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**MINISTRY OF EDUCATION, ARTS AND CULTURE**

**DIRECTORATE OF NATIONAL EXAMINATIONS AND ASSESSMENT**

**REPORT ON THE EXAMINATIONS**

**NSSCAS**

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## 1. GENERAL COMMENTS

The overall standard of the learners' work has improved although there are still some learners who were not able to cope with the demands of Accounting at AS level, especially the application of knowledge. Teachers are encouraged to set tests and examinations including the different levels set in the syllabus to prepare the learners for these kinds of questions.

The neatness of the learners' work was a concern this year. Many learners scratched out answers without re-doing the questions. Learners must make their digits clear and legible. Abbreviations are not allowed.

Teachers are encouraged to continue emphasising the importance of dates, names of contra accounts or layout of Statements. It is also of vital importance that learners are taught to show their calculations. Definitions and basic theory should be studied and teachers should refer to the syllabus for the correct terminology. It is important that teachers ensure that the entire syllabus is taught.

Some learners struggled to finish the question paper and teachers are encouraged to teach time-management skills in answering an examination paper during the year. Learners should not waste time with general ledger column headings.

Learners misinterpreted some of the questions and did not answer what was asked. Teachers are requested to encourage learners to read the questions carefully and only answer what is asked. Some learners could not apply the knowledge to the question asked.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Poorly answered. Learners should pay attention to the dates given, as many learners included the accounts listed for 30 September 2024. Many learners did not include the opening balance of bank which made the total assets wrong. Many learners wasted time by doing a statement of financial position. If the question states "calculate", learners are at liberty to use any format to arrive at the correct answer.

### Answer

Layout should be in a statement of financial position or only a calculation.

### Statement of affairs

	N\$	N\$
<b>Assets</b>		151 500 (1)
Vehicles	98 000	
Equipment	33 000	
Accrued income	800	
Insurance prepaid	480	
Inventory	1 360	
Bank	17 860	
	<hr/>	
<b>Liabilities</b>		1 300 (1)
Subscriptions in advance	600	
Creditors for purchases	700	
	<hr/>	
<b>Accumulated fund</b>		<hr/> <b>150 200 (1) O/F</b> <hr/>
Calculation $(98\,000 + 33\,000 + 800 + 480 + 1\,360 + 17\,860)(1) - (600 + 700)(1)$		
= 150 200 (1) O/F		

[3]

- (b) Poorly answered. Many learners struggled to obtain the correct figure of purchases. Learners should read the question with care, as some learners did not include only amounts related to the bar account.

Some learners did not know that bar takings refer to the sales of the bar.

**Answer**

Ongwediva Archery Club Income Statement for the year ended 30 September 2024			
	N\$		N\$
Sales			24 700 (1)
<b>Less</b> Cost of sales			10 170 (1) O/F
Inventory (1/10/2023)	1 360		
Purchases (11 300 - 700 (1) + 540 (1))	11 140		
	<u>12 500</u>		
<b>Less</b> Inventory (30/09/2024)	2 330		
Gross profit			14 520
<b>Less</b> Wages			5 000
Profit on bar			<u>9 530 (1) O/F</u>

[5]

- (c) Fairly well answered. Dates were a concern as many learners failed to use the correct dates, especially when recording the bad debt. Many learners recorded the entries on the correct side of the subscription account but struggled to calculate the income and expenditure amount.

**Answer**

Subscriptions Account					
		N\$			N\$
2023 Oct 1	Balance b/d	800	2023 Oct 1	Balance b/d	600 (1)
			2	Bad debts	400 (1)
2024 Sept 30	Income and Expenditure (27 600 + 1 600)	29 200 (1)	2024 Sept 30	Bank	28 800 (1)
	Balance c/d	400		Balance c/d	600
		<u>30 400</u>			<u>30 400</u>
Oct 1 O/F	Balance b/d	600 (1)	Oct 1	Balance b/d	400 (1)

**Calculation**

140- 2 = 138 members x N\$200	= N\$ 27 600
5 members x N\$200	= 1 000
6 members x N\$100	= 600
	<u>= N\$ 29 200</u>

[5]

- (d) Poorly answered. Learners included capital receipts and capital expenditure items, which are seen as aliens. Teachers must continuously emphasise that fundraising activities such as concert tickets should be recorded as a net figure. Depreciation and the bad debts were mostly left out.

