentences, idiomatic expressions, some figurative language and appropriate style of writing in their responses.

It was also evident that learners are not exposed to reading and responding to a variety of text types. Many candidates were not able to differentiate between point and paragraph formats of writing. Some candidates resorted to a formal letter format for the response to a friendly letter.

Teachers should put emphasis on the correct grammar usage during normal teaching. This may be rectified through more language usage and writing exercises and consistency in marking and correcting learners' errors. Teachers should strive to see improved skills over the year. Teachers are therefore encouraged to make use of Khoekhoegowab Orthography to guide learners on correct spelling, language usage and grammar.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 Questions (a – j) were contextual questions assessing reading and understanding. Although generally candidates did well in responding, it was notable that learners still do not read with understanding and rather skim for answers consequently resulting in copying texts directly containing parts of the question. This resulted in most candidates losing out on marks.
 - (a) This question required candidates to mention two details what was it that was annoying about Kamatyona father's voice. Most candidates were able to respond correctly to this question. The candidates were expected to write the following to score marks; It was monotonous/ It was repetitive/ceaseless/ It resembled the school bell/It rings non-stop.
 - (b) What does Kamatyona increasingly think about all the time? The following answer were accepted as correct: The city/ Dreams of/about the city. One mark for either of this answer. Most candidates used the aforementioned keyword Capital city as an answer and some gave in full sentences such as; He dreamed of the capital city.
 - (c) Why Is Kamatyona's father so concerned about the locust in the Boss's field? In order to answer this question correctly, the desired answers were: The Boss feeds them / The boss gave them sorghum / If the harvest fails they will starve. Most of the candidates answered this question correctly.
 - (d) Why does Kamatyona describe Okathitu as "pale as a ghost"? Any one from this answers were correct. There is no grazing land left / no livestock/ They have nothing/ no possessions. Many candidates were able to answer this question correctly.
 - (e) What emotion is Kamatyona feeling when he remembers his friends saying Me/I ... Me/I... and why? The candidates were supposed to mention the emotion in which the boy was at that time. Almost all candidates did not understand this question. Most candidates mention the emotion but could not elaborate on why he was feeling as such. The correct answer would be Jealousy/envy/dissatisfaction. His friends [say they] have a good life in the city/ his friends in the city (who have left the village) have a better life.
 - (f) Apart from his age why did Kamatyona not want to marry Nangula? Give **two** reasons. The correct answer is Nangula never attended school. They would not be able to help each other/ would be stuck in poverty. Few candidates gave the reason but fail to explain in their own words. Answer was lifted directly from the text.

- (g) Why is it likely Kamatyona’s resentment increased after he slowed down on his way to the Boss field? Many candidates were not able to answer the question as they fail to give the correct answer. Many answered by saying he is now pessimistic and determined as he never believed he would be. The correct answer should be; He was almost hit by Boss’s car.
- (h) What impression is given of Boss Nengushe’s character in the penultimate paragraph? Give **two** reasons. Instead of listing candidates were explaining his character in full sentences. The desired response was that (He is) bossy/arrogant/selfish/self-interested/self-important/impatient.
- (i) What does the Boss mean when he says “Have you become a pillar of salt?” Most candidates misinterpret this question and answer it wrongly. The correct response is: Why are you not moving? Hurry up. Very few candidates were able to explain this in their own words.
- (j) According to the text, what **two** emotions were felt by the other youth’s during Kamatyona’s confrontation with Boss Nengushe? Most candidates had the same answer but the answer was wrong. The correct answer was supposed to be: Surprise/horror/shocked. Any of: concern/ pity/ sympathy/ regret.

- 2 This question which was also based on Passage 1 consisted of part (a) for which the candidates were required to mention points from the passage that indicated factors pushing young people away from rural areas and pulling them to the city. Most candidates were able to lift correct ideas from the passage while a few just copied directly from the text. Some candidates responded in paragraph format while others just wrote phrases. Teachers are urged to teach the difference of writing in point form and paragraph writing.

The part (b) of the question required candidates to write a summary of 100 – 150 words with the ideas written as their response in part (a). Many candidates did not use their ideas from part (a) but rather wrote a summary of the whole passage and they missed the correct information in so doing.

Some candidates did not use the answers of 2(a) in order to write the answer for 2(b). Paragraphs were lengthy, they did not stick to the number of words given. This caused them to lose out on marks. Teachers are encouraged to familiarised the candidates well with the assessment objectives of this question paper in order to prepare them for their final examination.

- 3 This question was based on passage 2 and the candidates were required to write a friendly letter to the best friend and tell him or her about what they have learned on “Parenting: The role of the extended family” Candidates were expected to use the content of the passage as guideline in responding to the question.

This question was assessing the learners’ skills of in-depth reading of the passage and the ability to write clearly, extensively and showcase appropriate language usage in their responses. This is a directed writing question and learners should be prepared at school through repeated writing activities to master the skills. Most of the candidates were unable to respond correctly to this question. Many did not have the correct format and structure of an article while some opted for a letter as their response.

It was again evident that the candidates responded to questions without understanding and even more without reading the passage for understanding. Some candidates were off topic. More reading of variety of texts is therefore recommended.

3. CONCLUSION

In conclusion, all the teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination despite the unusual circumstances of this year that affected the school calendar. The Senior Education Officers in the regions and the Heads of Departments at the schools are hereby urged to discuss the examiner’s report with the subject teachers to ensure that the recommendations are implemented. Thank you!

GENERAL COMMENTS

There is a noticeable improvement in certain aspects of the component, but still much needed to be done to qualify the component to be of an acceptable standard. Most examiners indeed prepare their candidates within the authorised assessment framework, but needs to focus on certain matters to improve the overall performance of the component. The rewriting of the **question statements** is not a necessity and should be discouraged as it is not assessed and even takes up space that could have been used for assessable content.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative

- 1 The narrative question required candidates to write a story about the most exciting day they ever had at school. It is the topic which was chosen by a majority of candidates, as it could easily relates to the candidate's personal experiences. The topic was well interpreted and articulated with relevant and purposeful vocabulary and register.
- 2 This narrative question required candidates to write on a topic "If you care about something or someone, you should let your voice be heard". The candidates were expected to write a story to substantiate the statement. It was not a topic of choice as only a limited number of candidates chose it. The question was well grasped by the candidates who chose it and narrated interesting stories.

Descriptive

- 3 The descriptive essay required candidates to describe a big storm while he/she was far away from his/her home, and outline what he/she saw, heard and felt. This was one of the most selected topics, and the candidates indeed showed good understanding of the topic and provided well-structured essays with effective vocabulary.
- 4 The descriptive essay required candidates to choose his/her favourite dish that he/she likes to eat, and then in a descriptive manner give details about how it looks, smells and tastes. It had a moderate degree of difficulty as some candidates did not have effective vocabulary to indicate cuisine or culinary related descriptions, and also had limited descriptive vocabulary to describe the smell and taste, due to the limited diction of candidates in the language.

Argumentative

- 5 The argumentative essay required candidates to tender arguments about what they think is the most important subject they learn at school, and to justify their choice. This particular topic was diversely interpreted as it had multiple approaches. For some candidates it was a particular topic within a subject, for some candidates it was the level or academic phase, and for some it was multiple subjects. The candidates showed competence in their argumentations with relevant facts to support their choice.
- 6 The topic required candidates to present their opinions on the matter "Whether parents should teach their children on how they should behave on different social media platforms". This is one of the topics that was approached differently, as some candidates interpreted as general moral education of children, whereas others viewed it as the importance of education in general and others the ethical conduct of being on social media. Candidates could not effectively present their opinions as there was a limit on the vocabulary to be used for the effectiveness of the purpose.

POSITIVE SUGGESTIONS TO TEACHERS

It is a great concern that there is a reduplication of language errors that are outlined annually. The errors range from **spelling, part of speech, syntax, semantics, morphology, lexis, pragmatics, suffixes, phonemic flaws, improper terminology, paragraphing, use of idiomatic expressions, the use of clauses and phrases, syllabification, the use of monographs, digraphs and tri-graphs** and the mastery of Khoekhoegowab alphabet and the required

punctuation marks and colloquial language. It is noted with great worry that some candidates are not taught the syllabus components on pages 11 -13. It is of paramount importance that candidates are prepared on how to interpret and present ideas in the different types of essays. Candidates also make use of English and or Afrikaans words for terms and vocabulary we have in Khoekhoegowab. Toxoba xoallarehe ra tsī xoallarehe tama mīdi tsīna !āixoa-aona !lgau!nā re lasa ortoxrafib #khanisa xu, e.g. tara -ta ra.

Few **common terms** used this year:

Independence, regional, roof, periods, international, hostels, games, paint, famous, licence, coach, photos, video, picture, champion, LRC, stage, want, certificate, eie, xruten, level, spans, shot put, training, sukkel, assembly, jevraun, geniet, style, studio, aartappeln, wortel, atletiks, sport, aandag, enigste, Vrydag, nog, tog, tournament. Life skills, slaai, etc.

Some learners use **capital letters** (Common Punctuation marks) to write the whole essay making marking difficult. To take up space there is a tendency that learners leave big gaps or open spaces between single words in one sentence. The use of **degree of comparison** (Part of Speech) is improperly effected e.g. "Ilkhoaxaste". The counting of words with pencil and writing the number of words **on top** of every single word written, **at the end** of every **line** and **at the end** of every **paragraph** presents an unpleasant marking atmosphere for the marking, posing confusion. Candidates should refrain from writing in pencil or changing the ink colour abruptly, as it might be construed differently by the marking team.

It is noted with great pleasure how examiners foster the teaching and learning at their respective centres. It is highly valued and appreciated how certain examiners render sacrifices and attempts to qualify the candidates to attain quality symbols.

There are a few remarks tendered to improve the aspects that are poorly attained by candidates. **Handwriting styles** are to be monitored at school to make sure that learners generate work that could be followed by any person, please ensure that learners' handwriting is **clear** and **legible**. Candidates should refrain from writing the clicks (l,!, #, ll) in **cursive writing**. There is also an improper style of writing the (i and î) they write it with a circle on top of the vowel making it look decorated. Examiners should please expose candidates to a variety of language **terminologies** and vocabulary to avoid candidates using foreign terms in an official examination paper. It is advisable to teach candidates on how to approach and analyse the questions in order for them to generate the appropriate interpretation. Moreover it is recommended for examiners to guide candidates how to approach questions with **expressions** and **quotations**, by presenting them with some common **figurative** speeches. Some candidates are writing over the margin, while some are writing rather short sentences not even reaching the margin. These should be avoided at all cost, and let the candidates write reasonable length of sentences (Syntax).

It would serve a proper course to give candidates the marking grids, and by so doing explain to them the requirements and expectations within each band. Make the candidates aware during school based assessment about how markers interpret the marking grids for candidates to be credited in higher bands. Examiners should identify candidates with learning difficulties and render **extra support** for such candidates from junior secondary phase, to avoid candidates producing mediocre work at this level. Please consult the **examiner's reports** of the previous five years to eliminate majority of the mistakes repeated almost annually and over the years.

Some candidates still answer three (3) different questions one from each category, this could be avoided if assessment at school level is based on external examination. Let the candidates do more writing activities with proper feedback providing correction and follow up to be done. It is noted that certain centres register candidates who take Khoekhoegowab First Language for the first time only in grade 10 (ten) as Second Language speakers and such candidates really struggle with the overall understanding and application part. It is noticed that some Second Language speakers wrote almost the entire essay in English, which is really worrisome.

RECOMMENDATIONS

The marking team thought it wise to present a few recommendations on: Language, Style, Content and Structure. Examiners should look out for the following aspects when marking these are broad concepts and should be well developed. Candidates write for **example**: N\$200.00 Namibia dollarga ge dan, which is linguistically improper. Candidates can either abbreviate the currency without repeating it in words. Generally in academic writing numerical values should be written out in words, more especially when you start a sentence.

Gowab/ language usage	IGaub/style	!Khō#gāb/content	!Amlareb/structure
<ul style="list-style-type: none"> • Grammar • Morphology • Syntax • Semantics • Phonology • Idioms • Figurative speech • Abbreviations • !Nunu!nābes • Gaxugaxusaob 	<ul style="list-style-type: none"> ✓ Vocabulary ✓ Jargon ✓ Tone/Register ✓ Descriptive ✓ Narrative ✓ Argumentative ✓ Comical ✓ Relaxed ✓ Boringly ✓ Informative ✓ Fantasy 	<ul style="list-style-type: none"> ▪ Contextual awareness ▪ Purpose of the essay ▪ Effective usage of proper vocabulary ▪ Theme clear 	<ul style="list-style-type: none"> ➤ Paragraphing ➤ Interesting introduction (hook) ➤ Well- developed cohesive developmental paragraphs (body) ➤ Conclusion providing possible solutions, recommendations, suggestions, general observations etc.

MISSPELLING, ELLIPSIS, SUBSTITUTION AND CONFUSED WORDS

ōa instead of ūhā

skolia instead of skola

khomi instead of khom

!lnaeteb instead of !lnaetib

nausisa instead of nēsisa

nīti instead of nēti

!khaes instead of !khais

Hīna, !nā, !a instead of hīa

hu#ui instead of ū#ui

ōaba instead of ūhāba

māhoa-i instead of mā-ihoa-i

sia instead of sida

twa instead tawa

mā (offer, pass on, give, provide, render etc. etc.)

mā (interrogative- mālāe, māti, mātikōse, māpa etc.)

mā (to stand)

xu (Preposition- from)

xū (Verb- let go, let alone, let be, to be left etc.)

xū (Noun- something, a thing)

kē instead of kō

xuia- instead of xui-ao

!lnātinam instead of !lnātim

tsīnam instead of tsīm

side instead of sida

da (#guilnōb) instead of ta

aohe instead of auhe

!kha (with) instead of !ga (to)

ta instead of tā

wada instead of hoda

kē instead of ge

sta instead of tsa

oage instead of hoage

#humisen instead of #homisen

xuge, xūge instead of xui

Examiners are advised to put these terms/words into context with proper example to assist the candidates to have a better grasp of their usage. Even though grammar usage is not assessed in the examination, but it constitutes a great deal in the writing components, as four papers are answered in writing, and it is expected from the candidates to communicate comprehensively as required by the syllabus aims.

Dialectical awareness and distinctions

It is noted that there might be variations in pronunciation and articulation of different Nama and Damara languages. Unfortunately there is only one conventional orthography besides this diversity, and thus examiners and candidates are required to write in a uniformly representational to Khoekhoegowab taught in schools and appearing in all written books. The **substitution** of the digraphs (**lgam#geregu**) and **tri-graphs (!nona#geregu)** is very prevalent in almost all the centres. E.g. **!lkharos** instead of **!lharos**, and this causes the contextual matter to be compromised and the central theme is not clearly outlined. Candidates should also be made conscious about verbal articulation and conventional written linguistic awareness. It is observed that there are still candidates at this level who rewrote the topic statements only without any other relevant matter relative to the question.

CONCLUSION

Ada toxoba !lkhā!lkhāsenāona Khoekhoegowab lōga (Phonology)xrat 8sa xu xrat 11s kōsellgau!nā, aillgause: lōmūdi, !gamlōgu, !hū!lōmūdi, nam#naugu, #geregu tsīna. !lkhā da as kōse !lkhā!lkhāsenāona !kharagagu #āibasengu tsī xoalgorade xoasa māi-ai!ā re.

Thank you dearly for all the hard work, sacrifices, direct and indirect inputs regarding the development of the language. It is a clear testimony that teachers are significant custodians in promoting and preserving the language and its progress. Jointly we will attain the assessment objectives of this particular paper. Never get tired of parting your knowledge with the candidates. It is acknowledged and noted. Thank you. Kai gangans tsī !khaehesa sisen!laeba ūhā re.

GENERAL COMMENTS

Most of the written work submitted was neatly and legibly written.

Most centers obtained average scores while some obtained excellent marks. You are applauded for that.

Spelling remains a major concern as candidates still demonstrate confusion in the spelling of certain words, which when spelled incorrectly mean something else.

The candidates still struggle with the “critical response” part of this paper, as they mainly only lift the information from the text as an answer, or they paraphrase the text and write it in an essay format.

Most candidates adhered to the instructions, but some did not, and this caused them to lose possible marks.

COMMENTS ON INDIVIDUAL QUESTIONS

This question was supposed to be answered in the continuous prose format.

The behaviour of Marie’s husband

Most candidates did not score good marks in this part of the question, as they mostly only lifted the answers directly from the text and failed to explain and substantiate what they had quoted from the text, and this caused them to lose marks.

Candidates were to derive the attitude of the husband from his actions and they were supposed to mention/state/quote and explain the following points:

- Drank the remaining whiskey in an unusual way;
- He was silent when he was tired;
- He was honest with his feelings;
- He stands for his responsibilities;
- Screaming at her to sit down;
- Didn’t respond when she spoke to him;
- He divorced her without considering the fact that she was pregnant;
- He only cared about the dignity of his work;
- He buys peace with money;
- He became motionless;

The love that the wife had for her husband

Most candidates scored good marks in this part of the question as they were able to lift correct answers from the text, but they failed to explain and motivate what they quoted or they were rather quoting without motivating the quoted facts.

- She loved his silence when he is tired;
- She loved the far look in his eyes;
- The punctuality as always;
- His funny shape of the mouth;
- The way he dragged himself to their bedroom;
- The way he used to sit in the chair.

Change in feelings as the story builds up

Candidates found it difficult to critically describe and relate to how the feelings changed in this couple as the story builds up.

The example below can be used as the basis of the candidates’ answers for this paper.

- She was disappointed by the manner in which her husband responded;
- The sudden things that the husband told her were shocking her;
- She refused to believe what she heard from the husband;

- She was heartbroken because the husband left;
- She was disappointed by his refusal to eat;
- She was worried – she didn't know where he went;
- He only thought of his job;
- He changed his emotions toward his wife;
- He avoid/limit eye contact with her at that moment;
- He doesn't want to be blamed too much;
- He suggested that he will to take care of her after their separation;
- He was certain of his decision and it was long due.

POSITIVE SUGGESTIONS TO TEACHERS

Statement: *The author wants to demonstrate that this husband has been very rude and did not respect the wife and did also not appreciate the efforts she made to keep him happy.*

Quote: "Don't prepare food for me in the name of the Lord!"

Explain: This type of expressions show disrespect, the exclamation marks used by the author also shows that this man was shouting at the wife and that was an abusive treatment.

- Candidates must critically analyse the text, and must refer to the intentions, views and the language of the author, they must not paraphrase.
- Teachers are urged to put emphasis on reading with understanding during normal teaching.
- Candidates should be taught to evaluate the texts, motivate the answers and to develop their ideas in writing.
- Teachers should give candidates more exercises that require critical response, while addressing the spelling errors, punctuation and general usage of the language.
- Teachers are urged to study the marking grid thoroughly and apply it accordingly.

CONCLUSION

Finally, all teachers are commented for their hard work and dedication in ensuring that candidates were prepared for the final examination. The Senior Education Officers and Head of Departments at the schools, are hereby urged to discuss examiner's reports with their teachers, to ensure that the suggestions and recommendations in this report are implemented.

GENERAL COMMENTS

Comments on the interpretation of the assessment criteria

It is noticed that there is a general improvement in the overall conduct, approaches and performance of examiners and candidates in this assessment component. Most examiners master the interpretation of the assessment criteria, it is worrisome that some examiners misinterpret the assessment criteria, and thus are being too lenient or severe with awarding marks. The questions asked and the marks awarded are a clear testimony of this aspect. It is recommended that examiners ensure to have access to the centre specific reports, to have a diagnostic view of what occurred at the respective centre.

Sampling

As with the previous two years, some centres did not indicate the candidates who were in the sample with an asterisk (*) as required. This made the moderation process cumbersome. Examiners should familiarise themselves with the instructions. When selecting candidates for the sample, centres should consider the cultural aspects which were researched so as to include a variety thereof.

Interpretation of the Assessment Criteria

Some examiners misinterpreted the Assessment Criteria or simply ignored it, or else did not make use of the marking grid at all. A number of centres put candidates in higher bands than what they really qualify for. Examiners should not be subjective when awarding marks. Only candidates who can evaluate data from various sources (often conflicting sources) and who can develop personal responses may be placed in higher bands. A significant number of candidates were not able to evaluate the information they collected and reproduced it as their evaluation or narrated long stories. Such candidates can therefore not be placed in Band 1 and 2.

Possible important factors that could be considered under each element.

#Gae#gui#gās can relate to things such as:

Why the researcher selected the artefact/ topic or object?
How the researcher managed to conduct the research?
Why is the researcher doing the research?
The researcher can highlight the outline of the whole research.

The Turaxasib of the research/artefact, topic/object could be about:

Why did the researcher singled out the particular topic above others?
How long does the researcher have interest in the topic/object/artefact?
Why is the researcher particularly interested in this topic/object/artefact?

IUrullgūbas of the research should:

Contains a functional verb e.g. to know, to find out, to understand, to establish, to draw a conclusion etc.
State what the researcher wants to achieve with the research?
What does the researcher aim with doing the research?

Ôa!nâs llgūbadi/dīdi should be in close relationship with the main objective, and researcher can take questions only or objectives only not both and should:

State what the researcher wants to know, find out, determine, establish, understand, and conclude about, the topic/object/artefact?
What hidden or unidentified knowledge does the researcher want to find out?

#Ans harexūn should include:

Information collection tools such, observations, interviews, questionnaires and participation.

Mâi-ailâs hō+uin dis should contain information related to:

What the informants answered to the researcher's questions?

How far the informants address the researcher's main objective?

An expanded version of the findings about the topic/object/ artefact

This is the one vital aspects of the research and should contain sufficient information.

!Hoa#ams tsî tsoa!nâs hō+uin dis can address things like:

What the informants responded to the questions in the interview/questionnaire/observation etc.?

With reference(saying where the researcher got the information from) evaluate the information gathered.

Relate the findings with his/her own knowledge and draw conclusions/contrast and make judgements. This is equally one of the vital aspects of the research and should contain sufficient information

!Khō!namis can state things such as:

Brief overview of what the research is all about.

What the research contains?

!Urudi could be:

What was used to gather information: internet, books, people used as primary and secondary sources etc.

#Âkhaogu could be:

Questions used during interviews and questionnaires (not answered by the researcher or informant).

Any pictures, images supporting as evidence, voice and audio visuals can be put in the USB.