**Answer**

Ongwediva Archery Club  
Income and Expenditure account for the year ended 30 September 2024

	N\$	N\$
<b>Income</b>		<b>55 350 (1) O/F</b>
Subscriptions	29 200 O/F	
Profit on bar	9 530 O/F	
Profit on concert (17 300 – 13 880)	3 420 (1)	
Inheritance	9 200 (1)	
Donations	4 000	
	<hr/>	
<b>Expenditure</b>		<b>35 030 (1) O/F</b>
Bad Debts	400 (1) O/F	
Loss on sale of vehicle (11 000 – 8 450)	2 550 (1)	
Insurance (2 800 + 480)	3 280 (1)	
Depreciation (9 000 (1) + 5 000 (1))	14 000	
Wages (60% of 12 500)	7 500 (1)	
Honorarium	7 300	
	<hr/>	
<b>Surplus</b>		<b>20 320 (1) O/F</b>

**Calculation**

Depreciation vehicles:  $98\,000 + 42\,000 - 11\,000 - 120\,000 = 9\,000$

Equipment:  $33\,000 + 17\,000 - 45\,000 = 5\,000$

[11]

- (e) Poorly answered. Many learners misunderstood or incorrectly read the question and failed to answer what was asked. Some learners provided the difference between the receipts and payment and the income and expenditure without elaborating on what makes the bank account amount different from the results calculated in the income and expenditure.  
Some learners referred to profit instead of surplus which was calculated in the income and expenditure account.

**Answer**

The bank balance cannot be directly linked to the surplus for the following reasons:

- Bank balance decreases because payments are greater than receipts
- Bank includes capital receipts and capital expenditure that have no influence on surplus
- Bank only makes use of monetary items
- Surplus is calculated by including non-monetary items like depreciation
- Bank does not include accruals and includes prepayments
- Surplus is adjusted for prepayments and accruals

Any other valid points

**four x 1**

[4]

- 2 (a) Fairly well answered. Teachers are requested to encourage learners to study the definitions and terminology in the syllabus. Learners should not try to shorten definitions as it only provides half a definition and makes them lose marks. Many learners failed to indicate that depreciation is for a financial year whereas the provision for depreciation is an accumulated amount up to a certain date.

**Answer**

- (i) The loss of value of a non-current asset during a financial year. [1]  
(ii) The accumulated amount of depreciation written off on a non-current asset up to a certain date. [1]

- (b) Well answered. However, some learners were only able to name the causes of depreciation and did not explain them. The spelling of words such as deterioration and obsolescence was a major challenge.

**Answer**

- **Physical deterioration (1)**  
Wear and tear: asset wearing out through use (1) or rust, rot and decay/asset falling into a bad physical state.
  - **Economic reasons (1)**  
Obsolescence: asset becoming out of date (1) or inadequacy as an asset no longer has the capacity to meet the needs of the business.
  - **Passage of time (1)**  
Like a lease of a building for a set number of years. (1)
  - **Depletion (1)**  
Value of mine or oil rig/well over a time period as the coal or oil is taken out. (1)
- Any three [6]

- (c) **Poorly** answered. Adjustment still seems to be a challenge for many learners. Although there is an improvement in the double entry, writing of dates and account names, more emphasis should be placed on calculations. Learners should be continuously encouraged to bring their balances down (when required) as it earns them extra marks.

Some learners balanced the accounts instead of completing the closing transfers to the income statement.

Learners struggled to calculate the correct amount for the years depreciation and learners should be taught to show their calculations as that could earn them some marks and will help them find the correct amounts.

**Answer**

(i)

Wages Account

		N\$			N\$
2024 Jun 30	Bank	156 000 (1)	2023 Jul 1	Balance b/d	3 200 (1)
	Balance c/d	13 500	2024 Jun 30	Income statement	166 300 (1)
				Balance c/d	1 300
		169 500			169 500
			Jul 1	Balance b/d	13 500 (1)

[3]

(ii)

Provision for depreciation on vehicles account

		N\$			N\$
2023 Dec 31	Vehicle disposal (12 000 + 9 600) (1) + 3 840 (1)	25 440	2023 Jul 1	Balance b/d	32 000 (1)
2024 Jun 30	Balance c/d	44 320	Dec 31	Depreciation $\frac{20}{100} \times \frac{6}{12} (1)$	3 840 (1)
			2024 Jun 30	Depreciation (21 920 (1) + 12 000 (1))	33 920
		69 760			69 760
			Jul 1	Balance O/F b/d	44 320 (1)

[7]



(iii)

Vehicle disposal account

		N\$			N\$
2023 Dec 31	Vehicles	60 000	2023 Dec 31	Provision for depreciation on vehicles	25 440 (1) O/F
			Dec 31	Cash	33 500 (1)
			2024 Jun 30	Income Statement	1 060 (1) O/F
		60 000			60 000

[4]

(iv)

Provision for doubtful debts account

		N\$			N\$
2024 Jun 30	Balance c/d	810	2023 Jul 1	Balance b/d	450
			2024 Jun 30	Income Statement	360 (1)
		810			810
			Jul 1	Balance b/d	810 (1) O/F

[2]

- (d) (i) Fairly well answered. Learners lost marks as they did not stick to the definition provided in the syllabus.

**Answer**

Prudence states that one must make provision for foreseeable losses, so assets may not be overstated and profit may not be overstated. (1)

- (ii) Fairly well answered. Some learners could not apply the concept correctly while others identified accounts that were not part of (c) as required by the question. Some learners also explain prudence instead of explaining the need for the prudence principle in the identified account.

**Answer**

**Account 1:** Provision for doubtful debts (1)

Need for Application:

By providing for provision for doubtful debts one's asset of debtors will not be overstated and one makes provision for foreseeable losses. (1)

**Account 2:** Provision for depreciation on vehicles (1)

Need for Application:

It avoids non-current assets to be overstated by ensuring the cost is written off against the income it helps to earn. (1)

Any other suitable answer.

[4]

- 3 (a) Fairly well answered. Some learners treated discount allowed as discount received and vice-versa. There were a number of learners who did not add the cash sales of N\$7 300 to find the total sales.

**Answer**

Purchases

112 000 (1) + 1 300 (1) + 14 800 (1) + 7300 (1) – 17 600 = N\$117 800 (1) O/F

**OR**

Trade Payables

	N\$		N\$
Bank	112 000 (1)	Balance (1/7/23)	17 600
Discount received	1 300 (1)	Purchases	110 500
Balance (30/6/24)	14 800 (1)		
	128 100		128 100

Purchases = 110 500 + 7 300 (1) = N\$ 117 800 (1) O/F

[5]

- (b) Fairly well answered. Most learners did not deduct the bad debts of N\$1 000 from the total trade receivables at the end of the financial year. The additional information indicated that “....his debt of N\$1 000 must be written off” which is different from the common phrase “... his debt of N\$1 000 was written off”.

**Answer**

Sales

$$168\,000\text{ (1)} + 1\,100\text{ (1)} + 1\,000\text{ (1)} + 17\,300\text{ (1)} + 21\,600\text{ (1)} - 21\,000 = \text{N\$}188\,000\text{ (1) O/F}$$

**OR**

Trade Receivables			
	N\$		N\$
Balance (1/7/23)	21 000	Bank	168 000 (1)
Sales	166 400	Discount allowed	1 100 (1)
Balance (30/6/24)	14 800 (1)	Bad debts	1 000 (1)
		Balance (30/6/24)	17 300 (1)
	<u>187 400</u>		<u>187 400</u>

$$\text{Sales} = 166\,400 + 21\,600\text{ (1)} = 188\,000\text{ (1) O/F} \quad [6]$$

- (c) Well answered. The majority of learners know the format and could apply the gross margin to their answers.

**Answer**

Litton Das Income Statement for the year ended 30 June 2024			
	N\$		N\$
Sales			188 000 O/F
<b>Less:</b> Cost of sales			112 800 (1) O/F
Inventory (1/7/2023)	6 000		
Purchases	<u>117 800 O/F</u>		
	123 800		
<b>Less:</b> Inventory (30/6/2024)	<u>11 000 (1) O/F</u>		
Gross profit			<u>75 200 (1) O/F</u>

[3]

- (d) Well answered. Teachers should keep encouraging learners to learn the theory.

**Answer**

- There will be problems with credit control.
- Not knowing how much is owed leading to business not being able to make use of cash discounts.
- Possibility of fraud and errors in the books.
- Unacceptable for tax purposes.
- Lack of arithmetical accuracy.
- Unable to calculate correct profit or loss.
- Unable to compare performance of the business from one year to another.
- Does not reflect the true financial position.
- All information not available at once.
- Difficult to make business decisions.

Any **four** [4]

- 4 (a) (i) Well answered.

**Answer**

To ensure the business can afford interest charges and can repay loans. [1]

- (ii) Well answered. Learners should take note that the question refers to potential investors and, therefore, they could not refer to the investment given in the statement of financial position.