THIS IS NOT A PRESCRIBED FORMAT BUT A GUIDE EXAMINER CAN USE TO ASSIST THE CANDIDATES TO HAVE A COMMON CORPUS AND ASPECTS IN THEIR RESEARCH. **Nēs ge aillgaus māhe hās lguisa, xoallguisa !amllarelgau tama ge.**

Other relevant comments

Examiners are advised to observe the **preparation** and **supervision** stages of the report as outlined in the School-Based Assessment Guidelines (**Discussion + Selection + Draft + Final**). The multiple language and typing errors made is a clear demonstration that these stages are neglected at some centres. Please encourage the candidates to select a variation of topics from the same centre, rather candidates choosing one or two same topics, a variation in the sampling will do justice to the external moderation. Examiners are advised to discourage themes related to death in their research. Many candidates did not attain the required number of words (**700 – 1000**) some reports are very short, especially candidates who typed the reports are making use of bigger font size, and thus disadvantaged the candidate (**font size 12**) is acceptable. The guidelines provide a proper outline for the structure of the report; please let the candidates make use of it, instead of submitting an essay as this will place the candidate in band 5. During the discussion stage inform the candidates to choose a topic which they are comfortable with and of which they could gather relevant and sufficient data. The purpose of this exercise is to explore and expand the knowledge of local or native traditional and societal customs and contemporary issues. Therefore examiners are advised to inform candidates to take a topic within their local set-up.

The inclusion of liquid substances could cause damage to the whole scripts, please device other mechanisms when this is to be included. Even though language usage is not marked, please encourage the candidates to use correct spelling, diction and syntax to add value to the reports. Candidates should submit evidence of activities of which they were also part in a form of images to validate the report as this would be benevolent to the candidate. It is recommended that the written course work be scanned. Candidates should be made aware to acknowledge sources the information is taken from, in-text as well as reference list. It is evident that some candidates do not make a distinction between data collection techniques (**5**) and references/sources (**9**) this should be brought under the attention of the candidates. Some candidates still submit untidy work with ragged margins and dirty papers scratched all over, presenting a bad image to the language in general. It is worth mentioning that most examiners and centres observed a positive paradigm shift in this assessment component, it's only worrisome that the entries are declining gradually. Examiners should provide effective information to candidates during the preparation for them to expand the research elements sufficiently. There should be a clear table of contents and the pages numbered in Roman numerals for preliminary pages and Arabic numerals for content pages of the research. Candidates should be informed to select **only one** object/issue/artefact and research about it instead of many things. For example: Damara traditional medicine: Aukoreb Iguiba lhûi re, or Nama traditional food: Tsaoperes Iguis xa ôalnâ re.

POSITIVE SUGGESTIONS

- Some centres and examiners are indeed applauded for the efforts they exert in the realisation of the written course work.
- A few examiners observed the assessment procedures and there were no language, or structural flaws in the reports.
- A good number of examiners provided proper guidance and many candidates enclosed relevant evidence to substantiate their research findings.
- Thank you very much let's retain the strengths and endlessly toil around the weaknesses.

GENERAL COMMENTS

NOTE TO THE REGIONAL OFFICES: It is quite evident that some of the language teachers discussed the examiners' reports at the school level. The regional office should encourage teachers to submit a documented action plan outlining their plans to rectify the flaws and weaknesses identified in the reports.

This is the third examination administered as part of the new NSSC Ordinary Level Curriculum. The centres gathered enough information on numerous cultural artefacts, current problems, and artefacts. Some centres made a tremendous effort despite difficult circumstances, and that deserves praise. Videos, photographs, and audio recordings of respondents' voices are crucial for proving that the candidates undertook fieldwork for Section A. (presentation).

Quality of recording

Although there were some centres with background noise and distractions, there weren't really any significant obstacles to this part because the testing facilities made sure that the oral examination would take place in a calm setting. Centres must ensure that background noises like sirens blaring, other students conversing during breaks, and examiners' or others' cell phones do not impact the effectiveness of external moderation. It is advised that the health of candidates and examiners be fully taken into account. Another language teacher may be asked to administer the oral exam if the examiner is ill for any reason. Candidates with health problems shouldn't be included in the sample, and their scores should be accompanied by a medical doctor's certification that they were unwell at the time of the oral examination.

Range of sample

There were no challenges experienced in this regard, except that some centres had few entries to provide a variety of abilities in the sample. It is a concern that the numbers of entries are diminishing every year especially in regions where Khoekhoegowab is predominantly spoken; centres are requested to motivate the general population at school to take Khoekhoegowab, preferably if they are native speakers of the language.

COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). **The two should be treated apart.** Most centres conducted this examination as one with the traditional "warm-ups" for candidates to feel at ease and relaxed.

Section A (Presentation) (10 Marks)

3.1 Presentations and quality

There is visible evidence of improvement from most centres, though there is still a challenge for the particular section for some centres. Examiners are advised that Section A is the presentation of the candidate relative to the research/topic of choice and the findings. This is not the warm-up session or a part for the candidates to introduce themselves. **No questions, interjections or any form of interference is entertained in this section.** Warm-up is not part of the assessment and examiners are not compelled to record the warm-up, it could be done off record to put the candidates at ease. There is a need that centres work on the presentation skills of the general school population.

3.2 Interpretation and application of assessment criteria

Examiners demonstrated clear understanding of the assessment criteria and marks are awarded as outlined in the marking grid, even though there are still some examiners whose interpretation is not on standard with majority of examiners. Please consult the SEO responsible for Khoekhoegowab or any experienced teacher in the region or circuit.

3.3 Section B (Discussion) (20 marks)

This section is well conducted as most of the examiners engaged the candidates effectively. Examiners should ask open-ended questions to engage the candidates more in the discussion. The questions are based on what the examiner picked up during the presentation done on the particular day, and also during the marking of the research report. Examiners should avoid questions based on testing the knowledge of the candidates on the topic. Examiners should avoid showing any form of satisfaction or dissatisfaction with the contributions made by the candidates, and thus

refrain from drawing conclusions for candidates. Examiners should not initiate the discussion length by cutting off the candidates in their contributions. Some discussions are relatively very short not even stretching over 5 minutes, can the examiners please look into this important assessment aspect.

3.4 Examination Techniques

The atmosphere was generally good and most candidates were serene and collected. Centres are congratulated for this! Some interesting thought provoking questions were asked: "If you are to repeat the research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?"

3.5 Interpretation of the Assessment Criteria

As already suggested in the presentation session, some examiners generally did not apply the assessment criteria correctly. Candidates were in most cases placed in higher bands which did not qualify the candidates and thus did not correspond with the quality of discussions. The higher bands (1 and 2) are for candidates who are unprompted, initiate and lead the discussion not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by the informants, but paraphrase and refine the information they told acknowledging the sources. They are for candidates who extend the topic, candidates who are confident, and who analyse and evaluate different perspectives. Examiners should familiarise themselves with the marking grid not to misinterpret the assessment criteria.

4. RECOMMENDATIONS

- Teachers teaching the subject or senior secondary phase for the first time are advised to consult the SEO, Experienced teachers, or circuit convenors of the subject for this particular exercise.
- Examiners should discourage the use of English and Afrikaans terminology for existing vocabulary.
- Examiners do not need to repeat centre name, centre number and examiners name for every candidate, and examiners should ask different questions to individual candidates instead of general questions or predetermined questions for all the candidates.
- Candidates should be advised to narrow their research to be aimed at a specific topic, object or habit it should not be too broad or general, but specific and particular.
- Centres are once again requested to ensure that the USB's are functional and virus free, once a device is scanned all the information on the device will be lost.
- Please ensure that the administrative part is carefully done, tick all the boxes on the respective Pre-prepared Labels.
- Pack each paper component in a separate envelope.
- Some examiners do not indicate or make samples for the centres, making the moderation more cumbersome.
- Please retain all the strengths and proactively labour around the shortcomings/ weaknesses. Thank you.

FIRST LANGUAGE OSHIKWANYAMA

6099
Paper 1

GENERAL COMMENTS

It was evident that learners are not exposed to reading and responding to a variety of text types. Many candidates were not able to differentiate between point and paragraph formats of writing. Some candidates resorted to an essay and speech format instead of writing an informal letter.

Teachers should put emphasis on the correct grammar usage during normal teaching. This may be rectified through more language usage and writing exercise and consistency in marking and correcting learners' errors. Teachers should strive to see improved skills over the year. Teachers are therefore encouraged to make use of Oshikwanyama Orthography books to guide learners on correct spelling, language usage and grammar.

COMMENTS ON INDIVIDUAL QUESTIONS

Question 1

Questions (a-j) were contextual questions assessing reading and understanding. Although generally candidates did well in responding, it was notable that learners still do not read with understanding and rather skim for answers consequently resulting in copying texts directly. This resulted in most candidates losing out on marks.

- (a) This question required candidates to answer what was it about his father's voice that annoyed Kamatyona. The candidates were expected to write two points from the following points to score marks: *Ewi ola li li na omufindo; ola li tali liendulula, la fa okangendjo kofikola; Otali kwelengedja lihe na olufuwo*. Some candidates' answers were: *A pendulwa ina kofolokwa; onyunini ou kau shi wonakukofa ombonyo, ou unyuni wolendongula*. If they answered in this manner, it is wrong and they did not score any mark.
- (b) What does Kamatyona increasingly think about all the time? The following answers were accepted as correct: *oshilando; oha tu eendjodi doshilando*. Most candidates failed this question because they wrote *eendjodi daye odo hatu ombadilila nomoshanga shomutenya*.
- (c) Why is Kamatyona's father so concerned about the locusts in the Boss's field? Most candidates responded well to this question. The following answers were considered to be correct: *Omuhona Nengushe oye he va pe omahangu oo hava li. Omuhona ohe va palula; hOmuhona ohe va pe omahangu, Ngeenge inaku tewa otava fi ondjala; Omo haya li*.
- (d) Why does Kamatyona describe Okathitu "as pale as a ghost"? Most candidates responded well to this question. The following answers were accepted as correct: *Omukunda owa dengwa koshikukuta; Omukunda owa dengwa kondjala; Kave na oimuna; Kave na oulifilo*.
- (e) This question was asking candidates to answer what emotion was Kamatyona feeling when he remembers his friends' saying "Me I ... me I ..." and why? Some of the candidates only gave Kamatyona's emotion without giving the reason why he was feeling that way. Some candidates only gave the reason of his emotion. Most of the candidates' answers were: *Ame ohandi painda oihauto; Ame omushingi wokatekisa; Mokathitu ohandi kalele mo shike? Hasho mboli Timo, Simoni, Mateu, Tomi ... va didilika nokumona kutya okukala apa itashi kwafa sha, osho have mu lombwele otashi kwelengedja ne momatwi aKamatyona*. The correct answers were: *ondubo/ efupa/ okuhauda ombili/ e udite nai/ onyati netomheno kutya ookaume kaye ova li tava xupu nawa moshilando / ookaume kaye ova li ve na onghalamwenyo i li xwepo moshilando*.
- (f) Apart from his age, why did Kamatyona refuse to marry Nangula? Candidates were expected to give **two** reasons. Most of the candidates answered this question correctly and it is a level 1 question which required candidates to lift the phrase from the passage as it is which is. Nangula shidalelwe a ende mofikola/ ina hongwa. Candidates failed to answer the L4 question because they were expected to explain what it means oikangwa ye lipwipwika". The correct answers for L4 were: *Itava dulu okukwafelafana / Otava ka mona oixuna koluhepo / kashiimba okwa hala ashike a twikile noku tu kaleka moluhepo*. This L4 answer should include both Nangula and Kamatyona and not just one.

- (g) Why is it likely Kamatyonona's resentment increased after he slowed down on his way to the Boss's field? Most candidates failed this question because they wrote: *Ngaashi ngaha oku na nee omukumo nomatokolo oshinima osho a li ina itavela kutya ota dulu oku shi ninga*. The following answers were accepted as correct: *Konyala a pumwe kohauto yOmuhona / Oku ka longa mepya / Ta fininikwa a hombole Nangula / Xe ina pitika a twikile nofikola*.
- (h) What impression is given of Boss Nengushe's character in the penultimate paragraph? Most of the candidates answered this question fairly. The expected answers were: *omufilishisho / omunalukeno / omunambili / omukwafeli / omunamutimanghenda / omukolonyeki*.
- (i) What does the Boss mean when he says "Have you become a pillar of salt?" Candidates failed to answer this question correctly. Most of the candidates wrote: *Owa shituka oshilulu? / owa fya? / owa ninga omuyamba? / iho popi vali?* The expected answers were; *Omolwashike ito linyenge? / Omolwashike ito londo? / Omolwashike ito endebele u ka fike kepyaa?*
- (j) According to the text, what two emotions were felt by the other youths during Kamatyonona's confrontation with Boss Nengushe? Most candidates answered this question fairly. The expected answers were: *ova kumwa / ova tila / ova haluka / ova eta onghenda / ova eta olukeno / ove mu handukilla / ove mu fya ounye*.

- 2 (a) This question which was also based on passage 1 consisted of part (a) for which candidates were required to mention points from the passage that indicated the push factors pushing young people away from rural areas and pull factors pulling young people to the city. Candidates were required to respond in note form and there was no need to use their own words. Most candidates were able to lift correct ideas from the passage while a few just copied directly from the passage. Some candidates responded in paragraph format while others just wrote phrases. Teachers are urged to show the difference of writing in point form and paragraph writing. The expected answers were:

- 1 *Omaupyakadi opaushitwe: oshipaxu*
- 2 *Omaupyakadi opaunshitwe: oshikukuta/oimuna yovakwanaluhepo ya ya noshikukuta*
- 3 *Okulongela oikulya momapya ovakengeli - eeshako domahangu / omunailonga womepya*
- 4 *Onghalo yoluhepo nondjala*
- 5 *Okuhena edu la tulwa modalate kovakengeli/oulifilo aushe owa tulwa modalate*
- 6 *Kape na oimaliwa yokufuta omuhandjo / Elongo la iwa moshipala*
- 7 *Okashonanima oko ya li ve na oka pwa po*
- 8 *Tava fininikilwa meehombo ve di longekidilwa*
- 9 *Tava fininikwa nokumbandamekwa kovananghono/koohashikeshalye*
- 10 *eemhito doilonga moilando*
- 11 *Okutota eengeshefa davo dopetameko moilando*
- 12 *Okukufa ombinga momaudano*
- 13 *ovanyasha tave lideula meenhele domalideulilo olutu*
- 14 *Otava nanwa kehokekepo loilando tamu hangika omindilo da yoolokafana*
- 15 *Tava fuulwa kookume kavo ovo va tembukila moilando*
- 16 *eemhito dehongo - okudeulilwa omalusheno; okutungo nosho tuu*
- 17 *Meedoolopa ovanyasha ihava pendulilwa oilonga kovakulunhu vavo*
- 18 *Tave lilongekidile eenakuiwa davo vene*

- (b) This question required candidates to write a prose summary of 100-150 words with the ideas written as their response in part (a). Many candidates did not use their ideas from part (a) but rather wrote a summary of the whole passage. Most candidates copied words, phrases and sentences as they are from the passage. Most of the candidates' summary exceeded two paragraphs. Teachers are urged to teach candidates to keep the number of word of the summary in mind when answering this question and keep it to a minimum of one paragraph.

- 3 This question was based on passage 2 and the candidates were required to write an informal letter to their friend telling him or her about what they have learnt and their reaction about different family members' opinion on families and parenting. Candidates were expected to use the content of the passage as guideline in responding to the question.

This question was assessing candidates' skills of in-depth reading of the passage and the ability to write clearly, extensively and showcase appropriate language usage in their responses. Most of the candidates copied the text as it is and some of the letters were too long for some of the candidates. Few candidates did not write the correct format and style of the informal letter. Some candidates did not use the ideas from the text but rather use their own ideas. Some candidates misinterpreted the text and answered without understanding the whole text.

These points are not prescriptive: they are only intended to give guidance to teachers, learners, markers and moderators as to the type of ideas which might be included in the candidate's script. It is expected of learners to base their writing on ideas from the passage and develop them creatively in their own words;

- 1 *Edimo: olililipo? (ootate, ootatekulu, oomeme, oomeekulu noomhedi)*
- 2 *epata lomekoto: olililipo? (oonakudala otyanghu nounona vavo)*
- 3 *Oshinakuwanifwa shovakwanedimo mokutekula ounona (oonakudalwa otyanghu novatekulwa mwa kwatelwa eefiye)*
- 4 *Elalakano louteku: Okutekula ounonma va ka ninge ovakulunhu ovanashisho*
- 5 *Oshinakuwanifwa shokutekula ounona oshaaveshe*
- 6 *Efimano: leexungi, loidila noipwe yopashiwana, efiloshisho nohole*
- 7 *ounona ohava kala meumbo fiyo tava i meehombo, tave lihongo oinakuwanifwa yopanghalafano nefimaneko laaveshe*
- 8 *Oxungi: hai ningilwa polupale kouyelele womwedi, ovo ve na okuhokolola omahokololo, amatumwalaka nomalalakano omahokololo naasho ounona tave lihongo mo*
- 9 *Omulandu wedimo otau ende tau kande omapunya*
- 10 *Omulandu wepata lomekoto owa tameka okudana onghandangala unene moitukulwa yomedoolopa*
- 11 *Omaliyumomumwe pokati keenghedi dopamufyuululwakalo nonghalo yoshinanena*
- 12 *Enwefemo loikundaneki noikwatekinika kounona*
- 13 *Ekanifo leenghulunghedi mokati kovanyasha*
- 14 *Omudali umwe auke oha nane nonhatu mokutekula ounona*
- 15 *Okuhe na eyambidido lovakwanedimo*

POSITIVE SUGGESTIONS TO TEACHERS

In conclusion, all the teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination. The Senior Education Officers in the regions and Head of Departments at schools are hereby urged to discuss the examiners report with the subject teachers to ensure that the recommendations are implemented. Thank you.

GENERAL COMMENTS

- The performance of the candidates has slightly improved due to the fact that most of the candidates had a better understanding of the questions than previous year.
- Some candidates have shown a good sense of self-expression.
- Candidates wrote their essays using the right format.
- Candidates are aware of the numerous essay types and are able to distinguish between the
- The names, center numbers, and candidate numbers of some candidates were not written down or were incorrect.
- The correct paper component and topic number were rarely written by candidates.
- In their writings, several candidates have used vocabulary and slang from the English language, such as *vena (efindano)*, *felende (kaume ile kahewa)*, cellphone (*ongodi yomekwamo*), etc.
- The following frequent mistakes are seen:

Wrong	correct
<i>andi/atu</i>	<i>ohandi/ohatu</i>
<i>she/se</i>	<i>fye</i>
<i>eike</i>	<i>ashike</i>
<i>handja</i>	<i>yandja</i>

- Some candidates punctuated their essay title e.g a full stop at the end.
- Some candidates did not start their essay titles with capital letters.
- Some candidates did not write the date and some wrote it in English.
- Some candidates did not conclude their essays.
- Some candidates started their paragraphs with idioms and proverbs.
- Some candidates used proverbs and idioms concurrently.
- Some candidates changed the proverbs e.g *eembwa da mangwa odange, ehafo meumbo mwa tomwa mbishi*.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative

1 Shanga etotwahokololo kombinga yefiku olo la li le ku hafifa neenghono pofikola yeni.

The majority of candidates responded to this question very well, although few of them concentrated on the activities that occurred away from the school. The candidates were asked to write essays describing the thrilling activities that occurred at their school. Some candidates' essays covered more than one day's worth of events. Some contestants described uninteresting incidents, whereas others lacked a sense of the events' time order.

Oshihopaenenwa: *Omukonakonwa okwa li a teelelwa a shange ehokololo tali popi oshiningwanima sha ningilwa mofikola she mu hafifa. Na ulike nee kondadalunde oinima oyo ya ningwa ye mu hafifa.*

2 “Ngeenge ou na oshisho noshinima ile omunhu wonhumba, oilonga yoye nai shi ulike.” Shanga etotwahokololo tali ulike oushili woshitumbula eshi.

Very few candidates chose this essay topic and they have answered it fairly. Some candidates understood the topic better while others wrote the opposite of what is expected. Some candidates instead of narrating taking care of something or someone, they narrated about not caring about something or someone. Some candidates answered in the speech form like giving advice. **Oshihopaenenwa:** *Omukonakonwa okwa teelelwa a hokolole omunhu wonhumba ta file omunhu wonhumba ile oshinima shonhumba oshisho/ te mu longele ouwa / nosho tuu. Oshiningwanima nashi kale sha ningwa, ndele inashi kala opo tashi ka ningwa.*

Descriptive

3 Owa hangwelwe koshikungulu shakula manga wa li u li kokule neumbo leni. Ndjodjomona osho wa mona, wa uda nomatwi nomaliudo oye.

This essay topic was not chosen by many candidates and those who have chosen it scored average marks. Additionally, some candidates provided exemplary responses to this essay topic, while others misunderstood it and mistook the word “*oshikungulu*” for “*oshingulu*” or “*oshilulu*.” Some candidates failed to define a “storm,” instead writing about floods, ordinary rain, or a metaphorical storm. Some candidates omitted the words that describe the

senses. Candidates were asked to utilize sensory-imaging language and to write about a severe storm while they were away from their home rather than in their surroundings.

Oshihopaenenwa: *Omukonakonwa okwa li a teeelwa a holole nghee a hangwa koshikungulu manga a li kokule neumbo lavo. Na ndjodjomone osho a mona, a uda nomatwi, na holole yo omaliudo aye. Mokundjodjomona, na longife oyuudikitya.*

4 Hoolola oshikulya osho u hole okulya unene, to ndjodjomona, wa kwatela mo nhumbi hashi monika, edimba nomulyo washo.

Quite a few candidates selected this essay topic and provided adequate responses. Some candidates mistook the term “hashi monika” for a method or recipe. Very few candidates discussed the significance of the dish (oshikulya) and its usefulness in their essays. Candidates were required to provide a detailed description of their favorite dish, “oshikulya,” including its appearance, aroma, and flavor.

Oshihopaenenwa: *Omukonakonwa okwa li a teeelwa a ndjodjomone oshikulya osho e hole. Na hokolole nhumbi a shilwa kedimba lasho naashi e shi wete momesho tashi mu yeyifa a hale oku shi lola. Na holole yo omulyo woshikulya osho.*

Argumentative

5 Oto diladila kutya oshihongwa shilipipo wa tala shi li osho sha fimana unene moilongwa oyo ho lihonggo pofikola yeni? Koleka enyamukulo loye.