**Answer**

Want to see whether investment will be worthwhile, assessing credit worthiness/ profitability of business. [1]

(b) Well answered.

**Answer**

1. Current ratio (1)  
= Current assets : Current liabilities  
= 42 050 : 34 000  
= 1,24:1 (1)
2. Quick/liquid/acid test ratio (1)  
= Current assets – inventory : Current liabilities  
= (42 050 – 14 000) : 34 000  
= 28050 : 34 000 (1)  
= 0,83 : 1 (1)

[5]

(c) Poorly answered. Many learners did not seem to understand what the question was asking and wrote clusters of answers such as how to improve the ratios.

**Answer**

**Ratio 1**

Current ratio is 0,76 below the norm of 2 : 1 (1)

**Ratio 2**

Quick/liquid/acid test ratio is 0,24 below the norm of 1 : 1 (1)

**Effect on business**

Business will not be able to cover its short-term debts (1) leading to bad credit record and not being able to make use of discounts. (1)

[4]

(d) Poorly answered. The first part of the question was very poorly answered. Most of the learners did not answer the first part of the question that required them to comment on the suggestion to sell inventory on credit as a way of increasing cash flow.

**Answer**

**Comment**

The effect on cash flow depends on the behaviour of the credit customer.

If the customer is satisfied with cash payment for sales, the cash flow will benefit.

**Reduction**

If credit customer stops buying from the business (1) then cashflow will decrease. (1)

**OR**

**Increase**

If customers are happy to buy on cash terms, full amount of sales (1) will be received which would increase cashflow. (1)

Any other suitable answer

Depends on learners' perception. Either is correct based on explanation.

**Ways**

Selling of unused/surplus non-current assets

Increase capital contribution

Reduce drawings (cash)

Increase loan or obtain another loan

Reduce customer's credit period

Delay major cash spendings

Reduce/control expenses

Delay payments to creditors

Shorten trade receivable collection period

Any three

[5]

(e) Fairly well answered. Many learners identified the principles correctly and were able to explain them. However, some learners struggled to apply the principle to the question and could not illustrate the principle. Some learners identified principles such as realisation and materiality that were not applicable to the question, as they were not able to illustrate examples from the provided statement of financial position on how they were applied.

**Answer**

**Going concern (1)**

This principle states that the business will continue to operate in its current form in the foreseeable future. (1)

The non-current assets are shown at book value and not market value. (1)

Accruals and prepayments are included. (1)

**Historical cost (1)**

Non-current assets must be recorded at their actual original cost. (1)

Cost prices of all non-current assets are given. (1)

**Money Measurement (1)**

Only transactions which can be expressed in monetary terms are recorded. (1)

All entries in statement of financial position have monetary values and non-monetary items (skill of workforce) is not included. (1)

**Accrual/Matching (1)**

Income of one financial period is matched with the expenses of the same period irrespective of the date of payment. (1)

Accruals and prepayments are all included in the statement of financial position. (1)

**Business entity (1)**

The transactions of the owner in his private capacity must be kept separate from the transactions of the business. (1)

Drawings are shown in the statement of financial position. (1)

Any **three** x 3

[9]

**3. POSITIVE SUGGESTIONS TO TEACHERS**

Learners should be encouraged and taught to read the questions with care and understanding especially the requirements to a question, as well as to answer only what is asked.

Teachers should differentiate between the different levels of questions and how to approach the level C and D questions. The different levels should also be included in the internal examinations.

Learners should show all workings and calculations as well as explain terminology in full sentences.

Learners should pay attention to dates, the correct account names and the correct layouts.

Teachers must provide enough time for revision and examination preparation in their planning; pay attention to terminology and working through old question papers in addition to examiners' reports.

## 1. GENERAL COMMENTS

The Paper 2 of 2024 was a straight forward paper with several level A theory questions. Despite that, the learners did not do as well as in previous years. The difficulty of 2024's paper was slightly higher than last year, perhaps because there were too many calculations. Some questions were misinterpreted and learners lost marks.

The managerial accounting still seems to be ignored by quite a few centres, although it always counts 50% of the marks for Paper 2.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) (i) Fairly well answered. Many learners wrote shares/interest instead of dividends.

### Answer

Cumulative preference shares

When a company is unable to pay a dividend in a particular year, arrears are allowed to accumulate and be paid in future. (1)

Non-cumulative preference shares

If a company cannot pay a dividend in a particular year, arrears are not allowed to accumulate and will not be paid in future. (1) [2]

- (ii) This question was well answered.

### Answer

Ordinary share	Preference share
Ordinary dividends vary and are determined by the Board of Directors. (1)	Preference dividends are at a fixed percentage. (1)
Ordinary dividends do not accumulate. (1)	The preference dividends can be accumulative. (1)
Shareholders have voting rights. (1)	Preference shareholders do not usually carry voting rights. (1)
Ordinary dividends are paid after preference dividends and in case of insufficient funds the ordinary shareholders may not receive dividends. (1)	Preference dividends will be paid before ordinary dividends. (1)
If the company is wound up, the ordinary shareholders will be repaid their capital last. (1)	If the company is wound up, the preference shareholders will be repaid their capital before the ordinary shareholders. (1)
High level of risk, involves owners of company. (1)	Lower level of risk, not owners of company. (1)

- (b) Poorly answered. Learners struggled to calculate the opening balance of the Bank and wrong dates were used throughout the question. Very few learners could calculate the correct amount for preference share capital and share premium. The fact that the part of the question "(at a premium of N\$1)" was given in brackets made some learners think that share premium must be calculated on ordinary as well as preference share capital.

**Answer****(i)****Bank Account**

		N\$			N\$
2024 Aug 1	Balance	b/d	10 700 (1)		
31	Ordinary share capital	100 000			
	Share premium	190 000 (1)			
	5% preference share capital	380 000			
			2024 Aug 31	Balance	c/d 680 700 (1)

[3]

**(ii)****Ordinary share capital account**

		N\$			N\$
		10 700 (1)	2024 Aug 1	Balance	b/d 300 000
31	Ordinary share capital	100 000	31	Bank	100 000 (1) O/F

[1]

**(iii)****5% Preference share capital account**

		N\$			N\$
			2024 Aug 1	Balance	b/d 220 000
			31	Bank	380 000 (1) O/F

[1]

**(i)****Share premium account**

		N\$			N\$
			2024 Aug 31	Bank	190 000 (1) O/F

[1]

**(c)** Poorly answered. Learners did not know that general reserve is a reserve generated from trading activities.**Answer**

- To pay a dividend a company needs both cash and distributable/revenue reserves. (1)
- The general reserve does not represent actual cash. (1)
- The company has negative total distributable/revenue reserves. (1)
- Dividends are paid from the retained earnings account and not the general reserve. (1)
- If the general reserve is transferred back to the retained earnings account it will still have a negative balance. (1)
- General reserve is a revenue reserve. (1)
- General reserves are created because of trading activities. (1)
- If profits are low, general reserve can be used to pay dividends. (1)

Any **four**

[4]

**2 (a)** Fairly well answered. Most learners struggled with calculating rent income and depreciation's decrease.**Answer****Workings:**

$$\begin{aligned}
 5. & (400 \times 5) = 2\,000 \\
 & 28\,000 - 2\,000 (1) \\
 & = \underline{26\,000} \\
 & 13 \\
 & = 2\,000 + 400
 \end{aligned}$$

		Increase	Decrease	Profit
		N\$	N\$	N\$
	Opening draft profit			125 000
1.			3 500 (1)	
2.		1 000 (1)	10 000 (1)	
3.			2 000 (1)	
4.		860 (1)		
5.			2 400 (1) O/F	
6.		550 (1)		
7.		90 (1)		
	Actual Profit	2 500	17 900	109 600 (1) O/F

[10]

- (b) Fairly well answered. Few learners prepared an appropriation account instead of an extract out of the statement of financial position. They had to do an appropriation account on the open pages and used the amounts from there to do the extract.

**Answer**

**Workings:**  $(109\,600 + 3\,500) - (25\,000 + 60\,000)$

$$J = 28\,100 \times \frac{3}{5} = 16\,860$$

$$E = 28\,100 \times \frac{2}{5} = 11\,240$$

Jared Traders  
Extract of Statement of Financial Position on 29 February 2024

	N\$	N\$	N\$
<b>Current Accounts</b>	<b>J Jar</b>	<b>E Edwin</b>	
Balance	7 400	(4 800)	
<b>Add</b> Interest on capital	15 000	10 000 (1) for both	
Interest on loan	2 000 (1)		
Salaries		60 000 (1)	
Profit	16 860 (1) O/F	11 240 (1) O/F	
	41 260	76 440	
<b>Less</b> Interest on drawings	1 500	2 000 (1) for both	
Drawings	20 000	25 000	
	19 760	49 440	69 200 (1) O/F

[7]

- (c) Very well answered.