A number of candidates chose this essay question, and many of them answered it well. However, there are few candidates who concentrated more on the subject content than on persuading the reader why the chosen subject is the most important one. Few candidates were indecisive and wrote about more than one subject. A lot of candidates used English terms, e.g., “Agriculture,” instead of “*Ounamapya nOunaimuna*.” Candidates who chose language as a subject focused more on the speaking aspects of the language than the subject itself. Candidates were expected to persuade the reader of the importance of that specific subject. For instance, if a candidate chose Biology as the most important subject, the candidate was expected to reason that Biology is important because it teaches him or her how to take care of his/her bodies.

Oshihopaenenwa: *Omukonakonwa okwa li a teeelwa a yandje edina loshihongwa kondadalunde ndele ta yandje omatomheno oo taa tomhene nokuitavelifa omuleshi kombinga yefimano loshihongwa osho e wete sha fimana moilongwa yaye. Omukonakonwa a hoolola po oshihongwa shOunamapya nOunaimuna na ulike efimano lasho ngaashi okutaataa ondjala moshilongo mokuninga oikulya yavo vene nokuyambula po eliko loshilongo.*

6 Ovadali nava honge ngaho ounona nhumbi ve na okulihumbata komapandja opamakwatafano opaungoba? Yandja omaliudo oye.

Many candidates selected this essay topic, but few of them fully grasped the question. Most of them misunderstood the question and gave incorrect answers as a result. The vast majority of candidates avoided discussing how parents influence how their children behave on social media websites by focusing solely on what social media websites are and what happens there. Instead of concentrating on the core issue, some candidates wrote about modern devices, such as the use and significance of cellphones. Some candidates debated both viewpoints rather than sticking to one. Some candidates misread the question and concentrated on the parents’ online conduct.

Some candidates used the question’s opening phrase as their topic sentence. Candidates were asked to provide persuasive arguments for why parents should or should not educate their children appropriate online behavior.

Oshihopaenenwa: *Omukonakonwa na holole nghene ovadali ve na okuhonga ounona ve lihumbate nawa komapandja opaungoba, vo vaha shundule eenghalmwenyo davo ngeenge tava tula oinima ii/ya puka oyo tai dulu oku va nyonena eenghalmwenyo davo ndele tava ka kala inava mona oilonga / i mu kanifile oilonga nosho tu.*

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers/invigilators should instruct candidates to always fill in all the required details on the cover page correctly.
- Teachers should encourage candidates to always number their essay topics, underline them and correctly punctuate them.
- Teachers should encourage candidates to always start an essay with a date written in full, a month written in Oshiwambo e.g “**Novemba**” instead of **November**.
- Teachers should instruct candidates to always read and understand the essay topics before choosing the essay of their choice.
- Teachers should encourage candidates to choose an essay topic that they are familiar with and have rich vocabulary pertaining the chosen topic.
- Teachers should teach learners different types of proverbs, explain their meanings and how to correctly use them.
- Teachers should discourage candidates from using English terms e.g **oshow** instead of “**omaulikilo**”, **okudevelopa** instead of “**exumokomesho**”, **economi** instead of “**eliko loshilongo**”, **oawarda** instead of “**epapa**”, **Miss Valentines** instead of “**okakadonadingi**”, **okusupporta** instead of “**okuyambidida**”, **osoccer** instead of “**okatanga kokeemhadi**”.
- Teachers should discourage learners from using slangs such as “**okubumuna**” instead of **okufuula/okumbekula, okubaaza** instead of **okuya**.
- Teachers should encourage learners to correctly spell and use the words in the correct language such as “**onyama**” instead of **ombelela**, **oshitufi** instead of “**oshivilo**”, **nenge** instead “**ile**”.

GENERAL COMMENTS

- Majority of the candidates did not understand the question.
- Some candidates copied the text as it is.
- Some candidates made use of the language incorrectly i.e. candidates misinterpreted figurative speeches.
- Some candidates completely failed to comprehend the rubric /instructions of the question.
- Some candidates presented their answers in bullet form (point form) and some used question prompts as sub-headings, instead of answering in the essay format.
- Some candidates did not make use of textual evidence to support their answers and some who did used the textual evidence incorrectly.
- Some candidates paraphrased the text instead of addressing the question.
- Some candidates used external references (other sources e.g. novels or incidents in their neighborhoods) instead of extracting information from the provided text.
- Some candidates criticized the author's language usage instead of focusing on the question.
- Some candidates code-switched when answering the question.
- *Enyamukulo lomuhongwa nali kale pamukalo wetotwahokololo, li na oshipalanyole, etwalemo, olutu; hano omanyamukulo nosho yo exulifo.*
- *Omuhongwa na nyamukule epulo. Na yandje odjo hano ta koleke noumbangi wa dja moshileshwa. Na ninge omatokolo aye mwene she likwatelela koshitwa shenyamukulo osho a eta po.*

COMMENTS ON INDIVIDUAL QUESTIONS

Epulo

Omuniyoli okwa longifa ngahelipi oukwatya momalihumbato a Lucia moshinyolwa eshi? Yelifa enyamukulo loye we likolelela kelaka noshikalimo shokaleshwa.

Oitwa tai shikula nai ku kwafele mokundjadjukununa nokutula ongushu koshinyolwa:

- *Nghene Lucia e lihumbatela Angelina naRobert*
- *Omaliudo aye kombinga youpyakadi woikulya ya pewa ovahonga*
- *Nghene a longifa ondunge opo a lombwele Mr Swanepoel oupyakadi oo wa li mofikola.*

Enyamukulo loye nali kale oule woitya 250 - 300 Iwaapo

Ovahongwa ova li nee va teeelwa va nyamukule tava yandje oitwa ndele tave i yambidida noumbangi tau di mokaleshwa ngaashi tashi shikula apa.

Nghene Lucia e lihumbatela Angelina naRobert

Vahapu vomovahongwa ova holola ashike oukwatya wa Lucia oo auke: hop "Lucia omunambili ile omuyandjimbili" shaashi okwa pa Angelina ombili eshi kwa li ta konghola pomuvelo ashike inava yandja eedjo ile inava ninga omatokolo ngaashi sha teeelwa.

Vamwe nokuli otava shokonona omushangi tava ti: Omushangi okwa li e na okutya Lucia okwa li e lihumbatela vakwao nai shaashi okwa li ashike a mwena eshi Angelina ta konghola. Ile tava shokonona elaka eli la longifwa komushangi hop. Omushangi okwa longifa oikukututya ngaashi ta ti: ...ekongholo tali divilike, omushangi okwa li ashike e na okutya, ekongholo tali ningi lihapu, shaashi ovanhu vanwe itava udu ko eshi a hala okutya.

Ovahongwa ova li nee va teeelwa va nyamukule pamukalo ou:

Lucia omulixupipiki shaashi, okwa yandja ombili eshi a pula Angelina ta ti: "Olyelye ta konghola? "OAngelina" "Lyelye?" eshi e mu piyaneka manga kwa li e lipyakidila. "Oo Angelina. Ombili eshi nda kala... noku ku pula pamukalo wa tya ngaha. Osheshi nda li nde lipyakidila. Oukwatya wa tya ngaha otau hongo ovanhu / ovaleshi okuyandja ombili ngeenge omunhu a didilike epuko laye.

Oku na oitindika, shaashi eshi Angelina a pitila mo okwe mu ninga omashendjo tete. "Omolwashike wa humbata oshiyaha shoikulya?" Owa etela nge omusha?" Ovanhu monghalamwenyo ova pumbwa okuningafana omashendjo, osheshi ohaa holola ekwafano liwa lapanhu.

Omuxungimwenyo eshi a mona kutya Angelina okwa fufaeka. Okwe mu ifana a kale omutumba ndele te mu pula oupyakadi waye. "Ila kala omutumba. Oshike?" Exungomwenyo olo etameko leveluko lopamwenyo ile pamadiladilo, ngeenge omunhu oku na oudjuu wonhumba tau mu kame oha pumbwa okuxungwa omwenyo opo a ngungile ye a dule okupopya ile okupwilikina eshi tashi popiwa.

Omaliudo aye kombinga youpyakadi woikulya ya pewa ovahongwa.

Vahapu vomovahongwa mokuholola omaliudo aLucia kombinga yoikulya oyo ya pewa ovahongwa, ova nyola ashike kutya Lucia okwa li a uda nai ile okwa li a uda nawa, shaashi oikulya oya ninga nai ile oya fa yookatali.

Vamwe ponhele yokunyola omaliudo aLucia ova nyola omaliudo ovanafikola/ omukulunhufikola ile omaliudo omushangi.

Osho ovahongwa va li va teeelwa va nyamukule tava yandje omaliudo kondadalunde ngaashi: Lucia okwa li a handuka, shaashi oshinima osho naye okwe shi ningilwe. "Oinima yoludi eli oya ningilwe nonale moipafi yetu. Omushi shii nawa. Oshinima sha faafana nashi otwe shi ningilwe nale manga ame nda li kofikola yopombada kOwambo. "Omuwambo ndishi okwa ti nyamuningwa iha dimbwa, omunhu ngeenge okwa ningwa oshinima shonhumba she mu valula ile she mu hafifa ohe shi dimbulukwa alushe.

Lucia a kumwa ye okwa fufaeka. "Onda kumwa kutya natango otashi twikile, Oshii!" Omunhu nande na kale e na omwenyo muwa ile omunambili ngaashi kwa tiwa metetekelo Lucia okwa li omunambili, ngeenge okwa ningilwa oinima ihe fi iwa oha handuka yo/ onghalo yokatongotongo mboli natango omo ngaho i li, shaashi ounona va pewa oikulya yookatali.

Nghene a longifa onduge opo a lombwele Mr Swanepoel oupyakadi oo wa li mofikola.

Ovahongwa vahapu ova hokolola ashike ponhele yokuulika onduge ya longifwa kuLucia okulombwela Mr Swanepoel omanyenyeto ovanafikola kombinga yoikulya oyo va pewa omusha nonghene yo Matriona e ve lihumbatela.

Osho ovahongwa va li va teeelwa va nyamukule: Lucia okwa longifa onduge ei: Okwa lombwela ovanyanyamaulu va shune komihandjo davo opo a ye a ka lombwele omukulunhufikola. "Mepakumo leisho okwa pakela ondjato yaye yomambo, ta tonyene oshiyaxa shoikulya moplastika, ndele ta ende a yuka kombelewa yomukulunhufikola." Ondunge yaLucia oiwa neenghono shaashi okwa hala a popye nomukulunhufikola manga oupyakadi ou inau lihanena ofikola aishe ye e ke mu lombwele yo osho ye a hala a uda / Lucia okwa li a hala a ulike oumbangi kondadalunde molwaashi pamwe ngeno omukulunhufikola ina itavela osho kwa li ta popi.

Lucia okwa fimaneka Mr. Swanepoel eshi e mu ifana Shime. "Heeno, Wa uhala po Shime". Mokwiifana omukulunhufikola Shime, Lucia okwa li ashike a hala Mr Swanepoel a kala e udite nawa opo a dule okupwilikina nawa nonelitulemo, ye a dule yo okukandula po omukundu ou we mu endifa. Hano Lucia okwa enda omukulunhufikola meendunge diwa.

Omuhongwa okwa teeelwa nee a tofe mo omanyamukulo a henena ngaashi sha pumbiwa e likwatelela koiwilikitwa oyo ya dja mepulo. Nonande moshihopaenenwa omu mwa longifwa oipalanyole yoiwilikitwa oyo ya yandjwa mepulo, omuhongwa ina teeelwa eli shange mombapila yaye yenyamukulo, ndele na shange ashike molupe lehokololo la kwatafana.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach candidates to write comprehensively in an essay form instead of listing (bullet form) or making use of sub-headings.
- Teachers should teach candidates to write brief introductory paragraphs without addressing the question prompts.
- Teachers should teach candidates to state, quote and express their views /opinions.
- Teachers should teach candidates to differentiate between literally terms e.g the language used in poetry differs from that used in prose and drama.
- Teachers are urged to continue teaching grammar.
- Teachers should train candidates to differentiate between expressing views and making judgements appropriately.
- Teachers should train candidates to adhere to the stipulated length.

Lastly, teachers are appreciated for their commitment and dedication in preparing the candidates for the examinations. It is the duty / responsibility for Senior Education Officers, HOD, and teachers to discuss the examiner's report and ensure that all the suggestions are effectively implemented.

GENERAL COMMENTS

- 1 Most centres managed to send the required materials such as USBs, written coursework, Orature Assessment Forms and MS1.
- 2 Almost every centre managed to send marked written coursework, even though there are some that did not send some of the candidate's research work.
It was observed that a few centers did not mark the written coursework of the candidates.
- 3 Some centres still sent the oral recordings for candidates in CD's instead of the USBs.
- 4 Some centres still sent individual USBs for candidates instead of just creating folders for individual candidates in one USB.
- 5 It was also observed that some centers only sent candidates' first drafts instead their final draft.
- 6 It was further observed that most candidates' work is so dirty, old and not legible.
- 7 It was also observed that most centres did not send scanned candidates' research papers.

STRENGTHS

- 1 Few candidates selected suitable examples of topics that are based on various researchable cultural issues such as: *Nhumbi efundula lomeengoma li li fimba i na ongodu momufyuululwakalo wOvakwanyama.*
- 2 Only a few examiners had put in efforts in assisting candidates to come up with more convincing researchable topics. It could be observed that a lot of examiners did not assist the candidates to formulate researchable topics. Furthermore, some candidates had research topics which are a bit too broad, and needed to be narrowed and specific.
- 3 Very few candidates managed to come up with supporting evidence which includes a list of people who provided information, videos and audio. Some centres did not even provide a single evidence, while some provided evidence which had no relation to the topic under research.
- 4 Few examiners have followed the marking grid and give relevant/appropriate comments to candidates.

AREAS OF WEAKNESS

- 1 Most candidates selected non-researchable topics. As of last year, most candidates selected topics that are more of recipes and methods of carrying out various tasks. For examples: *Omalodu oilya oha dungwa ngahelipi?*
- 2 Most candidates at the same centres had similar topics, and it seems that they received less guidance from the examiners on the selection of topics.
- 3 Most candidates wrote research in descriptive and narrative forms instead of the required format.
- 4 Most candidates did not write/ include all the research components. They missed some components, such as the aims and research questions.
- 5 *Ovahongwa vahapu natango inava yoolola pokati kohokwe yoshipalanyole nelalakano lakula lepekapeko.*

- 6 There is no link between the research interest, aim/ objectives, research questions, findings and the discussion of the research. It is like they were done in isolation.
- 7 A few candidates did not understand why they needed to conduct research on various cultural aspects.
- 8 Most examiners did not use the marking grid effectively and comments given were irrelevant, e.g. 'nawa', 'ngaa' or 'Xwepo ngaa'. On top of this, a lot of examiners placed candidates in band 1, who have not written with excellent focus on the purpose of the research and questions, handling of data collected and reference made to data collected.
- 9 Ovahongwa inava eta omanyamukulo opaumwene e na sha nouyelele wa ongelwa. Ovahongwa vahapu inava eta mo omaliudo ile omaidlaadilo avo kombinga youyelele va konakona. Inava endulula vali **osho va mona po**, ndele nava ndjadjukunune, tava potokonona, tava yelekanifa, nokuninga omaxulifo e na eenghono.
- 10 Candidates failed to connect the findings (**eshi sha monika po**) to the discussion (endjadjukununo laasho sha monika po).
- 11 Administrative work was not done properly. Some centres did not select the samples, they did not indicate the selected samples with asterisk *on the summary forms. A lot of mistakes were made when transferring marks from Orature Summary Form to the MS1.
- 12 Some centres did not submit the printed Orature Summary Forms and MS1 forms.
- 13 It has been observed that most centres did not scan candidates' research papers.

RECOMMENDATIONS

- 1 Examiners should encourage candidates to select different research cultural topics.
- 2 Teachers should guide learners on how to formulate these research topics. They should also encourage them to maintain the progression of the theme and connect to major components.
- 3 Teachers should encourage their learners to always acknowledge their sources of information to avoid **plagiarism**.
- 4 Candidates should not only gather information from books and search information from the internet, but they must collect data from other sources, i.e. the communities.
- 5 Examiners should encourage candidates to differentiate between the data collection and references used to data collected.
- 6 Examiners are encouraged to carry out this exercise on time. It was observed a lot of centers only did this activity towards the end of the due date, hence a lot errors were observed.
- 7 Examiners are encouraged to monitor and guide the candidates' work throughout the whole process to avoid incomplete and substandard work.

GENERAL COMMENTS

It was the third examination under the revised NSSC Ordinary Level curriculum. Centres collected a number of information on cultural artefacts. It was indeed a great effort by centres for carrying out this exercise. They deserve applause.

- 1 It was observed that most centres did not include the recorded interviews of the informants, videos, audios and pictures as evidence that learners went on the field work which was important for Section A.
- 2 Very clear recordings were sent, and both the examiners and candidates could be heard well even though there were some noises and disturbances in some of the recordings.
- 3 The range of sample was well chosen, covering the whole spectrum, however there are some centres that did not include the candidates with the highest and the lowest marks as part of the sample.

QUALITY OF RECORDINGS

In most cases the quality of recordings were of good quality, however noise and some disturbances could be heard in some recordings.

RANGE OF SAMPLES

A good number of centres sent samples along with the whole cohort which represented the ability range quite well. Thank you for that. Some centres only sent the sample and not the whole cohort. In cases where moderators wanted to check on a certain candidate, this was not possible. 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 forms as required. This made the moderation process cumbersome especially for those centres that did not make a sample, but instead sent the whole cohort. Examiners should familiarise themselves with the instructions.

COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). **The two should be treated apart.** Most centres conducted this examination as one with the traditional “warm-ups” for candidates who appeared to be nervous. It was good to observe that examiners were generally sympathetic towards the candidates and made good efforts to let them feel at ease. Where warm-ups were needed, these need not be recorded. Unlike the previous year (2021) where examiners kept to the time limit of 15 minutes, this year’s oral examinations were very short – at some centres ± 6 minutes!

SECTION A

A significant number of candidates were unable to briefly present the main findings of their research. Most were tempted to give detailed reports. 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.

Ovakanakoni vamwe ova pula ovakanakonwa omapulo a-**eheno** ile **ahowe**, vo vamwe otava lombwele ovahongwa va ete po oipopiwa yavo ponhele yoipekwapekwa yavo. Moshitukukwa eshi ovahongwa kave na okupulwa omapulo, nava efwe va ngonge ile va ete po pauxupi oipekwapekwa yavo, omo tava kwatwatele mo nomafano avo.

SECTION B

A great number of candidates were able to respond to the questions asked by the examiners, but some examiners asked questions which were not relevant and part of the research of candidates.

Metukulwa omu omukonakoni okwa pumbwa okuya meenghundafana nomukonakonwa shi na sha noshipekwapekwa shomuhongwa. Omukonakoni na pule omapulo aa taa kuku ile taa eta omukonakonwa a ye moule woshipekwapekwa shaye.

THE QUALITY OF THE PRESENTATION

Despite the fact that most candidates are generally fluent native speakers, it transpired that a great number of them needed their presentation skills to be polished. Some candidates presented so well with high level of fluency and accuracy in the language, however there are a few that are struggling to express their views.

EXAMINING TECHNIQUES

The atmosphere was generally good and most candidates were calm and composed. Centres are applauded for this! Some interesting probing questions were asked: "If you are to repeat your research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?" Most centres could not take the candidates beyond what their informants told them. Thus, candidates were in most cases not probed to evaluate their findings or to consider other alternative opinions. It appeared that examiners did not read the research reports thoroughly and as a result were not well-prepared to pose good questions.

INTERPRETATION OF THE ASSESSMENT CRITERIA

Examiners appeared to misinterpret or not use the marking grid at all. They placed candidates in higher bands which were not corresponding with their presentations. It is important for examiners to familiarise themselves with the descriptions in the marking grid. The assessment was lenient towards the candidates placed in mark band 1. Note that only candidates who write with excellent focus on the purpose of the research questions, accurate handling of data collected, and the reference made to data collected should be placed in band 1 of the assessment grid

POSITIVE COMMENTS

- 1 Most examiners adhered to the presentation time and allowed a room for discussion.
- 2 Compared to last year, this year most examiners assessed the candidates based on the assessment objectives and give marks according to the marking grid in the syllabus.
- 3 Some examiners allowed candidates opportunities to elaborate and justify their contents in more details.

NEGATIVE COMMENTS

- 1 Some examiners did not ask challenging questions to candidates that would enable them to elaborate their views in depth.
- 2 Some examiners interrupted the candidates during their presentation.
- 3 Time was poorly managed; some interviews were too short and some of them were too long.
- 4 Some examiners asked personal and social issues such as COVID-19.

RECOMMENDATIONS

- 1 Examiners should read the syllabus thoroughly and assess the candidates accordingly.
- 2 Internal moderation should be done at the centre to avoid shortcomings.
- 3 Audios which form part of the evidence should not replace the interviews.
- 4 Examiners should differentiate between warm up and presentation session.
- 5 Centres should not send individual USBs for candidates.
- 6 Information and data collected should be compiled in one folder as references.

FIRST LANGUAGE OSHINDONGA

6100
Paper 1

GENERAL COMMENTS

It was evident that learners are not exposed to reading and responding to a variety of text. Many candidates were not able to differentiate between point and paragraph formats of writing. Some candidates resorted to an essay and speech format instead of writing an informal letter.

Teachers should put emphasis on the correct grammar usage during normal teaching. This may be rectified through more language usage and writing exercise and consistency in marking and correcting learners' errors. Teachers should strive to see improved skills over the year. Teachers are therefore encouraged to make use of Oshindonga Orthography books to guide learners on correct spelling, language usage and grammar.