**Answer**

- Profits and losses are to be shared equally.
- No interest is allowed on capital.
- No interest on drawings to be charged.
- Salaries are not allowed.
- If a partner invests a sum of money in excess of the capital agreed, he is entitled to interest at 5% per annum.

[5]

- (d) Fairly well answered. Learners could not answer the one balance stayed fixed and the other one fluctuated. That is not correct.

**Answer**

**Fixed capital accounts**

Separate capital and current accounts for each partner. (1)

Only adjusted when there is a structural change to capital. (1)

**Fluctuating capital accounts**

No current accounts. (1)

Used to record effects arising from normal trading activities. (1)

**OR**

makes it easier to see if partner is withdrawing more than earned. (1)

Salaries, interest and profit sharing are all entered in capital account. (1)

[4]

- 3 This question was fairly well answered and helped many learners to increase their marks. Some learners however, included non-cash items such as depreciations, drawings of goods, discounts and bad debts. Some learners did wrong calculations of one month's sales or purchases and because they only entered one amount as prime receivables or prime payables, they lost 3 or 2 marks. Also, learners must write the correct wording opposite every amount, they cannot write credit sales instead of trade receivables.

**Answer**

Cash Budget of Mariental Traders for the three months  
ending 31 August 2024

	June N\$	July N\$	August N\$
<b>Receipts</b>			
Sales	180 000 (1)	190 000 (1)	192 000 (1)
Debtors - 20%	136 800 (1)	144 400 (1)	145 920 (1)
70%	515 200 (1)	504 000 (1)	532 000 (1)
5%	(1)	36 800 (1)	36 000 (1)
Fixed deposit			150 000
Interest on fixed deposit			22 500 (1)
	869 600	875 200	1 078 420
<b>Payments</b>			
Purchases	112 500 (1)	105 000 (1)	101 250 (1)
Creditors - 60%	190 350 (1)	177 660 (1)	171 315 (1)
40%	120 000 (1)	135 000 (1)	126 000 (1)
Admin expenses	77 300	85 030 (1)	85 030
Wages and salaries	300 000	318 000	330 000 (1)
Vehicles		50 000	20 000 (1)
	810 150	880 690	843 595
Net receipts/payments	59 450	(5 490)	234 825
Opening balance of bank	(25 000)	34 450	28 960
Closing balance of bank	34 450	28 960	263 785 (1) O/F
<b>OR</b>			
Wages	180 000	198 000	198 000
Salaries	120 000	120 000	132 000

[26]

- 4 (a) Poorly answered although it was straight forward level A theory.

**Answer**

**FIFO**

The oldest inventory items are recorded as sold first/cost associated with inventory that was purchased first is the cost expensed first. (1)

**AVCO**

It uses the weighted average of all the inventory purchased at a certain period. (1)

[2]



- (b) Fairly well answered. Learners must calculate to two (2) decimal places otherwise their final answer may be 100 or 200 more or less.

<b>Answer</b>					
Date	Issued	Received	No	Avco	Inventory
1 July 2023			1 500	75,00	1 500 @ 75,00 = 112 500
25 July 2023		3 000 @ 80,00	4 500	78,33	1 500 @ 75,00 = 112 500 3 000 @ 80,00 = <u>240 000</u> 352 500 (1)
30 Sept 2023		2 500 @ 85,00	7 000	80,71	1 500 @ 75,00 = 112 500 3 000 @ 80,00 = 240 000 2 500 @ 85,00 = <u>212 500</u> 565 000 (1) O/F
28 Dec 2023	6500		500	80,71	500 @ 80,71 = <u>40 355</u> (1) O/F
26 Mar 2024		3 200 @ 90,00	3 700	88,74	500 @ 80,71 = <u>40 355</u> 3 200 @ 90,00 = <u>288 000</u> 328 355 (1) O/F
21 May 2024	3 000		700	88,74	700 @ 88,74 = <u>62 118</u> (1) O/F

[5]

- (c) Learners who could answer (b) did not struggle with this question.

<b>Answer</b>		
	N\$	N\$
Sales		930 000 (1)
Less: Cost of sales		790 882
Inventory (1/07/2023)	112 500	
Purchases	<u>740 500</u> (1)	
	853 000	
Inventory (30/06/2024) (1 500 x 88)	<u>62 118</u> O/F	
Gross profit		<u>139 118</u> (1) O/F

[3]

- (d) Poorly answered. Most learners could not calculate closing inventory of FIFO and, therefore, could not make any comparisons.

#### **Answer**

#### **Working**

**FIFO calculation:** 700 @ N\$90 = N\$63 000 (1)

New Gross Profit: N\$930 000 – (112 500 + 740 500 – 63 000)

= 930 000 – 790 000 (1)

= N\$140 000 – 139 118

= 882 (1) O/F

**OR**

(700 x 90) (1) – 62 118 (1) O/F

= 882 (1) O/F based on own figures in (b) and (c)

#### **Impact**

By using FIFO Gross Profit would increase (1)

with (140 000 – 139 118) N\$882 (1) O/F

[5]

- (e) Very poorly answered. Most learners gave advantages and disadvantages of AVCO. The question was misinterpreted by most of the learners.

#### **Answer**

#### **Advantages of changing to FIFO**

- may give a more realistic inventory valuation as current values are used (1)
- may be more logical as it may well better mimic the way inventory is sold (1)
- may be easier to calculate (1)
- acceptable for tax purposes (1)

#### **Disadvantages of changing to FIFO**

- the “smoothing” effect of AVCO will be lost when there are many significant changes in price (1)
- comparison of reported profits may be less realistic when prices are volatile (1)
- variations in issue prices would no longer be minimised (1)

[6]

No (1)

Comply with consistency once a method is chosen. It should not be changed without a good reason (1)

OR

Yes (1)

By changing to FIFO the inventory valuation would be higher resulting in a higher gross profit (1)

- (f) Very poorly answered and most of the learners left it. Very few of them could answer the question, because several centres did not teach managerial accounting theory.

**Answer**

(i)

VC	
DL	45
DM	63
	108 (1)
x order	<u>2 200</u>
	<u>N\$237 600 (1)</u>

[2]

(ii)

SP (120 x 2 200)	264 000 (1)
- VC	<u>237 600</u>
	<u>26 400 increase (1)</u>

**OR**

(120 – 108)  
= 12 x 2 200 (1)  
= N\$26 400 increase (1)

[2]

(iii)

**Factors**

- The selling price is higher than the marginal cost/gives rise to a positive contribution. (1)
- Existing customers may also demand the lower selling price. (1)
- The schools may sell on some of the balls at a price lower than the usual selling price. (1)
- This order might lead to further orders/schools may become a regular customer. (1)
- The business may have spare capacity which it wishes to utilise. (1) Any **two**

**Course of action**

A decision could be argued either way. (1)

[3]

# AFRIKAANS AS A SECOND LANGUAGE

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8201  
Paper 1

## ALGEMENE OPMERKINGS

Hartlike dank aan al die taalonderwysers wat hard gewerk het om hul kandidate op standaard en gereed vir die eksamen te kry.

Dit is baie belangrik dat u, as onderwyser, elke jaar die verslag deeglik bestudeer en aan alle aspekte van die sillabus aandag gee. Sommige kandidate se leesvaardighede was beter, soos geblyk het uit hul antwoorde, maar ongelukkig geld dit nie vir al die sentrums nie. Onthou: **LEES, LEES en LEES** bly maar die sleutel tot 'n uitgebreide woordeskat en sukses in die beantwoording van 'n vraestel! Ons wil u herinner dat u moeite moet doen om tydskrifte en koerante vir u kandidate te gee om te lees. Kandidate is op die Gevorderde vlak, so daar word van hulle verwag om 'n goeie taalgebruik te hê.

## Aanbevelings

Kandidate moet ook aangemoedig word om te probeer om alle vrae te beantwoord. By heelwat sentrums het kandidate vrae net oopgelos.

## AFDELING 1

### Deel 1: 1 – 5

**Vrae 1 – 5:** Die vrae is goed beantwoord deur die kandidate. Heelwat kandidate het tussen 3 – 4 punte in hierdie afdeling verdien. Daar was egter ook kandidate wat twee punte gekry het. Onderwysers moet seker maak leerlinge kry blootstelling aan hierdie soort vraagstelling.

Kandidate moet ook daarop gewys word dat vrae 1 – 5 in die tabel wat voorsien word, beantwoord moet word. Kandidate moet geleer word dat hulle die tabel moet gebruik. Daar was vanjaar weer 'n paar kandidate wat nie die tabel gebruik het nie en eerder hul antwoorde omkring het.