COMMENTS ON INDIVIDUAL QUESTIONS

- 1 Questions (a-j) were contextual questions assessing reading and understanding. Although generally candidates did well in responding to them, it was notable that learners still do not read with understanding and rather skim for answers consequently resulting in copying texts directly. This resulted in most candidates losing marks.
 - (a) This question required candidates to answer what was it about his father's voice that annoyed Kamatyona. The candidates were expected to write two points from the following points to score marks: *Ewi olya li na omuthindo; olya li tali iyendulula; Iya fa okangendjo kosikola; Otali kwelengendja Iyaa na oluthuwo*. Some candidates' answers were: *A pendulwa inaa kotholokwa; Uuyuni mbuka kawu shi woonakukotha ombonyo; Mbuka uuyuni wooyendongula*. If they answered in this manner, it is wrong and they did not score any mark.
 - (b) What does Kamatyona increasingly think about all the time? The following answers were accepted as correct: *oshilando; oha tsu ondjodhi yoshilando*. Most candidates failed this question because they wrote: *Oondjodhi dhe ndhoka ngashingeyi ha tsu nee oombalilwaali nomoshanga shomutenya*.
 - (c) Why is Kamatyona's father so concerned about the locusts in the Boss's field? Most candidates responded well to this question. The following answers were considered to be correct: *Omuhona ohe ya palutha; Omuhona ohe ya pe omahangu; Ngele inaku tewa otaya si ondjala; Omo haya li*.
 - (d) Why does Kamatyona describe *Okathitu* "as pale as a ghost"? Most candidates responded well to this question. The following answers were accepted as correct: *Omukunda ogwa dhengwa koshikukuta; Omukunda ogwa dhengwa kondjala; Kaye na iimuna; Kaye na uulithilo*.
 - (e) This question was asking candidates to answer what emotion was Kamatyona feeling when he remembers his friends' saying "Me I ... me I ..." and why? Some of the candidates only gave Kamatyona's emotion without giving the reason why he was feeling that way. Some candidates only gave the reason of his emotion. Most of the candidates' answers were: *Ngame ohandi payinda iihauto, Ngame omuhingi gwokatekisa, Mokathitu otandi kalele mo shike? Hasho nani Timo, Simoni, Mateu, Tomi ... ya ndhindhilika nokumona kutya okukala mpaka itashi kwatha sha, Shoka haye mu lombwele otashi mbolongondja nee momakutsi gaKamatyona*. The correct answers were: *ondumbo / efupa / okuhaauva ombili / u uvite nayi / onyati; netompelo kutya Ookume ke oya li taya hupu nawa moshilando / Ookume ke oya li ye na onkalamwenyo yi li hwepo moshilando*.
 - (f) Apart from his age, why did Kamatyona refuse to marry Nangula? Candidates were expected to give **two** reasons. Most of the candidates answered this question correctly and it is a level 1 question which required candidates to lift the phrase from the passage as it is. *Nangula shivalelwe e ende mosikola / ina longwa*. Some candidates failed to answer the last part of the question "why" correctly which is a L4 because they were expected to explain what it means "*likangwa ya pwipwikathana*". The correct answers for L4 were; *Itaya vulu okukwathelathana/Otaya ka mona ihuna koluhepo/ Ngiika okwa hala ashike a tsikile noku tu kaleka moluhepo*. This L4 answer should include both Nangula and Kamatyona and not just one.

- (g) Why is it likely Kamatyona's resentment increased after he slowed down on his way to the Boss's field? Most candidates failed this question because they wrote: *Ngashingeyi oku na nee omukumo nomatokolo oshinima shoka a li inaa itaala kutya ota vulu oku shi ninga*. The following answers were accepted as correct: *Konyala a pumwe kohauto yOmuhona / Oku ka longa mepya / Ta thiminikwa a hokane Nangula / He ina pitika a tsikile nosikola*.
- (h) What impression is given of Boss Nengushe's character in the penultimate paragraph? Most of the candidates answered this question fairly. The expected answers were: *omusilishimpwiyu / omunalukeno / omunambili / omukwatheli / omunamutimahenda / omukolonyeki*.
- (i) What does the Boss mean when he says "Have you become a pillar of salt?" Candidates failed to answer this question correctly. Most of the candidates wrote: *Owa shituka oshiluli? / owa sa? / owa ninga omuyamba? / iho popi we? The expected answers were; Omolwashike ito inyenge? / Omolwashike ito londo? / Omolwashike ito endebele wu ka thike kepya?*
- (j) According to the text, what two emotions were felt by the other youths during Kamatyona's confrontation with Boss Nengushe? Most candidates answered this question fairly. The expected answers were: *oya kumwa / oya tila / oya haluka / oye eta ohenda / oye eta olukeno / oye mu geela / oye mu sa uunye*.

- 2 (a) This question which was also based on passage 1 consisted of part (a) for which candidates were required to mention points from the passage that indicated the push factors pushing young people away from rural areas and pull factors pulling young people to the city. Candidates were required to respond in note form and there was no need to use their own words. Most candidates were able to lift correct ideas from the passage while a few just copied directly from the passage. Some candidates responded in paragraph format while others just wrote phrases. Teachers are urged to show the difference of writing in point form and paragraph writing. The expected answers were:

- 1 *Omaupyakadhi gopaunshitwe: oshipahu*
- 2 *Omaupyakadhi gopaunshitwe: oshikukuta/iimuna yaakwanaluhepo ya ya noshikukuta*
- 3 *Okulongela iikulya momapya gaakengeli - ooshako dhomahangu/ omuniilonga gwomepya*
- 4 *Onkalo yoluhepo nondjala*
- 5 *Okwaa na evi lya tulwa moondhalate kaakengeli/Uulithilo awuhe owa tulwa mondhalate*
- 6 *Kape na iimaliwa yokufuta omuhandjo/ Elongo lya yiwa moshipala*
- 7 *Okashonanima hoka ya li ye na oka pwa po*
- 8 *Taya thiminikilwa moondjokana ye dhi longekidhilwa*
- 9 *Taya thiminikwa nokumbandamekwa kaanankondo/koohashikeshalye*
- 10 *Oompito dhiilonga miilando*
- 11 *Okutota oongeshefa dhawo dhopetameko miilando*
- 12 *Okukutha ombinga momaudhano*
- 13 *Aagundjuka taya idheula momahala gomadheuililo golutu*
- 14 *Otaya nanwa keholokepo lyiilando tamu adhika omililo dha yoolokathana*
- 15 *Taya fuulwa kookume kawo mboka ya tembukila miilando*
- 16 *Oompito dhelongo - okudheuilwa omalusheno; okutunga nosho tuu*
- 17 *Moondoolopa aagundjuka ihaya pendulilwa iilonga kaakuluntu yawo*
- 18 *Taya ilongekidhile oonakuyiwa dhawo yene*

- (b) This question required candidates to write a summary of 100-150 words with the ideas written as their response in part (a). Many candidates did not use their ideas from part (a) but rather wrote a summary of the whole passage. Most candidates copied words, phrases and sentences as they are from the passage. Most of the candidates' summary exceeded two paragraphs. Teachers are urged to teach candidates to keep the number of word of the summary in mind when answering this question and keep it to a minimum of one paragraph.

- 3 This question was based on passage 2 and the candidates were required to write an informal letter to their friend telling him or her about what they have learnt and their reaction about different family members' opinion on families and parenting. Candidates were expected to use the content of the passage as guideline in responding to the question.

This question was assessing candidates' skills of in-depth reading of the passage and the ability to write clearly, extensively and showcase appropriate language usage in their responses. Most of the candidates copied the text as it is and some of the letters were too long for some of the candidates. Few candidates did not write the correct format and style of the informal letter. Some candidates did not use the ideas from the text but rather use their own ideas. Some candidates misinterpreted the text and answered without understanding the whole text.

These points are not prescriptive, they are only intended to give guidance to teachers, learners, markers and moderators as to the type of ideas which might be included in the candidate's script. It is expected of learners to base their writing on ideas from the passage and develop them creatively in their own words;

- 1 *Ezimo: olinipo? (ootategona, oomemegona, ootatekulu, ootatekulululwa, oogwaantsezi)*
- 2 *Ezimo lyomekoto: olinipo? (oonakuvala otyanku nuunona wawo)*
- 3 *Oshinakugwanithwa shezimo mokutekula uunona (oonakuvala otyanku naatekulwa mwa kwatelwa oothigwa)*
- 4 *Elalakano lyuuteku: Okutekula uunonma wu ka ninge aakuluntu aasilishimpwiyu*
- 5 *Oshinakugwanithwa shokutekula uunona oshaayehe*
- 6 *Esimano: lyoohungi, iidhila niipwe yopashigwana, esiloshimpwiyu nohole*
- 7 *Uunona ohawu kala megumbo sigo taya yi mondjokana, taya ilongo iinakugwanithwa yopankalathano nesimaneko lyaayehe*
- 8 *Ohungi: hayi ningilwa pomalupalle kuuyelele womwedhi, oyo ye na okuhokolola omahokololo, omatumwalaka nomalalakano gomahokololo naashoka uunona tawu ilongo mo*
- 9 *Omulandu gwezimo otagu ende tagu kanda omapunya*
- 10 *Omulandu gwomezimo lyomekoto ogwa tameka okudhana onkandangala unene kiitopolwa yokondoolopa*
- 11 *Omaipumomumwe pokati koohedhi dhopamuthigululwakalo nonkalo yopashinanena*
- 12 *Enwethemo lyiikundaneki niikwatekinika kuunona*
- 13 *Ekanitho lyoonkuluhedhi mokati kaagundjuka*
- 14 *Omuvali gumwe awike oha nana nondatu mokutekula uunona*
- 15 *Okwaa na eyambidhidho lyaakwanezimo*

POSITIVE SUGGESTIONS TO TEACHERS

In conclusion, all the teachers are commended for their hard work and dedication in ensuring that candidates were prepared for the final examination. The Senior Education Officers in the regions and Head of Departments at schools are hereby urged to discuss the examiners report with the subject teachers to ensure that the recommendations are implemented. Thank you.

GENERAL COMMENTS

- The performance of the candidates has slightly improved due to the fact that most of the candidates had a better understanding of the questions than previous year.
- Some candidates have shown a good sense of self-expression.
- Candidates wrote their essays using the right format.
- Candidates are aware of the numerous essay types and are able to distinguish between them.
- The names, center numbers, and candidate numbers of some candidates were not written down or were in correct.
- The correct paper component and topic number were rarely written by candidates.
- In their writings, several candidates have used vocabulary and slang from the English language, such as *vena (esindano)*, *felende (kuume nenge kahewa)*, cellphone (*ongodhi yomekwamo*), etc.

The following frequent mistakes are seen:

Wrong	correct
andi/atu	otandi/otatu
ste	tse
onsaane	omusamane
oombaapila	oombapila
lyoka	ndyoka

- Some candidates punctuated their essay title e.g. a full stop at the end.
- Some candidates did not start their essay titles with capital letters.
- Some candidates did not write the date and some wrote it in English.
- Some candidates did not conclude their essays.
- Some candidates started their paragraphs with idioms and proverbs.
- Some candidates used proverbs and idioms concurrently.
- Some candidates changed the proverbs e.g. *kape na okambwa itaka tondoka nengandangali, enyanyu megumbo mwa tselwa mbishi.*

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative

1 Nyola etotwahokololo kombinga yesiku ndyoka lya li lye ku nyanyudha noonkondo posikola yeni.

The majority of candidates responded to this question very well, although few of them concentrated on the activities that occurred away from the school. The candidates were asked to write essays describing the thrilling activities that occurred at their school. Some candidates' essays covered more than one day's worth of events. Some candidates described uninteresting incidents, whereas others lacked a sense of the events' time order.

Oshiholelwa: *Omukonakonwa okwa li a tegelelwa a nyole ehokololo tali popi oshiningwanima sha ningilwa mosikola she mu nyanyudha. Na ulike kondandalunde iinima mbyono ya ningwa ye mu nyanyudha.*

2 “Ngele owu na oshimpwiyu noshinima nenge nomuntu gwontumba, iilonga yoye nayi shi ulike.” Nyola etotwahokololo tali ulike uushili woshitumbula shika.

Very few candidates chose this essay topic and they have answered it fairly. Some candidates understood the topic better while others wrote the opposite of what is expected. Some candidates instead of narrating taking care of something or someone, they narrated about not caring about something or someone. Some candidates answered in the speech form like giving advice. **Oshiholelwa:** *Omukonakonwa okwa li a tegelelwa a hokolole omuntu gwontumba ta sile omuntu gwontumba nenge oshinima shontumba oshimpwiyu / te mu longele uwanawa nosho tuu. Oshiningwanima nashi kale sha ningwa, ihe inashi kala opo tashi ka ningwa.*

Descriptive

3 Owa adhikilwe koshikungulu oshinene manga wa li kokule negumbo lyaandjeni. Ndjondjomona sho wa mona, wa uva nomakutsi nomaiuvo goye.

This essay topic was not chosen by many candidates and those who have chosen it scored average marks. Additionally, some candidates provided exemplary responses to this essay topic, while others misunderstood it and mistook the word “oshikungulu” for “oshingulu” or “oshiluli.” Some candidates failed to define a “storm,” instead writing about floods, ordinary rain, or a metaphorical storm. Some candidates omitted the words that describe the

senses. Candidates were asked to utilize sensory-imaging language and to write about a severe storm while they were away from their home rather than in their surroundings.

Oshiholelwa: *Omukonakonwa okwa li a tegelelwa a holole nkene a adhika koshikungulu e li kokule negumbo lyaandjawa. Na ndjondjomone shono a mono, a uva nomakutsi, na holole wo omaiuvo ge. Mokundjondjomona, na longithe iityathaneko.*

4 Hogolola oshikulya shoka wu hole okulya unene, to ndjondjomona, wa kwatela mo nkene hashi monika, ezimba nomulyo gwasho.

Quite a few candidates selected this essay topic and provided adequate responses. Some candidates mistook the term “hashi monika” for a method or recipe. Very few candidates discussed the significance of the dish (oshikulya) and its usefulness in their essays. Candidates were required to provide a detailed description of their favorite dish, “oshikulya,” including its appearance, aroma, and flavor.

Oshiholelwa: *Omukonakonwa okwa li a tegelelwa a ndjondjomone oshikulya shoka e hole. Na hokolole nkene a hilwa kezimba lyasho nankene e shi wete momeho tashi mu yeyitha a hale oku shi lola. Na holole wo omulyo gwoshikulya shoka.*

Argumentative

5 Oto dhiladhila kutya oshilongwa shini wa tala osho sha simana unene miilongwa mbyoka ho ilongo posikola yeni? Koleka eyamukulo lyoye.

A number of candidates chose this essay question, and many of them answered it well. However, there are few candidates who concentrated more on the subject content than on persuading the reader why the chosen subject is the most important one. Few candidates were indecisive and wrote about more than one subject. A lot of candidates used English terms, e.g., “Agriculture,” instead of “Uunamapya nuuniimuna.” Candidates who chose language as a subject focused more on the speaking aspects of the language than the subject itself. Candidates were expected to persuade the reader of the importance of that specific subject. For instance, if a candidate chose Biology as the most important subject, the candidate was expected to reason that Biology is important because it teaches him or her how to take care of his/her bodies.

Oshiholelwa: *Omukonakonwa na gandje edhina lohilongwa kondandalunde e ta gandja omatompele ngono taga tompele noku itaalitha omuleshi kombinga yesimano lyoshilongwa shono e wete sha simana miilongwa ye. Omukonakonwa a hogolola po oshilongwa shUunamapya nUuniimuna na ulike esimano lyasho ngaashi okutidha po ondjala moshilongo mokuninga iikulya yawo yene nokuyambula po eliko lyoshilongo.*

6 Aavali naya longe ngaa uunona nkene wu na okwiihumbata komapandja gomakwatathano gopaungomba? Gandja omaiuvo goye.

Many candidates selected this essay topic, but few of them fully grasped the question. Most of them misunderstood the question and gave incorrect answers as a result. The vast majority of candidates avoided discussing how parents influence how their children behave on social media websites by focusing solely on what social media websites are and what happens there. Instead of concentrating on the core issue, some candidates wrote about modern devices, such as the use and significance of cellphones. Some candidates debated both viewpoints rather than sticking to one. Some candidates misread the question and concentrated on the parents’ online conduct.

Some candidates used the question’s opening phrase as their topic sentence. Candidates were asked to provide persuasive arguments for why parents should or should not educate their children appropriate online behavior.

Oshiholelwa: *Omukonakonwa na holole nkene aavali ye na okulonga uunona wu ihumbate nawa komapandja gopaungomba, yo yaa shundule oonkalamwenyo dhawo uuna taa tula iinima iwinayi / ya puka mbyono tayi vulu oku ya yonena oonkalamwenyo dhayo etaya ka kala inaa mona iilonga/ shi mu kanithile iilonga nosho tuu.*

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers/invigilators should instruct candidates to always fill in all the required details on the cover page correctly.
- Teachers should encourage candidates to always number their essay topics, underline them and correctly punctuate them.
- Teachers should encourage candidates to always start an essay with a date written in full, a month written in Oshiwambo e.g “**Novomba**” instead of **November**.
- Teachers should instruct candidates to always read and understand the essay topics before choosing the essay of their choice.
- Teachers should encourage candidates to choose an essay topic that they are familiar with and have rich vocabulary pertaining the chosen topic.
- Teachers should teach learners different types of proverbs, explain their meanings and how to correctly use them.
- Teachers should discourage candidates from using English terms e.g **oshow** instead of “**omaulikilo**”, **okudevelopa** instead of “**ehumokomeho**”, **economi** instead of “**eliko lyoshilongo**”, **oawarda** instead of “**epapa**”, Miss Valentines instead of “**okakadhonadhingi**”, **okusupporta** instead of “**okuyambidhidha**”, **osoccer** instead of “**okatanga kokoompadhi**”.
- Teachers should discourage learners from using slangs such as “**okubumuna**” instead of **okumbekula**, “**okubaaza**” instead of **okuya**.
- Teachers should encourage learners to correctly spell and use the words in the correct language such as “**ombelela**” instead of **onyama** etc.

GENERAL COMMENTS

- Few candidates understood the question.
- Some candidates copied the text as it is.
- Some candidates made use of the language incorrectly, because they misinterpreted figurative speeches.
- Some candidates completely failed to comprehend the rubric /instructions of the question.
- Some candidates presented their answers in bullet form (listing) and some used question prompts as sub-headings, instead of them answered in the essay format.
- Some candidates did not make use of textual evidence to support their answers and some did not use the textual evidences correctly.
- Some candidates paraphrased the text instead of addressing the question.
- Some candidates are criticizing the author's language usage instead of focusing on the question.
- Some candidates are code-switching when answering the question.

COMMENTS ON THE QUESTION

Epulo

Omuniyoli okwa holola ngiini uukwatya nomaihumbato gaLucia moshinyolwa shika?

Yelitha eyamukulo lyoye wi ikwatelela kelaka noshikalimo shokaleshwa.

litsa tayi landula otayi ku kwathele mokundjandjukununa nokutula ongushu koshinyolwa:

- *Nkene Lucia i ihumbatela Angelina naRobert*
- *Omaiuvo ge kombinga yuupyakadhi wiikulya ya pewa aalongwa*
- *Nkene a longitha ondunge opo a lombwele Mr Swanepoel uupyakadhi mboka wa li mosikola.*

Aalongwa oya li ya tegelelwa ya yamukule: Taya gandja iitsa, e taye yi yambidhidha nuumbangi tawu zi mokaleshwa, osho wo omatokolo gi ikwatelela kuupenduthimadhiladhilo:

• **Nkene Lucia i ihumbatela Angelina naRobert**

Mepulo ndika aalongwa oyendji oya yamukula hwepo. Yo yamwe oye wete Lusie i ihumbatela Angelina naRobert nayi sho inaa egulula Angelina mbala naa sho a kala te mu pulapula omapulo gohukula-paka-po. Aalongwa yamwe oya tapa ashike okatendo moka mu na ezimba lyeyamukulo peha lyokugandja eyamukulo meukililo. Aalongwa oya li ye na okugandja uukwatya waLucia ongomunamashendjo, a ninga Angelina omashendjo, "Owa etela ndje omwiha?" nonando Angelina okwa li a geya, ine mu yamukula. Oyendji yomaalongwa oya holola Lucia e na omashendjo taga ningile nayi Angelina.

Aalongwa yamwe oya gandja uukwatya wanathangwa ngaashi omuloli gwiikulya, omutondadhi / omuniki gwiikulya. Oya li ya tegelelwa ya gandje uukwatya ngaashi omuhungimwenyo, oshoka okwa hungu Angelina naRobert ya ngungumane noku ya kwashilipaleka kutya oshinima ote shi fala kelelo lyopombanda. Aluhe oha shi kala oshivanawa okudhima ongeyo yomuntu gontumba e ku etela uupyakadhi we molwaashoka ohashi keelele uuwinayi mboka tawu vulu okuholoka ngaashi sha hololwa kutya Robert okwa li a thita po e vule Angelina.

Yamwe yomalongwa oyu ulike nkene Lusie ihumbatele nayi Angelina naRobert, ngaashi taya ti Lusie ina egulula po mbala konima sho a kala ta konkolwa.

Ashike aalongwa okwa ya tegelelwa ya holole nkene Lusie i ihumbatele Angelina naRobert nawa neitegelelo nokupulakena komaupyakadhi gawo. Osha hololwa mokaleshwa kutya Lusie sho a hokololelwa kuAngelina uupyakadhi wiikulya noku ulukilwa iikulya mbyoka yi li moshiyaha okwa li e mu pula nawa nokulola wo iikulya mbyoka, opo a kwashilipaleke kutya iikulya iiiwinayi shili ngaashi e shi hololelwa kuAngelina. Oshi li mondjila okupulakena aluhe nokuwashilipaleka ngele wa etelwa ehokololo lyontumba opo u vulu okukandula po uupyakadhi nomukalo omuwanawa.

Omaiuvo gaLusia kombinga yuupyakadhi wiikulya ya pewa aalongwa

Koshitsa shomaiuvo aalongwa inaye shi yamukula nawa oya gandja omaiuvo gawo yene peha lyokugandja omaiuvo gaLusia kombinga yuupyakadhi wiikulya. "Ngaashi onda li ndu uvite nayi aalongwa ya pewa iikulya yookatali". Aalongwa oya li ya tegelelwa ya gandje omaiuvo gaLusia nkene a li u uvitile iikulya. Lusie okwa li a kumwa molwiikulya yooShuunduwa mbyoka ya pewa aalongwa. Okwe shi holola nonkumwe kutya oshinima sha fa mpoka osha ningilwe pethimbo a li mosikola, ihe nani natango onkee ngaa tashi tsikile. Oshinima shika otashi kumitha aantu yomwenyo taa longekidhile uunona wayakwawo iikulya yoombwa.

Nkene a longitha ondunge opo a lombwele Mr Swanepoel uupyakadhi mboka wa li mosikola

Oshitsa shika aalongwa oyendji oye shi yamukula hwepo, nonando yamwe yomuyo peha lyokugandja ondunge ya longithwa, oya tapa okatendo moka mu ulikwa ondunge ndjono ya longithwa kuLucia. “Lucia okwa pakele ondjato ye yomambo ta tonyene oshiyaha shiikulya shono e etelwa kuAngelina mopulastika, e te ende u uka kombelewa yomukuluntusikola.”

Aalongwa oya li ya tegelelwa ya gandje ondunge kondandalunde ndjoka ya longithwa kuLucia opo a lombwele Swanepoel uupyakadhi mboka wu li mosikola.

Lusia okwa ninga ondunge sho a pula epitikilo opo ya ka popile mombelewa yomukuluntuskola ye e mu ulukile oshiyaha shiikulya yoombwa mbyoka ya li ya longekidhilwa aalongwa. Elalakano okulonga aantu omikalo omiwanawa dhokukandula po omikundu nokuyanda omaipumomumwe.

POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should teach candidates to write comprehensively in an essay form instead of listing (bullet form) or making use of sub-headings.
- Teachers should teach candidates to write brief introductory paragraphs without addressing the question prompts.
- Teachers should teach candidates to state, quote and express their views / opinions.
- Teachers should teach candidates to differentiate between literature terms e.g the language used in poetry differs from that used in prose and drama.
- Teachers are urged to continue teaching grammar.
- Teachers should train candidates to differentiate between expressing views and making judgements appropriately.

Lastly teachers are appreciated for their commitment and dedication in preparing the candidates for the examination. It is the duty / responsibility for Senior Education Officers, HOD and teachers to discuss the examiner’s report and ensure that all the suggestion and recommendations are effectively implemented.

GENERAL COMMENTS

- 1 Most centers managed to send the required materials such as USBs, written coursework, Orature Assessment Forms and MS1.
- 2 Almost every center managed to send marked written coursework, even though there are some that did not send some of the candidate's research work.
It was observed that a few centers did not mark the written coursework of the candidates.
- 3 Some centers still sent the oral recordings for candidates in CD's instead of the USBs.
- 4 Some centers still sent individual USBs for candidates instead of just creating folders for individual candidates in one USB.
- 5 It was also observed that some centers only sent candidates' first drafts instead their final draft.
- 6 It was further observed that most candidates' work is so dirty, old and untidy.
- 7 It was also observed that most centers did not send scanned research papers for candidates.

STRENGTHS

- 1 Few candidates selected suitable examples of topics that are based on various researchable cultural issues such as: **Nkene ohango yiitsali yi li thimba yi na ongodhi momuthigululwakalo gwAandonga.**
- 2 Only a few examiners had put in efforts in assisting candidates to come up with more convincing researchable topics. It could be observed that a lot of examiners did not assist the candidates to formulate researchable topics. Furthermore, some candidates had research topic which are a bit too broad, and needed to be narrowed and specific.
- 3 Very few candidates managed to come up supporting evidence which include a list of people who provided information, videos and audio. Some centers did not even provide a single evidence, while some provided evidence which had no relation to the topic under research.
- 4 Few examiners have followed the marking grid and give relevant/appropriate comments to candidates.

AREAS OF WEAKNESS

- 1 Most candidates selected non-researchable topics. This year, most candidates selected researchable topics and only a few that selected topics that are more of recipes and methods of doing things. For examples: **Omalovu giilya ohaga hangwa ngiini?**
- 2 However, the research topics were not specific and generalization of topics was observed. Topic such as: **Esimano lyahegona mohango pamuthigululwakalo gwAawambo** is too general, instead the candidate should focus on a specific tribe, E.g. **Esimano lyahegona momuthigululwakalo gwAandonga, nenge Ezaleko lyonyoka mezimo lyAatundu, nde itashi kala Ezaleko lyonyoka mOndonga, oshoka ezimo kehe oli na omukalo niidhila yalyo.** Examiners should guide candidates on this.
- 3 Most candidates at the same centers had similar topics, and it seems that they received less guidance from the teachers on the selection of topics.

- 4 Most candidates wrote research in descriptive and narrative forms instead of the required format.
- 5 Most candidates did not write/ include all the research components. They missed some components, such as the aim and research questions.
- 6 **Aalongwa oyendji natango inaya yoolola pokati kohokwe yoshipalanyolo nelalakano enene lyepekapeko.**
- 7 There is no relation between the research interest, aim/ objectives, research questions, findings and the discussion of the research. Most candidates failed to link/connect the findings (**shoka sha monika po**) to the discussion (**endjandjukununo lyashoka sha monika po, nokufatulula uuyebele mboka ya gongela nokugwedha ko omayamukulo gawo gopaumwene. Oyendji oya endulula owala ashihe shoka shi li mwaashoka sha monika po.**
- 8 Candidates should make a distinction between some Oshiwambo words such as **ongwaka, onkatse, kutya mbaka aakulupe yoludhi luni.**
- 9 A few candidates did not understand why they need to conduct a research on various cultural aspects.
- 10 Few examiners did not use the marking grid effectively and comments given were irrelevant, e.g. **'nawa', 'ngaa' or 'Xwepo ngaa'**. On top of that, a lot of examiners placed candidates in bend 1, who have not written with excellent focus on the purpose of the research, and questions, handling of data collected and reference made to data collected.
- 11 Administrative work was not done properly. Some centers did not select the samples, they did not indicate the selected samples with asterisk * on the summary forms. A lot of mistakes were made when transferring marks from Orature Summary Form to the MS1.
- 12 Some centers did not submit the printed Orature Summary Forms and MS1 forms.
- 13 Some centers did not type the research papers, and they did not also scan them.

RECOMMENDATIONS

- 1 Teachers should guide the learners on how to formulate research topics. They should also encourage them to maintain the progression of the theme and connect to major components.
- 2 Examiners should encourage candidates to select different research cultural topics.
- 3 Teachers should encourage their learners to always acknowledge their sources of information to avoid plagiarism.
- 4 Candidates should not only do research in books and search information from internet, they must collect data from the communities.
- 5 Examiners should encourage candidates to differentiate between the data collection and references used to data collected.
- 6 Examiners are encouraged to carry out this exercise on time. It was observed a lot of centers only did this activity towards the end of the due date, hence a lot errors were observed.
- 7 Examiners are encouraged to monitor and guide the candidates work throughout the whole process to avoid incomplete and substandard work.

GENERAL COMMENTS

It was the third examination under the revised NSSC Ordinary Level curriculum. Centers collected a number of information on cultural artefacts. It was indeed a great effort by centers for carrying out this exercise. They deserve applause.

- 1 It was observed that most of the centers did not include the recorded voice of the informants, videos, audios and pictures as evidence that learners went on the field work which was important for section A.
- 2 Very clear recordings were sent, and the examiners and candidates could be heard well even though there were some noises and disturbances in some of the recordings.
- 3 The range of sample was well chosen, covering the whole spectrum, however there are some centers that did not include the candidates with the highest and the lowest marks as part of the sample.

QUALITY OF RECORDINGS

In most cases the quality of recordings were of good quality, however noise and some disturbances could be heard in some recordings.

RANGE OF SAMPLES

A good number of centers sent samples along with the whole cohort which represented the ability range quite well. Thank you for that. Some centres only sent the sample and not the whole cohort. In cases where moderators wanted to check on a certain candidate, this was not possible. 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 forms as required. This made the moderation process cumbersome especially for those centres that did not make a sample but instead sent the whole cohort. Examiners should familiarise themselves with the instructions.

COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). **The two should be treated apart.** Most centres conducted this examination as one with the traditional “warm-ups” for candidates who appeared to be nervous. It was good to observe that examiners were generally sympathetic towards the candidates and made good efforts to let them feel at ease. Where warm-ups were needed, these need not be recorded. Unlike the previous year (2021) where examiners kept to the time limit of 15 minutes, this year’s oral examinations were very short – at some centres ± 6 minutes!

SECTION A

A significant number of candidates were unable to briefly present the main findings of their research. Most were tempted to give detailed reports. 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.

Aakonakoni yamwe oya pula aakonakonwa omapulo ga eeno nenge aawe, yo yamwe otaya lombwele alongwa ya ete po iipopiwa yawo peha lyiipekwapekwa yawo. Moshitopolwa shika aalongwa kaye na okupulwa omapulo, naya ethiwe ya ngonge nenge ye ete po paufupi iipekwapekwa yawo, moka taya kwatele mo nomathano gayo.

SECTION B

A great number of candidates were able to respond to the questions asked by the examiners but some examiners asked questions which were not relevant and part of the research of candidates.

Moshitopolwa shika omukonakoni okwa pumbwa okuya moonkundathana nomukonakonwa dhi na sha noshipekwapekwa shomulongwa. Omukonakoni na pule omapulo ngoka taga kuku nenge taga eta omukonakonwa a ye muule woshipekwapekwa she.

THE QUALITY OF THE PRESENTATION

Despite the fact that most candidates are generally fluent native speakers, it transpired that a great number of them needed their presentation skills to be polished. Some candidates presented so well with high level of fluency and accuracy in the language, however there are a few that are struggling to express their views.

EXAMINING TECHNIQUES

The atmosphere was generally good and most candidates were calm and composed. Centres are applauded for this! Some interesting probing questions were asked: "If you are to repeat your research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?" Most centres could not take the candidates beyond what their informants told them. Thus, candidates were in most cases not probed to evaluate their findings or to consider other alternative opinions. It appeared that examiners did not read the research reports thoroughly and as a result were not well-prepared to pose good questions.

INTERPRETATION OF THE ASSESSMENT CRITERIA

Examiners appeared to misinterpret or not use the marking grid at all. They placed candidates in higher bands which were not corresponding with their presentations. It is important for examiners to familiarise themselves with the descriptions in the marking grid. The assessment was lenient towards the candidates placed in mark band 1. Note that only candidates who write with excellent focus on the purpose of the research questions, accurate handling of data collected, and the reference made to data collected should be placed in band 1 of the assessment grid

POSITIVE COMMENTS

- 1 Most examiners adhered to the presentation time and allowed a room for discussion.
- 2 Compared to last year, this year most examiners assessed the candidates based on the assessment objectives and give marks according to the marking grid in the syllabus.
- 3 Some examiners allowed candidates opportunities to elaborate and justify their contents in more details.

NEGATIVE COMMENTS

- 1 Some examiners did not ask challenging questions to candidates that would enable them to elaborate their views in depth.
- 2 Some examiners interrupted the candidates during their presentation.
- 3 Time was poorly managed; some interviews were too short and some of them were too long.
- 4 Some examiners asked personal and social issues such as COVID-19.

RECOMMENDATIONS

- 1 Examiners should read the syllabus thoroughly and assess the candidates accordingly
- 2 Internal moderation should be done at the centre to avoid shortcomings.
- 3 Audios which form part of the evidence should not replace the interviews.
- 4 Examiners should differentiate between warm up and presentation session.
- 5 Centres should not send individual USBs for candidates.
- 6 Information and data collected should be compiled in one folder as references.

FIRST LANGUAGE OTJIHERERO

6101
Paper 1

1. GENERAL COMMENTS

Performance: This was the third examination under the revised NSSCO curriculum. This year's cohort performed slightly better than last year's cohort. This may be attributed to the fact that the passages were within the candidates' experiences compared to last year.

Duration of examination: Most candidates appeared not to have run out of time.

As with last year, the following general observations are given to guide centres and schools.

General reading and writing skills: Again, the general reading and writing skills of candidates have not improved yet. An unacceptable number of candidates hardly read beyond **Assessment Objective R1** (understand and collate explicit information and meanings). As for writing, it should be emphasised again that at this level of schooling one would expect more complex sentences, the use of advanced punctuation marks, connectives and transitional words. These were mainly absent – only simple sentences, a comma and a full stop were found. Kùtja ovahongwa mbe ri mondondo oitja-11 ve tjangurura ehungi ndi va rese okuzira omapuriro (nu meraka ravo!) otjiraisiro tjokutja onḁengu yomahongero nomerihongero wOtjiherero i ri korura rwoḁjuwo – kehi, kehi tjinene. As observed last year, it appears as if learners are hardly exposed to these type of exercises during the two-year course. They only encounter these in examinations not in the classroom during normal teaching

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

Question 1: Reading Comprehension

The passage was about a young man, Kamatyona, who lives in the remote rural village of Okathitu under harsh and challenging conditions as a modern day serf under a feudal lord by the name Boss Tatekulu Nengushe. On that fateful day when Boss Tatekulu Nengushe's fields were invaded by a swarm of locusts. Kamatyona took the decision to leave Okathitu for the city in search of wealth that will take his family out of poverty. Boss Tatekulu Nengushe was astonished! He couldn't understand Kamatyona's stubbornness (his resolve).

- (a) A significant number of candidates answered this question well and gained the maximum mark of two. Epuriro aari vanga okutjiwa oviḁa meraka raihe ya Kamatyona mbye mu urisire ngwi Kamatyona. A number of candidates copied: "Ouye mbwi owozongera ḁḁe tenga okupenduka" and lost both marks. Omaziriro omasemba owo nga ngaaye raisa "okuhinakurunduruka" ku kwa ri meraka raihe nu "ndaari ha pokere" nao amari sasanekwa "nokariwo kosikore".
- (b) This one proved to be an easy question. Almost all candidates answered this question correctly and got one mark. Epuriro ra pura kutja Kamatyona ee ripura na tjiḁe. Eziriro: Otjihuro poo u rota otjihuro otjinene. Nu ngunda ape ri nao pa ri novaḁiti mba pandjara ongombe ndji mokutjangurura kutja "posiya eye ka isa ko ombango ye koturoto twe".
- (c) This question proved to be relatively easy and a good number of candidates scored the one mark which was allocated to it. Epuriro aari roro ovarorwa ohunga nongendo ihe ya Kamatyona ndja ri na yo nozombahu ḁḁa wirire motjikunino tjomuhona Tatekulu Nengushe. Ovengi va zira kutja "ovo okuveisa ozomiriva ḁḁu ve rya" nave munu ongombe imwe ndji.
- (d) It was an easy question and many candidates answered it correctly scoring the one mark. Oro aari pura kutja ongwaye Okathitu tjaake raisiwa otjoresevate ndja kuvakana. Ovengi va zira kutja "tja nyonwa i yourumbu" nave munu ongombe ndji. Ouhumandu ovarorwa tjiva aave tjangurura kutja nani ve kerihake meziriro nave pandjara ndji ongombe ndji.

- (e) This one proved to be a difficult question. The majority of candidates lost both marks. Otja kepuriro ndi Kamatyona wa ri nomuano mbwee rimunu tji ma zuu ovakwao aruhe tji ve kara pokutja “ami ... ami ...” mbi ungura okorive. Tjinga mba ovarorwa nao ava kakatera kokutjangurura nokuhina okukondja okuzira ndi epuriro otjaave pandjara ozongombe nda pouvari wazo. Aape undjirwa kutja ovarorwa ve mune kutja ihi aatji pendura “eruru/eraru/oukoze” poo “okuhinohange” mena rokutja ovakwao mbu va ri pamwe mOkathitu va kahara ehupo “ewa”.
- (f) This question appeared to be partly accessible to the majority of candidates. Epuriro ndi aari roro ovarorwa kutja ongwaye Kamatyona tjaa ha vanga okukupa Nangula pendje na ingwi okutja eye ngunda wa ri omuṭiti. Otjingi tjovarorwa va zuvire kutja “pendje notjiwondo” nu otjaave ha eta otjiwondo tje. Otjingi tjavo va zira osemba kutja “ya ri mena rokutja Nangula ka hitire osikore” nungwari ovo aave pandjara okumuna kutja “okutja ovo nao kamaave yenene okuvaterasana”. Ovengi aave pandjara ongombe ndji mokutjangurura kutja “ozongombe mbari zerambu za vaterasanene pi”.
- (g) This question proved to be the most difficult question of the reading comprehension questions. Very few candidates understood the question, and in particular the word “epondo” (sluggishness). Epondo eseno/otjirweyo. Aape vangwa okutjiukwa kutja ongwaye Kamatyona tja kaharera ko epondo indu tjaa i kehi romakunino romuhona. Eziriro ra ri pokutja eye wa hara ongurameno “kombund’ okuhara okukumwa i yomuhona Nengushe notjihauto”.
- (h) This question was not well answered. Very few candidates scored the maximum marks here. Epuriro ndi ra ri ohunga nongaro yOmuhona Tatekulu Nengushe otja tji mai raisiwa mOKarukondwa nga oketjavari kousenina. Pendje na ingwi okutjangurura otjingi tjovarorwa pu va tura, ovo kaave yeta embo ndi mari raisa ndji ongaro tjimuna: “omutatamise poo omuṅṅune poo omuripurire waku ye omuini”. Popengi ovo aave kondjo okuhandjaura mbi ovitjitwa vye, tj. “aa ungurisa ovandu tjinene nokuhina okuvesuta okuvepa ozomiriva uriri opuwo”.
- (i) A number of candidates answered this question well and obtained the one mark. However, there was a number of candidates who interpreted the expression “pillar of salt” as meaning dumbfounded (okurira otjikume, omboro, okuhina kunyamukura/kuhungira) and they were not rewarded. Eziriro ndaari undjirwa ko aari sokutja “okuhina kunyinganyinga”.
- (j) This question proved to be a difficult question for most candidates. Very few candidates obtained two marks (the maximum marks) for this question. Epuriro ndi aari roro ovarorwa okutamuna oviṅenge vivari ohunga noviṅa mbyaavi penduka mominyo vyomitanda mbi mbya ri mombaki yotjihauto tjomuhona. Ya ri ouzeu kovarorwa okumuna kutja omitanda mbyo mape ya kutja rutenga “vye tji uruma/vya handuka” nu kuzambo arire tji vya utu “okurikenda/okutondjenda/okutotjari”. Aape undjirwa kovarorwa okuisirako eziriro ravo komuhewo mbwi: “Ovinyo vyomitanda avihe mombaki vya mwahuruka”. Ouhumandu imba ovarorwa aave katora mbwi omuhewo mbwo omuvihu nao nu tjinga ovo nao ave hi nokuzira epuriro otjaave pandjarerwa uriri.

Question 2

This question has proven to be relatively accessible to the majority of candidates over the three years that the revised curriculum has been running. Many candidates scored on average between 7 to 9 marks for parts (a) and (b) added together.

- (a) **Notes:** It was expected of candidates to extract factors from the passage which push young people from the rural areas as well as those factors which pull young people to the cities. Most candidates extracted a number of points on either side (push and pull) and presented them in note form. However, it appears that to some candidates the sentence “you don’t need to use your own words” means they can extract anything from the passage even though that may be meaningless. Ovarorwa otjaave tjanga oviṅa mbi hi nokuheya otjiṅa nangarire tjimuna:
- Kamatyona ... Kamatyona!
 - Penduka
 - Ombete
 - Ouye mbwi owozongera

It is emphasised again as with the previous year that:

- Points should be concise (epu rimwe moruteto) and meaningful (ngari hungire, “henisire” ariyerike nao kari nokuhungira).
- Points should support the idea in question, tj. “oviṅa mbi hinga omitanda okuzamo motukondwa twokozombanda” mombapira ndji. Omurorwa tja tja “Kamatyona wa nonota nokunyuta pomurungu” nao kape nokuzeuparisa epu ndi ri mepuriro ndi roviṅa mbi hingira omitanda kovihuro poo mbi vi nanena ngo.

- (b) **Summary:** Again, candidates' poor writing skills were exposed here. A huge number of candidates could not progress beyond Band 4. Candidates lacked a clear focus on the passage and were unable to use compound and complex sentences, conjunctions and transitional words (connectives). Ovarorwa ve sokurongerisiwa kutja ve ungurise omahondjambo nomahondjauripura momihewo omituwakumwe nomihandjauke ave ha yandere pomirikehewo pondondo ndji. The summaries, in most cases, did not flow and were disjointed or worse were verbatim copies of the passages even the parts that were not relevant to the idea in question.

Section B

Question 3: Directed Writing

This question proved to be accessible to most candidates. Candidates were asked to write a letter to a friend telling him or her about what they learned on parenting at a family gathering. The task was crystal clear to the candidates. However, candidates found it extremely difficult to develop ideas from the passage into their own. As a result, the average candidate hardly progressed beyond Band 4 for both reading and writing. Tjimuna ombura ndja zu ko, ovengi aave tjangurura ndi ehungi ohamuzemba uriri nu ave kasana aayo kavahongwa mba kara ozombura omurongo na imwe (nokombanda yanao) mosikore.

Tjotjiri ya ri ongahukiro kutja onḁengu yoviungura vyotjingi tjozosikore nozosenda zetu i ri kehi tjinene. It is advised that candidates be exposed to various texts and be given enough exercises in directed writing.

3. POSITIVE SUGGESTIONS TO TEACHERS

Otja tji pe kara nambano matu tji zu ko komambo nga wovandu avehe, tu tji riyambere po. Omarorero wokarikurema ombe maye raisa ozosenda nḁu maze ungura oungundi nawa.

Ozongondjero zozosenda tjiva okurongerisa ovanatje maze munikwa nu ozosenda nḁo otji maze tonenwa omake. Nungwari pe nozosenda tjiva nḁu maze munika ongahukiro kutja imbamba kape notjiḁa tji tji kaenda. Kave hongwa! Nanga tu tjitire wina atu katara kutja va tjanga tjike, matu kerihaka movihimise. Arikanee uri ... ngatu hongwe ovanatje mba, ovetu oveni!

Ngunda ape hi ya pwa, omambo nga wombura ndja zu ko maye kotoka rukwao:

- **Eroramazuviro wokuresa:** Vakwetu, ovarorwa mbe ri mondondo oitja-11 nu meraka ndi ve hungira ngunda VE TJANGURURA oviḁa osemba okuzira omapuriro! Kwa za ngave hongwe okuyaha mondotu nu ngamba kave ya hongwa. Miḁiri, ovarorwa ngave pewe oviungura mbi aruhe nu mba tjangurura ave pewa ozongombe kutja ovo ve rihonge okuzira omapuriro. Ave tjangurura, tj. "Otjihuro eye tje tjiwa moturoto twe. > Kamatyona ee ripura notjihuro." Okutjanga momuano womatjangero omahahungame kaku iwe.
- **Ounouta:** Me yarukire po rukwao: ngake rire kemwe moruteto orusupi nu ngake kare nomaheero (ngake hungire). Nu kaku nana ngamwa otjiḁa, ovyo mbi mbya hungama epu (tj. oviḁa mbi hingira omitanda kovihuro). Hongee arikanee nu kakuhungira uriri – ngave tjite.
- **Omboronganisiro:** Imba ngunda ngamba omutund' omaonya uriri. Nangarire kutja ouzeu poḁa mba wa munikwa ombura ndjiina (2020) nau raisiwa morapota, au yarurwa po rukwao morapota yombura ndji 2021 ngamba kape na tji tja tjitwa. Kave hongwe! Andakuzu va hongwa atja ve hezaheza momahondjambo nomahondjauripura kutja ndi rumwe kave nokutwapo nawa. Nduu! Popengi aave yaruka mokusjangurura uriri. Miḁiri tje ve pe otjiungura hi metuwo romahongero, ma yenene okuveda kutja: "Nanee omikoka kehi yomambo weḁu oveni ngu mwa ungurisa, omahondjambo nomahondjauripura. Ye pi? Hapo tjii omihewo vyeḁu omikutwakumwe nomihandjaukahewo hi? Tjaa me munu mo omirikehewo uriri. Ongwaye? Tjinee." Oviḁa mbi vya raisiwa nu mavi kara amavi raisiwa ngunda mbi oviungura avi hi nokusoroka.
- **Omatjangero omahungame:** Owo ngunda okuiya monyama, otjitovero ngamba. Nai popengi va ri amave varama popezu tjinene na indi ehungi, okutja nao va ri amave tjangurura ndi ehungi. Vemwe va ri amave yepe tjinene na indi ehungi nu otjaave riutire oviḁa mbi hi norupe na rumwe na indi ehungi. Oviḁo pouvari wavyo mbi oposyo, ozondataiziro nḁu maze hepa okuḁunwa. Ovo ve sokupunga omerizemburuka okuza mehungi tjazumba arire ngu va parangisa momuano wokumema "developing ideas from the passage and expand them creatively" as their own.

NB. Me yarukire po ngunda: Zomiḁiri ozosuverwa, ovanatje ngunda katu hongo tjiri! Ngatu tji riyaruka oveni. Tu ungura tjike? Hapo momambo nga omatjangerwa wovahongwa mu nouhatoi kutja tjiri tu hongwa nai? Vakwetu ngatu ungure!

GENERAL COMMENTS

The overall performance of the candidates was satisfactory. A large number of candidates scored marks ranging between average to above average.

COMMENTS ON INDIVIDUAL QUESTIONS

Narrative Essay/ Oserekarere

- 1 This topic was attempted by the majority of the candidates and most of the candidates produced good essays. Most candidates scored average to above average marks.

Omurorwa aa sokuserekarera ohunga neyuva rorive eye nda ri nondjoroka yapeke posikore ye. Ovarorwa ovengi va zuva nawa epu ndi. Nungwari popengi ondjoroka kaai horoka nawa movitjangwa vyovarorwa nu ihi tja tjita kutja ovarorwa ave ha kara nomaunguriro omawa.

- 2 This topic was attempted by very few candidates who in most cases did not produce good essays, the candidates did not understand the topic and this caused them marks.

Omurorwa aa sokuserekarera ehungi ngamwa nungwari komaandero ndi mari zeuparisa omaheya ngu maye tja “Tje ri kutja ove u na kwonatja notjiņa poo nomundu rive, u sokutjita kutja eraka roye ri zuvakwe”. Ovarorwa ovengi mu imba mba tjanga epu ndi kaave serekarere nungwari aave tjanga momuano wokupatanisa, monao ovarorwa ovengi otji va pandjara ozongombe ozengi tjinene.

Descriptive Essay/ ohandjaura

- 3 This topic was attempted by a few candidates who did not produce good essays. The candidates had difficulties in understanding the word “Otjisukusuku” and as such interpreted the word as big animal instead.

Ovarorwa ovengi kava ri nondjiviro yembo ndi “Otjisukusuku”, moruveze rwokutjanga ohunga nombepo, ovarorwa aave handjaura otjipuka otjinene otjinamasa nu tji tje kura. Monao, kutja aa mu munika omahandjauriro, ovarorwa kave mwine ozongombe zokombanda tjinga ovo ava ri amave handjaura oviņa vyarwe mbi ha purirwe.

- 4 This topic was attempted by many candidates and most of them did not produce good essays. Instead of describing their favourite dish the candidates were narrating about what they ate at home on a particular day or what they ate a function.

Mepu ndi omurorwa aa sokuhandjaura eriro re eye nda suvera tjinene. Kutja, ri munika vi, ri nuka vi nu ri tjata vi. Nungwari otjingi tjovarorwa aave serekarere ohunga neyuva ndi va rya eriro rorive ponganda poo potjijitwa tjorive pu va ri. Omahandjauriro yari omangundi tjinene.

Argumentative Essay / Ombataniise

- 5 This topic was attempted by very few candidates who did not produce good essays.

Omurorwa aa sokuraisa otjirihongwa eye tje muna kutja ootjinandengundengu mokati kovirihongwa mbye rihonga posikore ye nokuzeuparisa kutja ongwaye tje muna nao. Ovarorwa kaave yandja omapu omakahu kutja ve mune ozongombe monao otji va mwine ozongombe zokehi.

- 6 This topic was attempted by very few candidates and most of the candidates who attempted this topic did not produce good essays as they did not have strong points to support their views and as such scored low marks.

Mepu ndi omurorwa aa sokutoora omuhunga umwe indi kutja ma munu kutja ovanene ve sokuhonga ovanatje vavo ohunga omeritjindiro motungovi poo ma munu kutja kahepero, otjiņa otjinene omurorwa tjaa sokutjita okuzeuparisa oumune we. Nungwari ovarorwa katiji va ri nouzeu okuyandja omapu amazukwa ihi tja tjitire kutja ave ha munu ozongombe zokombanda.

POSITIVE SUGGESTIONS TO TEACHERS

- Ngatu rakize ovahongwa vetu okuhina okuungurisa omaraka omahazendu nge ha sokuza movinyo vyovanatje wosikore.
- Ozomiṭiri ze sokuhonga ovanatje ounahepero wokutjanga motukondwa pendje nokutjanga ezeva rimwe enene.

KUTJA TU PWISE NAWA NGATU YANDJE OMBANGO KU IMBI: ...

- 1.1 Ngatu hongwe ovarorwa okuhina okutjanga ovitjangwa ovire pu pe he ri ohepero.
- 1.2 Ovahongwa ngave hongwe omihoko vyozebwanekero (Oserekarere, Ohandjaure nombatanise).
 - Imba pe undjirwa komurorwa okuhandjaura mbi ma zuu, nuka, munu, roro nokuṭuna ko.
 - Okutja ngatu pamise mbyo mokuhonga kwetu.
- 1.2.1 Ngatu yandje ombango onyingi wina kombwanekero ombatanise. Omuhongwa u sokutoorora omuhunga umwe nu a nūnusa omuhunga mbwa toorora nomapu amazuvakwa nokuhina okuriyarukira.
- 1.3 Ngatu yandje ombango korutumbo rwomambo.
- 1.4 Ngatu hongwe ovarorwa kutja tji mave tjanga ngave toorore epu rimwe uriri.
- 1.5 Ngatu hongwe ovarorwa okutjanga ozombwanekero moutukondwa. Okarukondwa akehe ke sokukara nondunge ombe poo ondjivisiro yako okeni.
- 1.6 Ovarorwa ngave hongwe okutjanga omihewo omisupi mbi he ri omire tjinene.
- 1.7 Ngatu hongwe ovahongwa okuhanena omambo mozondundo tjimuna
 - Rangavara → ra-nga-va-ra
- 1.7.1 Arikana zomiṭiri ngatu hongwe ovahongwa vetu okuungurisa omiano vyaTjipangandjara/ omiano vyohungiriro mbya pwire po.
 - Wina ngave rakiziwe okuhina okuungurisa omaraka warwe movitjangwa vyavo nu tjinene ngave ungurise omana wovirongo inga wOtjiherero tji ye ri po.

OKUHEPA ME MU ZERIRE PO OUṆINGANDU NOMAUNGURIRO OMAWA.

GENERAL COMMENTS

Otjingi tjovahongwa kaave raisa oviuṅe kaani mbyaavi undjirwa ku vo okusokuṭaṭerako indu ovo tji mave sokukumuka poo okuuta netjangwa ravo. Okutja otjaatji pe ovahongwa ovengi ouzeu wokuhandjaura nokuzeuparisa oviuṅe mbya nanwa mehungi.

Ovarorwa kaave tjiwa okutja ngave zire vi, aave tjangurura uriri.

Ovarorwa aave handjaura omapu ondorondomba ama sokuzira otja mongongorasaneno otja komapu nge ri mehungi.

Ovahongwa aave sokuraisa, okuzeuparisa nokuhandjaura oviuṅe kaani ku mave sokuṭaṭera.

Kape nokumunika omarundurukiro momutjangahingo, ozondataiziro amave tjangurura, ondjangerosemba, amatjangero omakahu ngundee kape ya ṭunwa.

Ovahongwa ngundee kava ri amave tjanga eziriro ravo moutukondwa otja tji pa sere, ngundee aave pambata poo aave ya raara mokuzikamisa omapu inga ozongunde otja omahongorere indu tji mave wisire ondanga mezuko poo okuuta nokutjanga etjangwa ravo.

COMMENTS ON INDIVIDUAL QUESTIONS

Ovarorwa mave sokuhita meziriro oukoto na nge ri poruhaera:

- Okuzikamisa oviuṅe ovihongorererepo ku maku rondere ehungi.
Ovahongwa aave sokuraisa kutja omurumendu ngwi omuhona wovaporise wa ri omundu woumapindi ngandu omurungu tji wa seraere. Omarakiza eye nga yandja kovarumendu indu tja tja me ve patere mondeko mombapaiziro yeho. “Omanyando woutihu wozondjima mave yahwa”
Ovahongwa mave sokuraisa ongaro yombangu indu tji ma raisa okuhina ohange nongaro ndji yokuwondjorora omambo nge mu handjisa.
Ovahongwa wina va ri amave sokuraisa ondanaukiro nongaro ye, omutjange tji ma tja wa runduruka tjimanga okuza komundu wombango ongukutu momerizemburuka nge ha ivaiva okurira omurihonge wombazu ndja raisiwa i yomutjange otjombazu yozombuku.

Ovahongwa aave undjirwa oku nana ovihorera okuza meresewa ndi va zu nokuresa, amave tara koviungura mbya ungurwa motjirongo ihi okuza pomaturiro wa Okonkwo mbya u ngurwa i Obierika notjimbumba tjovarumendu imba vetano mba vasewa i yomunane wovaporise novemukongorere tji va vasa pomaturiro wa Okonkwo ngandu poruveze indwi Okonkwo ngandu poruveze indwi Okonkwo pe rikutira komuti.

Wina omuhongwa aa undjirwa okuhaṅa oviungura (ongurameno) otja movimbumba pouvari wavyo tjimuna:

Obierika notjimbumba tje “mave ningire ombatero kovandu wozonganda, okuvevatera okuturura orurova (orutu) rwa Okonkwo nokurupaka, mena rokutja omundu wombazu indji tje rizepa kaku ṭunu ngamwa omuhoko we.

Punao omuhoko u yandja otjisuta kovandu imba mbe ve vatero okupaka.

Omunane wovaporise notjimbumba tje kave yenene okuṭuna korurova rwa Okonkwo, mena rokutja ovaporise i ya ve undjire ko omuhoko okurira ovaharupu okuṭuna korurova rwa Okonkwo meho rouhonapare woporise, tje he ri nao ovaporise kave na okuungura ombakero.

Ovahongwa va ri amave undjirwa ko okuraisa omuhunga womerizuvisiro tji pe ya komapanguṅunino omanahengu ama rondere ku imbi:

Omuhongwa u sokurizuvisa kutja omuhona wovaporise novaporise va ri amave ritjindi ouvara nokurimuna ounanḡengu kombanda yovazorondu. Omuhongwa wa ri ama undjirwa okunuṅisa oumune we mbwi novihorera okuza mehungi mbi mavi raisa ombangu nouvara mbwi.

Ondira ndja ri novazorondu omuhongwa wa ri ama undjirwa okuraisa ondira youvara wondjembo nu mena rondira ndji ave utu okononota uriri otjomauano wokuraisa onyengo.

Omuhongwa u sokuraisa onḡengu ovarumendu mba Obierika novakwao ngandu tji mave munu onḡiro yepanga rao otjotjina otjiyandje “tjohoni”.

Otjiyete tjovipirama ngunda aya ri otjina tjakauriri komundu ngu he ri wotjiwana ho tjimuna omuhona wovaporise.

Ombangu youmuhoko omurorwa wa ri ama sokuraisa omuano omuhona mbwa ri ama munu ombazu yombangu mbe muna kutja ve hungira oviporoporo.

Omuhongwa wa ri ama sokunana omburuma ndja ri novarumendu mba ri pu na Obrieka tji va kamburirwe i yohoni ave “kukuta owoturova”

Omurorwa wa ri ama sokumuna nokunana onyaho momuhona wovaporise otja ndja etisa ondiro ya Okontwo.

- Ovarorwa va kaiya okuraisa omerimwino wovanyande otja kepuriro,va ri amave yandja ongaro yomunane wopurise ngunda ave sokuyandja omahandjauri womerimwino wovarumendu mba ri pu na Obrieka.
- Ovahongwa ovengi mave ungurisa omambo womaraka yarwe tjimuna ‘**seretena**’.
- Ovarorwa kaave zuu epuriro “Ovi omutjange tji ma țatere tjinene kombangu ndji ri po mombazu ...”.
- Ondimwa yepuriro ndi ongaro pokati kovanyande mokarukondwa nga mai hongorerwa po i yomeritongamasiro womihoko.
- Otjingi tjoavarorwa tjaave ha yenene okuyeta kaave ziri nawa omahandjauri womaziri aaye ya oungundi.
- Ovarorwa ovengi aave yenene okuzira otjinge tjimwe amave undjirwa okuzira ovinge avihe.
- Ovarorwa kaave zeuparisa nokuhandjaura aave tjangurura ongarate uriri.
- Ovahongwa aave rizuvisa etjangwa mombazu yavo nungwari kaave tara kondimwa poo ombuze ndji ri mehungi.

POSITIVE SUGGESTIONS TO TEACHERS

Ozomiřiri maze undjirwa ko okurongerisa ovahongwa moviņenge mbi mavi kongorere mba indu tji mave ziri ombapira oitjatatu.

Okuraisa

Okuzeuparisa

Okuhandjaura

Mave rongerisa ovanatje amave tara kozondando nđe ri kehi mba:

- Okunyamukurira komatjangwa amave tara kondando, omaheero nge ri poruhaera na wina omaheero omakoto nge ri momurya womatjangwa.
- Hungirira ko nohengu nungwari noukeke amave yandja ondjivisiro ndji ve rizuvisa.

Nu wina tji mave rongerisa ovahongwa:

- Ozomiřiri ngaze rese nokurizuvisa nawa ehungi rutenga amaaze kahandjaura orapota kovarorwa.
- Zomiřiri kape nokumunika omarundurukiro momahongero wokuresa etjangwa nohengu, ozomiřiri ngaze rongerise ovarorwa kutja ve rese nohengu.
- Ozomiřiri ngaze pamise okuhonga omutjangahingo, ondjangero osemba, oviraise vyokuresa nu tjinene oviraise oviyarurepo “ ”.
- Ozomiřiri ngaze rongerise okuyenenisa otjivarero tjomambo tji tja ningirwa.(okutwako nokuisako 250-300)

Ozomburo ozorongerise zovahongwa nozomiřiri

Ozomiřiri ngaze yandje ombango kovihorera mbi ri momambo nga:

- Omukambo mOtjherero (Solid Fondation)
- Specimen materials
- Support materials

Matu mu tjere okunene okuhepa koviungura vyeņu ovisopoke noviwa mbi mu kondja na vyo ouřuku nomutenya, nandarire kutja oimba na mbena matu hepa okupamisa omaunguriro kutja tu pwise oruyaveze rwOvahongwa.

1. GENERAL COMMENTS

It was the third examination under the revised NSSC Ordinary Level curriculum. As with last year centres collected a number of information on a variety of cultural artefacts. The efforts that centres put in deserves applause! As with the previous year, the inclusion of recorded voices of informants, videos and or pictures, etc. as evidence that the candidates went on fieldwork remains minimal. This year saw an increase in the number of candidates who included photos/pictures that do not speak to the research report. This trend should be stopped. Most centres sent in typed (word processed) reports, only a few centres sent handwritten reports this year. Centres are applauded for this effort.

Although one would expect the quality of the reports (essays) to improve this year given the fact that teachers have gained experience and the significant decline in the prevalence of COVID-19 cases, the quality of the reports were poor on the contrary. It was evident that candidates were not properly prepared and guided to formulate the purpose and objectives of their projects. As with the previous year, “it was crystal clear that candidates were ill-prepared for the project. Worse still, many teachers appeared to have no clue about the project and what was expected of them!” Some would write comments like ‘ondando ongahu’ ngunda ndji ondando ai he ri ongahu kaparukaze, ngunda ai sokurira imwe uriri ombaturuke mwa kutwa omapuriro ondundu mu yo!

Candidates should be taught step-by-step to formulate: (i) research topics (ii) guiding questions (iii) and to come up with tentative sources of information. Tji wa **HONGO** ovahongwa okuya nepu rongondononeno – ndi mari yenene okukondononwa – ngave kakondje okuya nepu. Omundu ka kondonona oviṅa mbi ma tjiwa, u kondonona oviṅa mbye hi nokutjiwa! Vakwetu omurorwa ngu ri mondondo oitja-11 moruveze rwokukakondonona kutja omaze wozongombe ye ungurwa vi naa kakakondonona kutja “omaze wozongombe maye yenene vi okuungurwa momuano wokutja ye pitisiwe komahi warwe”. Honga ovanatje ohunga nepu, o tja kapahee epu!

OTJIKENDISE kutja otjivarero tjovarorwa mbe ha tjitire ongonononeno ndji tja yerurukire tjinene nangarire kutja etjise ra yaruka ombunda. Ozosenda ngaze kare amaze tjiwa kutja ovarorwa mbo va kuramene okumuna “oviungura ovihinga” (I) otjeziriro komarorero wOtjherero nu oopu imba mba pewa ouriri (zero) mu imwe yozombapira nda, kutja oyo ndji oitja-4 ndji poo oyo ndji oitja-5.

1. *Sampling*

As with the previous year, most centres did not indicate the candidates who were in the sample with an asterisk (*) as required. This made the moderation process cumbersome. Examiners should familiarise themselves with the instructions. When selecting candidates for the sample centres should consider variations in the cultural aspects which were researched.

2. *Interpretation of the Assessment Criteria*

The tendency of awarding higher marks for non-deserving candidates was observed at most centres.

Otja tji pa raisiwa ombura ndja zu ko, “omuano mbwi wokuyandja ozongombe zokombanda koviungura mbi hi nondengu kau na ku mautu twara”. Owo u wisa onḍengu yomahongero nomerihongero wOtjherero otjeraka kehi uriri. Nao wina okuyandja ozongombe ozengi koviungura mbi hi nondengu ku horora ondjjiviro yaingwi omukaendise womarorero nokutja tjii hapo eye u ungura pu pe ṭa pi omuini.

A number of examiners did not write in the appropriate box to explain why a particular mark was awarded. Those who did copied the descriptors from the bands without relating them to the candidates’ work. “Wa ṭaṭere nawa kondando ... U ri momuhunga ... Opuwo u ri momuhunga ...” ooviṅa mbya ri mbo. Tja tjiti vi? Ovikwaye mbya tjiti mbi mavi raisa nao?

NB: Arikanee Mitiriri pitee moviṅa mbi vyokutirira ozongombe moviungura mbi hi nondengu. Kape vatere kaparukaze!!! Ozo ze raisa nga omaunguriro omangundi wa Mitiriri uriri.

Omambo nga, nga ri morapota yombura ndja zu ko, maye yarurwa po rukwao mba:

Otjikando tjarwe ondando ombaranga tji i ri nai tjiwa kutja i ri posyo:

- Okukatjiwa ovingi ohunga ... okukerihonga ovingi... komaandero wo ...
- Okukatjiwa kutja ... otjikwaye, tji tjitwa ku ye, i uḽe, ouḽe, ruḽe, pi, oritjangapi (tj. ongombe i hita oritjangapi?) ...
- Omapuriro nge ri mondando ombaranga tje ri onga rire omapuriro omakonḽononwa ... indji **oondataiziro onenenene** ndjaai tjitwa
- Omahondjambo nga **nu** na inga **wina** ... **nokuka-** ... tji vi ri mondando yoye ombaranga tjevera kutja mu noviḽa mbya zunḽaka ... mai umbire mozondovi ozengi, omapuriro omengi mumwe, mondando ndji kamu nokuheperwa ondundu yoviḽa nao mai zunḽaka uriri.

ARIKANA MIḽIRI KOMUKARERE WOYE: Omapuriro omakonḽononwa (omapuriro ngu maye hingi ndji ongonḽononeno) kange ri omapuriro ngwi omukonḽonone ngu ma kapura kozomburo ze! Tja tjiḽi nao, okutja eye kamaa kakara nomapanguḽunino omawa orondu eye nao okutja kamaa wongo ondjivisiro onyingi. Omapuriro ngo owe omuini otjomukonḽonone, ma pangunḽunine ko ondjivisiro. Kozomburo nga pure kutja: “Inyangu, ndji serekarera mbi mo tjiwa ohunga no...”

Only candidates who can evaluate data from various sources (often conflicting sources) and who can develop personal responses may be placed in higher bands. A significant number of candidates were not able to evaluate the information they collected and reproduced it as their evaluation or narrated long stories. These candidates can therefore not be placed in Band 1 or 2.

Miḽiri, arikanee pendukiree otjiungura tjeḽu orondu pa ri amape munika ongahukiro kutja ngunda kamu ya rukuturira otjiungura otjinahepero hi. **VANDU VOYETU RESEE OZONDJIVISIRO NḽU MU PEWA, ISEE OKUKARA POKUPAHA OZOWORKSHOP.**

3. Other Relevant Comments

Again, it could be observed from the interviews that candidates had with community members, and which were submitted as evidence, that the project was welcomed with profound gratitude by members of the traditional communities. Candidates should be encouraged to analyse the lyrics in traditional songs and praises instead of reproducing them. Me yarukire po: **Vandu voyetu okutupukisa omiḽanḽu nomitango motjiuru kaku ku heya kutja omundu u hungira Otjiherero nawa nu kandji ri ondjiviro nounongo. Ovyo vya memwa i warwe rukuru. Mema ovyoye vi hohwe komikwao. Mo yenene okutjita nao indu tji wa utu okupanguḽununa mbi mbi ri po nai.** Oruveze rwa horo okupanguḽununa omiḽanḽu, kaku rihonga vyo motjiuru!

As with last year (2021), almost all candidates did not transcribe what informants told them. Instead they paraphrased this information and, in the process, certain information, innuendos and nuances got lost. The examiner can get insight from the transcription which could be used when interviewing the candidates. Tjimuna omburo yoye ... wa tja, nu imbo nao ...

Otja tji pa raisirwe ombura ndja zu ko, ongonḽononeno ndji oombutiro yomerihongero wokombanda owo nga zikamena kokutjita ongonḽononeno mu ngamwa omuhunga womerihongero. Tji matu tapere ozongombe ondundu movarorwa mbe ha rorere nangarire ngwi okupanguḽununa ndji ondjivisiro ndji va wongo matu hukire ouzeu kozonganda zomahongero wokombanda.

Examiners are advised to make notes which will help the moderators to understand why they arrived at a certain band on the marking grid. Some examiners did not write a brief summary on the cover sheet to explain why they put the candidate in a specific mark band.

Ondyero yongonḽononeno: Miḽiri u sokuhonga nokuvatera ovahongwa ve nga tje ve vasisa pokutja **nambano kahakaenee nozomburo zeḽu** ope ve sira mbo. Ookutwako omunwe kembo. Imba mape heye kutja mbi ha ungurirwe nawa okuyandera mba, omunwe u ri momuhonge. **Pe ya vi vi yakurwe nao?** Oviungura ku kwa tuwa omunwe kembo i Miḽiri nu vyoondando nomapuriro nge he ri nawa vya ri avya takavara. Imbo aape rihungirire openi kutja oviungura mbya kaparaparwa. Okutja Miḽiri, tjiḽa kutja o ha karira omupure wokutja ondando poo epuriro mari heye tjike indi awa yakura omuini. Nao mo rire ondjora kouye. Ombura ndja zu ko pa raisiwa kutja: “Ya ri oukumise okuzuva omutare womarorero ama tja ‘ondando/omapuriro nga omakwani’ indu ava zuvasana nomurorwa kutja nambano vya pu, ombatero yandje ya yandere mba kawonge ondjivisiro, amu twa ko omunwe kondyero yongonḽononeno. Nungwari kutja kombunda yanai ko nokuvatera mba ovarorwa, ove u sokukara kombanda yavo kutja u tjite ouatjiri kutja ovo

mave tumba tumba. Ovarorwa ave pewa omapu opuwo ngave kakondonone nokuisiwa nao! Tara nawa kutja ondando nomapuriro vi ri nawa nokutja ozomburo ndu ma heye ndo tjiri nao mape ya ave hakaene; u noviungurisiwa rumwe mbi ma hepa.” Okutja arikane ombura ndji ngatu tji yere ovikausina atu ha yaruka mozondataiziro otjingezo.

It was observed that an increasing number of centres only sent the sample. After several requests for them to send all the research project reports, some did not adhere to this request. This raised suspicions as to what really happened at the centres. Osirambesa ongahu nawa uriri **hindee oviungura vyovarorwa avehe**. “Ee nangarasi ... mba nangarasi ...” kavi yakurwa ko!

2. POSITIVE SUGGESTIONS

Imbi vya raisiwa nao ombura ndja zu ko nu mavi kotorwa nao rukwao orondu ngunda pe nouzeu:

- Ongondononeno kai vanga okukaungurwa oruveze apa pu, mai ndjombakaṅa. ma rire nawa tji wa utu mu Rozonḁu wombura ndji ondenga ovarorwa tji ve ri mOndondo oitja-10 kutja tji mo ya mekweze oritjavari rombura ndji ovarorwa nambano ndji ve ri mOndondo oitja-11 tjandje ya manuka aihe nga kokutjangwa.
- Okutjita ongondononeno nokuitjanga oviṅa mbya sokuhongwa – kaku raera ovarorwa kutja ngave pahe omapu ve kakondonone opuwo.
- Omahungi ovarorwa ngu va isa mozomburo (movandu) ngaye tjangururwe omavihu nao nu **ye hohwe** korapota otjouhatoi.
- Oviperendero mbi mavi hohwa korapota ka sokurira oviperendero ngamwa avihe mbya isiwa pu vya isiwa nungwari ovyo vi sokurira mbi mbi mavi weza onḁengu korapota otjouhatoi wokutja omurorwa tjojiri wa katjita ongondononeno. Mape undjirwa kutja omurorwa ma kare mu vyo tji ma pura ovandu, vi sokurira oviperendero vyovitjita eye mbyaa tarere ku katjiri nganda a perendwa pu na tjiva vaimba mbaave kaendisa mbi ovitjita. Imbwo oouhatoi mbu mau pahwa.
- Omurorwa auhe u sokuhohako okati okatjinde kondjivisiro (USB, memory stick) korapota ye mu mu nomaraka wovandu, oviperendero, ovitjita, omaimburiro, omihiva, outjina, ondjongo ... (ozomburo ze) eye ma isa ondjivisiro.
- Ovarorwa ve sokurongurisiwa kutja ve tjiwe okupanguṅuna ondjivisiro kutja ave ha rire ovokukotora ndji ondjivisiro ombihu uriri nao momuano ovo mbu ve i pewa.
- Ondando ombaranga ngai rire IMWE uriri ombaturuke, tj. “Ondando yongondononeno ndji **okutara momitango vyondonḁu ndji Ombapapehuri**”. Oyo ai rungasana (ai sana ku na inga omapuriro omakondononwa). Omapuriro omakondononwa ye ri mbo okuipaturura tjinga owo amaye hiti moviṅenge kaṅi mbyo vyondando ndji ku maku kaendera ndji ongondononeno, tj. (1) Omitango vyondonḁu ndji Ombapapehuri *vi raisa tjike ohunga nehupo rOvaherero moruveze orukuru?* (2) *Ovi omitango vyondonḁu ndji Ombapapehuri tji vya runduruka otja pomakaendero woruveze?*
- Omapuriro omakondononwa aye rire omengi; aye paha o “li poo Kako” poo okaziriro okasupi, tj. nawa, navi ... ngaye rire omapaturuke kutja ye sore okuwonga ondjivisiro ombaranga ndji mai kapanguṅunwa. Okutja aye pura kutja: “pi, ruṅe, iuṅe ...”.
- **Omaraisiro womamwino** omaworonganisiro omasupi nu omakanga woumune mbwa za mozomburo.
- **Momapanguṅunino womamwino** omurorwa u sokuzuvakwa (oumune we) tji ma tara kouhatoi mbu ri po, nu nambano mba eye nga hongorerwe po i yomapuriro omakondononwa.
- **Omapatero** ye woronganisa ndji orapota amaye tara kondando ndji ombaranga.

KOMAPATERO, ARIKANA MITIRI KOMUKARERE WOYE: Ongondononeno ombwa yomazikamisiro omundu mu mo yenene okukaramo nongamburiro, oyo ndji yozomburo ndu maze pitasana nawa – ooweyuru nehi – nomapu. Kayo ndji yozomburo azehe ndu maze hitasana kako!

1. GENERAL COMMENTS

NOTE TO REGIONAL OFFICES: It is quite clear that examiners' reports are not discussed at school level. The Regional Office should demand a written plan of action from schools in which the schools outline their strategies to address the shortcomings mentioned in the reports.

It was the third examination under the revised NSSC Ordinary Level curriculum. Centres collected a number of information on cultural artefacts. The effort that centres put in this research project deserves applause! The recorded voices of informants, videos and or pictures, etc. as evidence that the candidates went on fieldwork are particularly important for Section A (Presentation). This year (2022) saw a number of hiccups ranging from an unacceptable increase in the number of incomplete work to problems pertaining to the conduct and administration of the examination.

1. QUALITY OF RECORDINGS

The recording was in most cases of good quality although disturbing noise could be heard especially when the voices of sources were played. Notwithstanding this, the candidates and the examiners were in most cases audible. Centres are applauded for this. Thank you very much.

2. RANGE OF SAMPLE

A good number of centres sent samples along with the whole cohort which represented the ability range quite well. Thank you for that. Some centres only sent the sample and not the whole cohort. In cases where moderators wanted to check on certain candidates, this was not possible. 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 forms as required. This made the moderation process cumbersome especially for those centres that did not make a sample but instead sent the whole cohort. Examiners should familiarise themselves with the instructions.

It is best if the voices are filed (saved) using the candidate number and name of the candidate both in the sample and the whole cohort for ease of moderation.

2. COMMENTS ON SPECIFIC SECTIONS

The oral examination consists of two sections: Section A (Presentation) and Section B (Discussion). The two should be treated apart. A significant number of centres treated the two sections apart but there were some examiners who started to pose questions from the onset. Centres should use the traditional "warm-ups" in exceptional cases and only for candidates who appeared to be nervous. It was good to observe, as with last year, that examiners were generally sympathetic towards the candidates and made good efforts to let them feel at ease. Where warm-ups were needed, these need not be recorded. A number of examiners kept to the time limit of 15 minutes. However, a number of centres submitted exams that were as short as 6 minutes.

2.1 Section A: Presentation

Again, a significant number of candidates were unable to briefly present the main findings of their research. Most were tempted to give detailed reports. Mba kapura A a tja ... e kapura B e ndji raere kutja ... nu tjandje mba ovakaendise vomarorero ouhumandu mave ve hohiza kutja ve hungire nao wina. Pondondo ndji ovarorwa ve sokuyenena okutjita omboronganisiro yongondononeno ndji va tjita. Ongendo onene kutja otjingi tjavo kaatji yenene okutjita nao nu kamena rotjiņa tjarwe: **OMARONGERISIRO OMANGUNDI.**

ARIKANA MIṬIRI KOMUKARERE WOYE: O pura ovarorwa omapuriro morupa ndwi! Otjoye okuveyakura nokuvetwa kembo opuwo. "Omurorwa ngu tu ri pamwe o ... onomora ye yomarorero o ..., ... wa yakurwa metuwo romarorero ndi, pupurukwa momuinyo ... o kara nondira na imwe. Nambano kara kembo." Eye ma WORONGANISA ongondononeno ye mozominute 3 na raisa poo a nyandisa ouņa mbwe na wo ozominute 2 OMUINI (a kapurwa nookukunḍurwa kutja nga nyandise ouņa eye mbwa eterere). Arikana miṭiri komukarere woye oņa ndwi ORUPA KU RWO ORUNI, ngape kahuke nao.

2.1.1 The quality of presentations

Despite the fact that most candidates are generally fluent native speakers, it transpired that a great number of them needed their presentation skills to be polished.

Morupa ndwi kape undjirwa komukaendise womarorero okupura epuriro na rimwe. Otje okutwa omurorwa kembo eye a mwina a puratene. Okutja o katja “nambano tu raisira oviperendero mbi wa kawonga; tu puratenisa omaraka ngu wa kakambura”. Omurorwa u sokurirongerisa kutja ma kaungura tjike – omborongansiyo yorapota ye me keiyandja vi. Oviṅa mbi ma sokutjita moruveze ndwi okuyandja epu re; ondando ombaranga (ondando yongondononeno); omapuriro omakondononwa; omaziriro omasupi komapuriro we nomapatero ngu maye tara kondando ombaranga (ondando yongondononeno) ousupi. Ngunda ama hungire ma yenene okuraisa oviperendero mbya pwire po (mbi mavi seturura orapota ye – mbi mavi hungire ku norapota ye); okunyanda eraka enandengu tjinene korapota ye poo okavideo. Poo rumwe ma hungire a mana tjazumba arire tja raisa/nyanda mbi. **Ngave rirore okuyandja ehungi ARUHE momahongwa warwe kutja ave he ya okurira ovakundurwa meyuva ndi.**

It was apparent that centres need to work on the presentation skills of candidates as part of teaching and learning. A number of candidates were reading their presentations of course with the approval of the examiners! This is unacceptable and should be discouraged. Such candidates will obviously penalised themselves.

Onḡero yandje (mbye ndji nana): “Tji mba ri omuṭi ee tarere ...” Imbwi oureze mbwa kapita oureze auhe mouye! Me tja ovarorwa okungara mave tungu epu ravo, ve sore okukaraisa kutja mu ro mu noviṅa mbi ha zuvaka nawa nduu. Tjiri mba pe utira omurorwa wondondo oitja-11. Ayee, amu i nao na eṅe!

2.1.2 Interpretation of the Assessment Criteria

Examiners appeared to misinterpret or not use the marking grid at all. They placed candidates in higher bands which were not corresponding with their presentations. It is important for examiners to familiarise themselves with the descriptions in the marking grid.

Ozongombe ze tji utu za tuwa kombanda ngwii nangarire kutja indji onḡengu yotjihungiriro kai ri mbo. Vakwetu oṅa kakuhungira kopevapayuva, okuhungirira kotjiṅa onḡondononeno ndja tjitwa. Oupaka mbwi ouvari wokombandambanda mau tja “ri nondjivisiro onyongi nu oopoumune nongurameno”. Voyetu ovanatje vetu va ri amave yaruka mokutja “omburo yandje rive ngu mba kapura wa tja nai ...” popengi kava ri nomapanguṅunino owo nga tja ye yeta oumune nongurameno. Tji matji ve twara koupaka mbwi ouvari wokombandambanda otjikwaye? Omena rokutja eraka ravo poo? Ayee, kape ungura nao.

POPENGI ovandu mba voviungura mbi hi nonḡengu, mbe ivaiva nokuritira ombe ungurira ondundu yozongombe moviungura mbi hi nonḡengu. Vakwetu ngatu ungure, ngatu ise otjitanga kaworere ngo nokupaha okuurika ominwe mu warwe.

2.2 Section B: Discussion

In the discussion section it is expected of the examiner to challenge claims (or assertions) made by the candidate in his/her report and to probe him/her to expand on his/her coursework while s/he (the examiner) is testing his/her speaking and listening skills at the same time.

ARIKANA MIṬIRI KOMUKARERE WOYE: Resa onḡondononeno yomurorwa auhe kourike nawa komurungu woruveze nu vazewa nomapuriro OMAPATURUKE (okutja nge hi nokuzirwa nokambo kemwe) nangarire 3 – 4 nao NGU MAYE PAHA OMASETURURIRO POO OMATANDAURIRO WOVINḡENGE MBI RI MONGONDONONENO yomurorwa. Komukarere woye o pura oviṅa osemba mbi ri mongondononeno tjimuna “ondando yoye ya ri oyatjike; omapuriro yeṅe ngu wa ri na wo; ozomburo zoye za ri ouṅe ...”. O pura oviṅa ohamure (*general*) just for the sake of killing the time.

Aape munika nawa uriri kutja otjingi tjovarore katji rorere okunongonona ozorapota zovarorwa aihe kourike wayo nawa. Okutja opaave zokupura oviṅa mbi omundu ngamwa auhe mbya tja pura (*obvious*). Omurore ngwa rese/puratene ozomburo zomurorwa nawa atja pura kutja: Tjaa Ka... ami me mu zuu aayo ma tja ... nu ove mbo ko pe mwine nao poo?

2.2.1 Examining Techniques

The atmosphere was generally good and most candidates were calm and composed. Centres are applauded for this! Some interesting probing questions were asked: “If you are to repeat your research project, what will you do differently? How did your research purpose and questions help you to collect the information that you wanted?” Ouhumandu, kovengi omapuriro nga aaye purwa mena rokutja ya zvakwa nao nungwari kamena rokutja owo ya ri aya ketere ndji orapota ndja yandjwa. Most centres could not take the candidates beyond what their informants told them. Thus, candidates were in most cases not probed to evaluate their findings or to consider other alternative opinions. It appeared that examiners did not read the research reports thoroughly and as a result were not well-prepared to pose good questions.

Ovakaendise vomarorero nambano omba karira ovakononone okuuta okupura omapuriro nga ovarorwa ngaave pura kozomburo zavo, tj. “ondjova, oruendo, okuruwo ... otjikwaye?” Okutja imba ovarorwa otjaave katora mbi ovo mbi va kazuva. Tjinga imba ovarorwa aave nangarasi ozomburo ze sokuhitasana opuwo (mokuharongerisirwe nawa) ovo popengi otji ve ha ri na inga omapanguunino na yemwe. Aave nangarasi omapuriro omakonononwa ongu va sokupura kozomburo. Mbya hungire okutja ouatjiri pe ri nao opuwo. Omapuriro nga owomakononone ongu maye hingi ongonononeno ye. Komburo ma sokupura epuriro epaturuke tjimuna “koi tji ndji serekarere otjina hi tji ku za ondjova”. Pokati mbo eye ma yenene okupura omapuriro warwe ondu kutja ma hare ondjivisiro onyingi ndji maai kazira omapuriro nga eye nge na wo otjomakononone nga kondando ye ndji ombaranga. Okutja ovarorwa ve sokurongerisiwa kutja omundu ka pura omapuriro nga owe nai: Epuriro randje etenga, epuriro randje oritjavari ... Ovo ve sokukaendisa otjihungiriro ku nozomburo zavo, kakutja twa pewa omapuriro kosikore ngu me vanaga okukupura.

2.2.2 Interpretation of the Assessment Criteria

As already alluded to in the presentation session, 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 (1 and 2) are for candidates who are spontaneous, initiate and lead the discussion not for candidates who need to be prompted. These bands are also not for candidates who narrate what they were told by their informants “omburo yandje ondenga ya tja ...”. They are for candidates who extend their topic, candidates who are confident, and who analyse and evaluate different perspectives. A great number of candidates could not do these.

ARIKANA MIṬIRI KOMUKARERE WOYE: O umwa i yomiṭandu, omitango novarorwa mbu mave ritjiti aayo ovasuvere vombazu omaandero. Omirya vyavo nomitjazi vyavo ngavi hungire ku nongonononeno ovo ndji va katjita: ondando, omapuriro nomapanguunino woumune wozomburo ngavi raisiwe meraka romirya nomitjazi ndi kutja ozongombe ze yende koupaka mbwi wokombanda.

Nu otjina tjimwe, pe novarorwa tjiri mba tja ve vaza otuti hwo mouatjiri auhe nungwari aave tu i imba ovakaendise vomarorero mbaave ve pura omapuriro wokutja ve serekarere mbi va raerwa uriri poo mbe he ve rongerisire kutja ve “tandaure epu amave tara kouwumune pekepeke”. **Miṭiri ve, ovanatje vetu mba tu zepa oveni! Ovanatje mba katu hongu kaparukaze uriri. Omuano mbu ve ungura oviṅa u raisa onghukiro kutja ovo kave hongwa uriri.**

3. RECOMMENDATIONS

- Otjihungiriro hi okuyandjera omurorwa okunyaturura ongonononeno eye ndja tjita ohunga notjineṅe tjombazu kaaṅi ho.
- Omukaendise womarorero u sokutjiwa ongonononeno yomurorwa auhe nawa kutja eye ma sore okutoka ngwi omurorwa – katjihungiriro ohamure uriri ohunga notjiuṅe ho.
- Kape sokupurwa oviṅa omurorwa mbye ha kondononene.
- Ma rire nawa okupura oviṅa omurorwa mu ma nangarasi rumwe oma putara, tj. okutwapo ondando ye, omapuriro we, ozomburo eye ṅa toorora ... Pura kutja nu andakuzu ma katjita ongonononeno ndji rukwao, atja rundurura vi oviṅa mbyo (atja ungura vi omuano warwe).
- Pa ovarorwa omamwino warwe okuisira kozomburo zavo ve ripurire ko nokuhungirirako, tj. Omburo ndji ondenga na indji oitjaine tjimuna za panguka ... indji ondenga mai tja ... indji oitjaine mai tja ... nu ongwaye ove tjoo munu kutja ozo za hitasana?
- Kondja kutja tji rire otjihungiriro a ha rire “omarorero”.

- Okuyandja ozongombe zokombanda kotjiungura tji tji hi ye ze pwira ku wisa onḁengu yomahongero – oviungura vyomurorwa ngavi raise kutja vya pwirire ozongombe nḁo nangarire komundu warwe ngu ma katara. Resa otjitarero nawa! Pura omapuriro ngu maye tjiti kutja omurorwa me riraise otja kotjitarero ho.
- Omukaendise womarorero u sokuveva kutja eye a ha kasana otja ngwa rire omukonḁonone tjimuna okuuta okupura omapuriro ngwi omurorwa otjomukonḁonone nge ha purire kozomburo eye ma isa ondjivisiro.
- Omarorero nga ye ri motupa tuvari: A (Omayandjero wehungi) B (Otjihungiriro). Morupa ndwi o-A omurorwa ma sokuyandja omboronganiro yorapota ye pamwe nokuraisa poo okunyanda ouḁa mbwa kambura **ousupi** – ohepero tjine kutja eye ma vazewe aa rongere rukuru a ha undju okupurwa/okuraerwa kutja nga tjite vi. Kuzambo ingwi omukaendise womarorero otji ma tja, “Nambano matu kondo/kapita/utu norupa rwetu orutjavari ...”

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 wonomvhura 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.

- Ekoro 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.
- Ekoro 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 nedwoyiruganakonentu kovanona
- Ezumbaneso mulyo gompo mokatji kovanona
- Vareli ava ava rere vanona pwavelike kupita mo noudigu mokurera vanona
- Ezumbaneso ekwatesoko kekoro 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 mukoreka mukandidate**

Pasimwitiro

- 1 Tjanga esanseko kuhamena limwe lyomazuva goge goruhafo rorunene posure kupitakana mazuva goge nagenye.
 - Ezuva musinke olyo Iya kere.
 - Eyi Iya 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 mbatere 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 kelituro mo 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 kipasi 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 nadingye.
- 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, kipasi 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 nominute 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) Vakandiate kuvhura ngoli kurughanita vitwa vya mu (a) kuwiru mukatjanga likamo lyalitjangoyenderero. Vakandiate 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 vakandiate 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 nkware, 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. Vakandiate 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 kuneghede 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 negheda 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 kunegheda 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 vakandidate va vhure kukara naghuyivi kuhamena vitambo vyamulyowaneko vino mukondashi lino kwa kara lipuropepa lyalitedolimburo kushitjangwa.
- Vashongi vana hepa kudeghura vakandidate va yive nakuvhura kukumburura ko kushitambo, vitantwa vyapantunda-ntunda ntani nantjimatjima yaukalimo washitjangwa.
- Vashongi vana hepa kudeghura vakandidate va yive nakuvhura kunegheda rupandu ashi weni likuyuvho, maukaro ndi po nkani omo va di tapanga nawa.
- Vashongi vana hepa kudeghura vakandidate va yive nakuvhura kukugwanekera mulilimburo **patedo, uhe ntani napadjuni pamundinda**.
- Vashongi vana hepa kudeghura vakandidate va yive ashi kehe pano pakulimbura vana hepa kutjanga murupe **rwalitjangoyenderero**, kapishi kundomayika malimburo ghavo.
- Vashongi vana hepa kudeura vakandidate omo va dira nga kukatura ngamo nka vishewe mukondashi lipuropepa lino kukataterera mukandidate 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 mukandidate a sha katunda ko, mposhi a ka witirange ngoli ashi weni omo avi negheda mutjangi mukawananga umbangi mushivarurwa.
- Vakandidate 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 mumatetoghanano 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 mukandidate 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 pempuka 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 vavatantere 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 kwafwaturulireko 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 maukeno 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 ashi 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 kgalthe
- 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 kgarameletsa 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 utlwehang 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
- Aparo 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 tswaledisa 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 tlhompō.
- 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 to 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 are 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 yebaswanela 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 thoruvudhe?
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/ thifeke/ 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 unneccesary 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 moderno 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 luminosa o (seu) quarto.
- 43 Escondeu-se/correu para de baixo 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 seu 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/location 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 from 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]</p> <p><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]</p> <p><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]</p> <p><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.

HOSPITALITY

6156
Paper 1

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

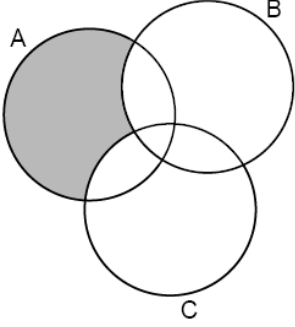
Extremely poorly answered. The minority of the candidates could deal with inverse proportion. The common wrong answer seen was $\frac{35}{42} \times 15 = 12.5$, which was rounded to 13. This wrong answer resulted from using direct, instead of inverse proportion.

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 $7 \times .75$ 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	6
	(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	

- 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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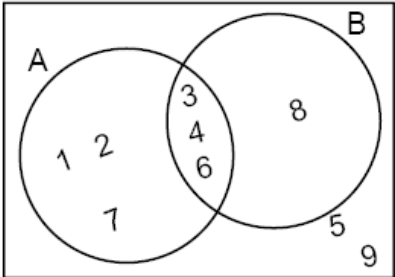
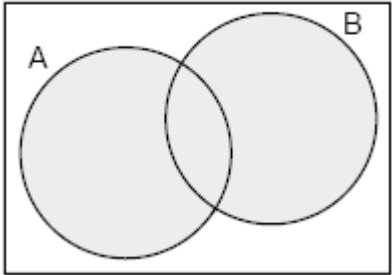
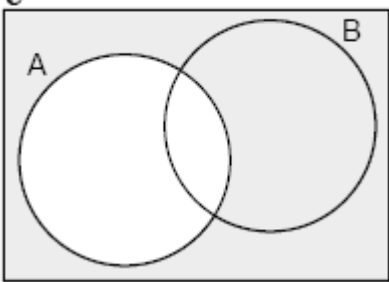
- 5 (a) Well answered although the spelling of the word isosceles was a challenge for many candidates.
- (b) Many candidates did not realize that they had to find the length MC or MD by using the Pythagoras theorem. Many of them that found the length MC or MD ended up spoiling their final answer by prematurely 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	<p>(a) $y = \left(\frac{t}{2\pi}\right)^2$ or $\frac{t^2}{4\pi^2}$</p> <p>(b) (i) $\frac{b}{6}$</p> <p>(ii) $-12m^2 + 8m$</p> <p>(iii) x^{-8} oe</p> <p>(c) 12</p>	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>M1 for $\frac{t}{2\pi} = \sqrt{y}$ OR $t^2 = (2\pi)^2 y$</p> <p>M1 for $\frac{2b}{3} \times \frac{1}{4}$ o.e</p> <p>B1 for $-12m^2$ B1 for $8m$</p> <p>M1 for $x^{\frac{1}{2} \times \frac{1}{2} \times (-32)}$ oe</p> <p>M1 for $2x = 24$ or $2x - 24 = 0$</p>	10
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- 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.

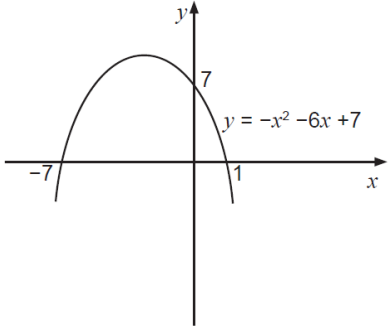
- (c) Candidates used the formula of the sphere that was provided but however they did not divide it by 2 to find the volume of the hemisphere. In addition, some could not recall the formula for the volume of the cylinder.

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.

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

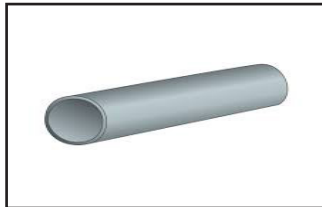
[1]

[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]

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 noticed 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 effort 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 need 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 need urgent attention are Electricity, Calculations, and suspensions. Teachers are encouraged 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 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.

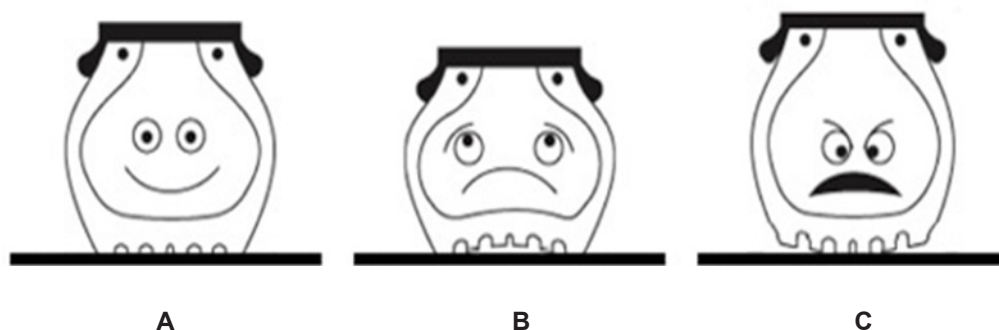


Fig.1

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.

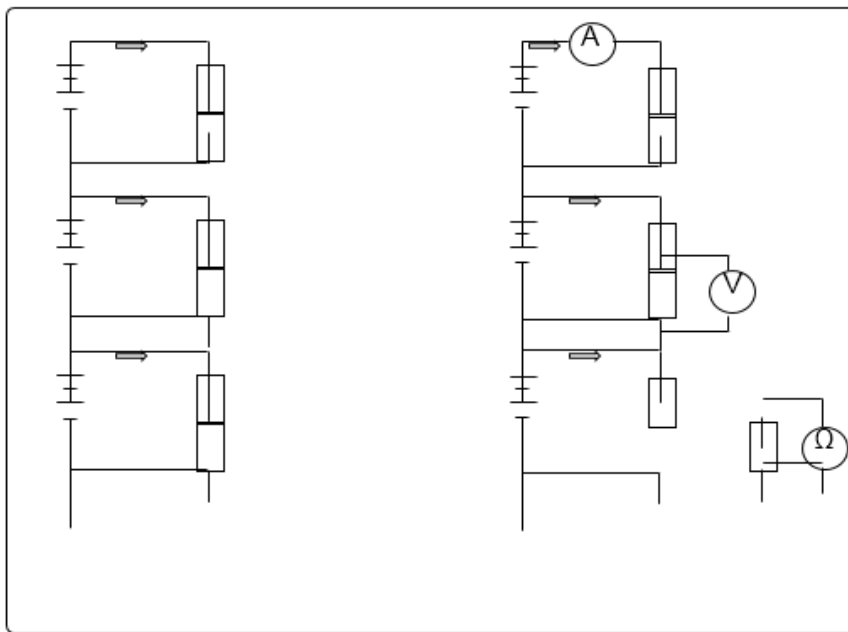


Fig. 4

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.

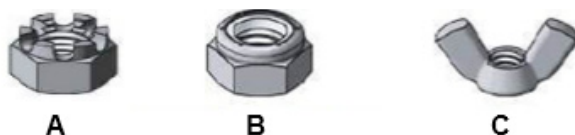


Fig. 5

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.

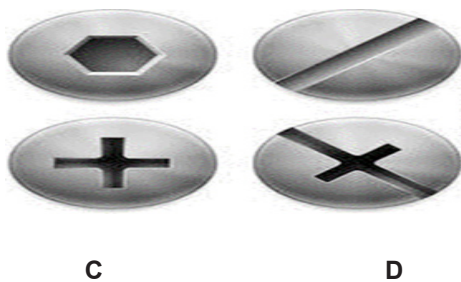


Fig. 7

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.

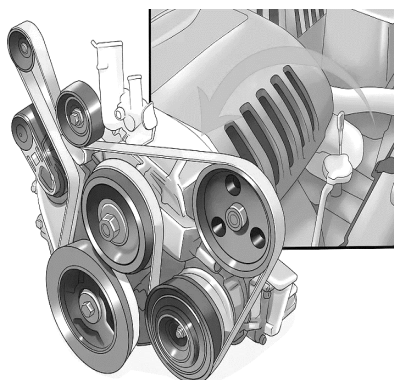


Fig. 8

(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.

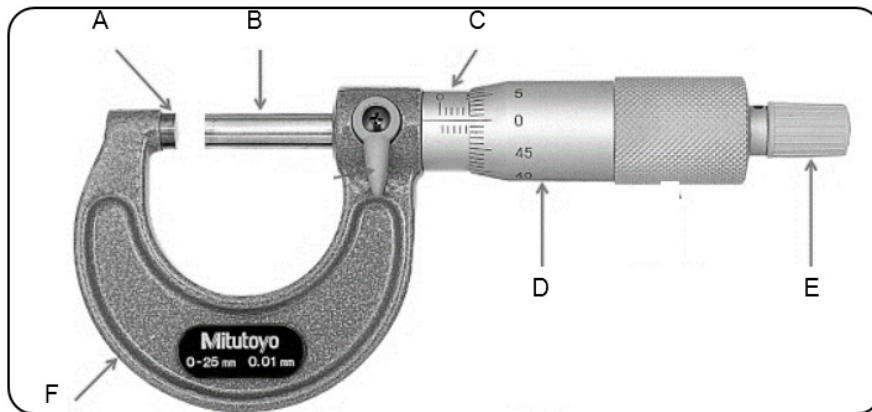


Fig. 10

(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.

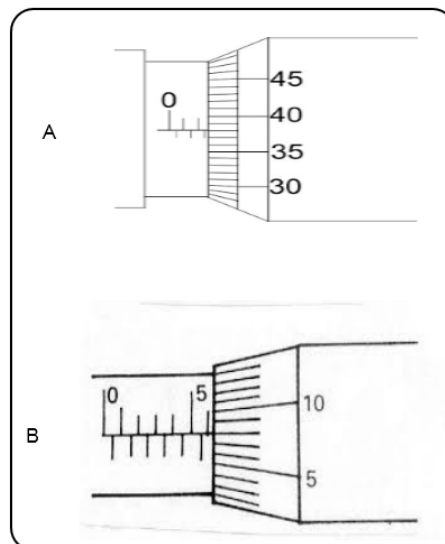


Fig. 11

Only a few candidates could answer this questions correctly.

The correct answer should be:

A: $2.0 + 0.5 + 0.37 = 2.87\text{mm}$.

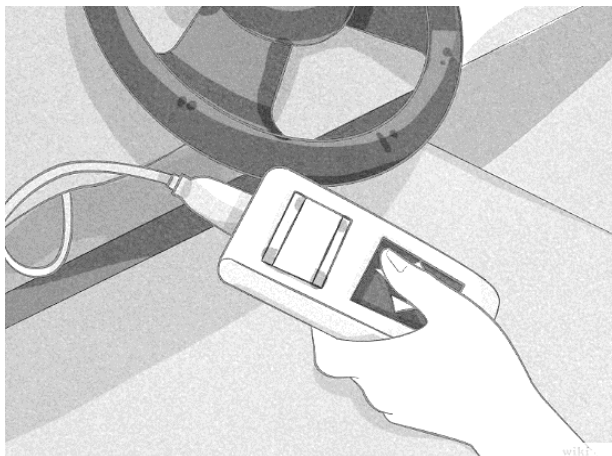
B: $6.0 + 0.08 = 6.08\text{mm}$

[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.

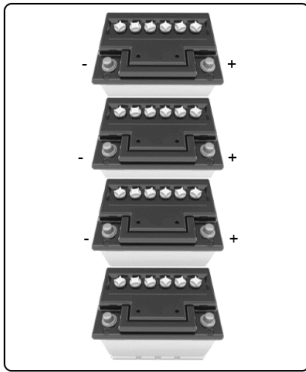
Candidates responded this question poorly.

- To allow for thermal expansion.
- To allow for proper opening and closing of valves. (Any 1) [1]

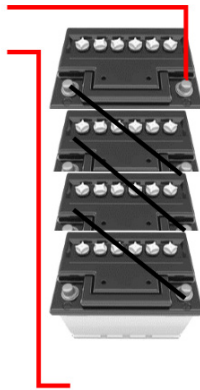
[10]

15. Fig. 12 shows two sets of 12 Volt batteries.

(a) Draw battery cables connecting the batteries in series. [2]



Possible correct is:

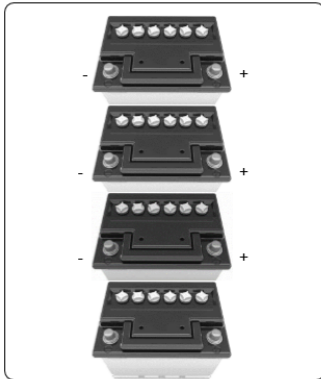


(i) Calculate the total voltage.

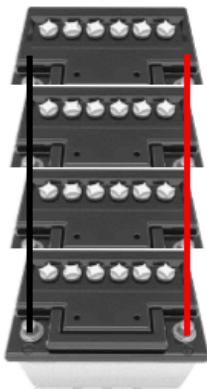
$$\begin{aligned} V_t &= 12 + 12 + 12 + 12 \\ &= 48 \end{aligned}$$

[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.

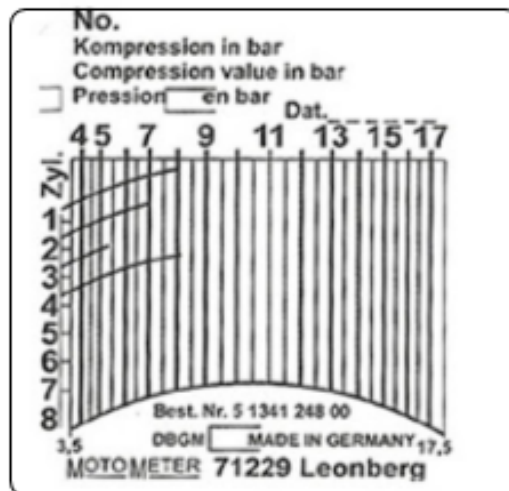


Fig. 1

(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.

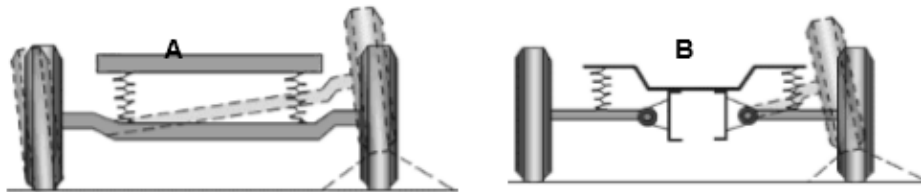
Honing of cylinders.

(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.

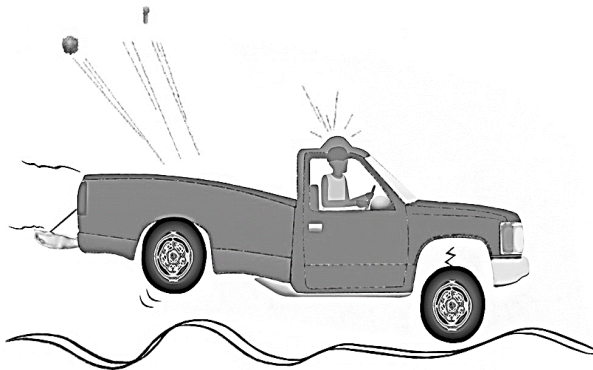


Fig. 15

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»

File No:XX«File»

Enquiries: XX «Enquiries»

Tel: (061) 244 375

Luther Street
Government Office Park
Private Bag 13186
WINDHOEK

«Date»

1 ✓ Insert

*-4 fields not inserted (5)
*-2 no letterhead
*-2 fields in the wrong
font – max twice

≠
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 ✓
4 ✓
*Line spacing
*Hanging
indent

≠

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:

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 x 5 ÷ 7.

4.2 SICK LEAVE

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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

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.
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4. The transitional measures can be summarised as follows:

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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 $\times 5 \div 7$.

4.2 SICK LEAVE

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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.

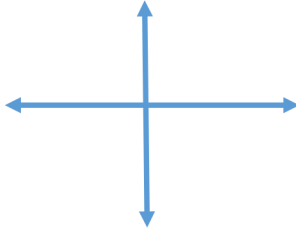
Employees still on maternity leave must have their leave extended to cover 120 days paid leave.

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.

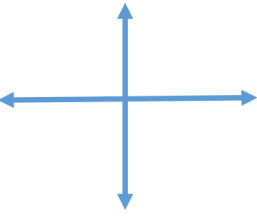
**COMMONSENSE AND PRACTICAL SELF-
DEFENCE**

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 ✓
*left align
*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!

LUCKY DRAWS AND PRIZEGIVING

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

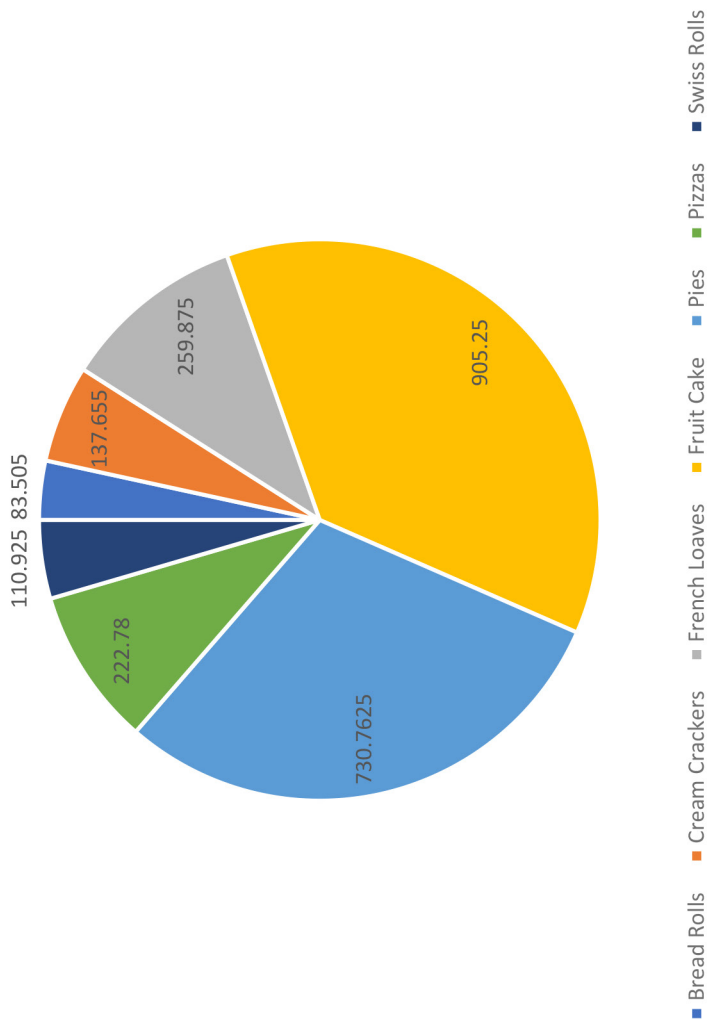
.....
DATE

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.

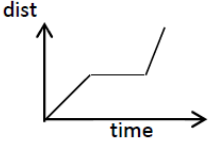
Some candidates used free hand to draw their graph which is not correct since the graph is supposed to be straight line. Candidate did not differentiate between the distance – time graph and the speed – time graph, therefore, teachers are encouraged to properly differentiate between a distance-time graph 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.

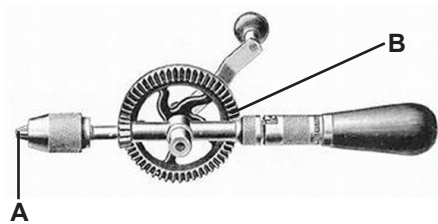
Well answered by most centres.

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.

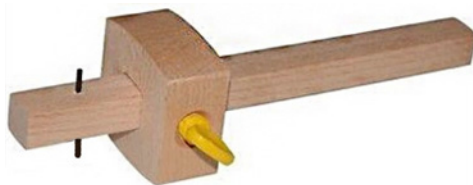
Answer

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]

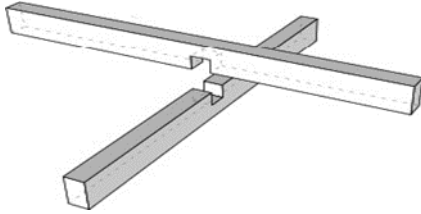
Any acceptable answers

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 asses 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

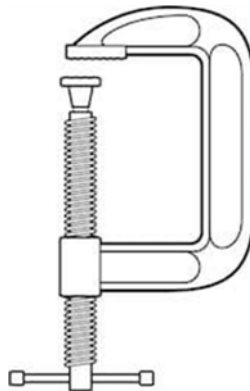


Fig. 7

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:

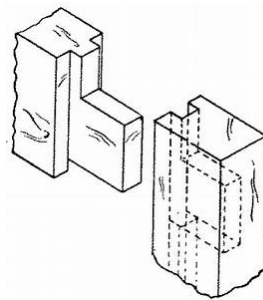
Haunch joint: Only one candidate drew a locked Haunch joint without showing hidden details.

Mortise and Tenon joint: Most of the candidates tried to draw Mortise and Tenon joint.

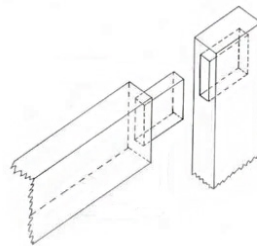
Dove tail joint: Very few candidates drew a Dove tail joint.

In most cases, hidden details and proportions in joints are lacking can draw one to the conclusion that candidates lack interpretation drawing /sketching skills.

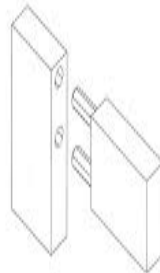
Answers:



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.