Die korrekte antwoorde is soos volg: Vraag 1: C  
Vraag 2: C  
Vraag 3: A  
Vraag 4: D  
Vraag 5: B

[5]

### Deel 2: Vrae 6 – 11

**Vraag 6 (a):** Die korrekte antwoord is **amptelik**. Baie min kandidate het dit reg geantwoord.

**Vraag 6 (b):** Die korrekte antwoord is **trekpleister**. Baie min kandidate het dit reg geantwoord. Hulle moes slegs 'n frase of 'n woord aangehaal het. Heelwat kandidate het punte verloor deur 'n hele sin aan te haal. Kandidate moet leer om opdragte te lees, en ten minste probeer om die vrae te beantwoord, in plaas van om dit net oop te laat!

**Vraag 7 (a):** Die vraag is nie goed beantwoord nie. Kandidate moes die figuurlike betekenis soos in die sin gebruik word, verduidelik het. **Hulle verteenwoordig alle groepe hiënas / mense ken net hierdie soort hiënas** is die korrekte antwoord.

**Vraag 7 (b):** Die vraag is ook nie goed beantwoord nie. **Bruin gebrand en uitgedroog van die son** is die korrekte antwoord.

**Vraag 8 (a):** 'n Redelike aantal kandidate kon hierdie vraag korrek beantwoord. Dit moes die letterlike betekenis van hierdie uitdrukking gewees het. Voorbeeld antwoord: **Die gesig van die hiëna lyk baie lelik**.

**Vraag 8 (b):** 'n Redelike aantal kandidate kon hierdie vraag korrek beantwoord. Dit moes die letterlike betekenis van hierdie uitdrukking gewees het. Voorbeeld antwoord: **My stukkie vleis was so dun soos 'n stukkie biltong**.

**Kandidate moet blootstelling gegee word aan letterlike en figuurlike betekenis van woorde en uitdrukkings.**  
Byvoorbeeld: Groen – groen van jaloesie wees (figuurlik); die kleur groen (letterlik).

**Vraag 9:** Die korrekte antwoord is: **Sy was hartseer toe hulle na ses weke skielik weg was. Sy het gewonder of sy vir hulle 'n steurnis was. Sy voel ook eensaam wanneer die kleintjies die lêplek verlaat. (enige twee)**

Baie leerlinge kon hierdie vraag korrek beantwoord.

**Vraag 10:** Kandidate moes die eienskappe wat Emsie suksesvol in haar werk maak, noem. Heelwat kandidate kon hier punte verdien.

**Sy is toegewyd, omgewingsbewus, hardwerkend, sy stel hoë standaarde, is weetgierig/leergierig, liefdevol, saggeaard, het uithou vermoë. (enige drie)**

Enige omskrywings van bogenoemde kan ook as reg aanvaar word.

**Vraag 11 (a):** Baie kandidate het gesukkel om hierdie vraag korrek te beantwoord.

**Sy wou meer oor hulle gedrag geleer het. / Sy wou meer inligting oor die hiënas bymekaarmaak.**

**Hulle uithou vermoë/vernuf/toewyding tot die kleintjies het haar gefassineer.**

**Sy was 'n aktivis vir die hiënas.**

**Sy wou mense se beeld oor die hiënas verander.**

**Dit was deel van haar amptelike werk. (enige drie)**

**Vraag 11 (b):** Die meeste kandidate het hier 1 of 2 punte verdien.

**Hulle verteenwoordig alle soorte hiënas.**

**Hulle dra 'n positiewe beeld aan die mense oor.**

**Die hiënas is gemaklik tussen mense / laat toe dat mense hulle kan vertrou.**

**Vraag 12:** Die meeste kandidate kon hierdie vraag goed beantwoord. Baie dankie aan die onderwysers wat hulle leerlinge aan hierdie tipe vraag blootgestel het.

**Om die lesers bewus te maak van die hiënas. OF lesers inligting te gee oor die hiënas.**

**Om die mense se negatiewe beeld oor hiënas te probeer verander.**

**Hiënas van uitwissing te probeer red.**

**Data/inligting oor hiënas bymekaar te maak.**

**Krediteer enige aanvaarbare bewyse uit teks - aanhalings óf verwysings.**

Let wel: Kandidate moet geleer word om hulle antwoorde slegs op die spasies voorsien te skryf.

## **AFDELING B – Gerigte skryfwerk**

### **Vraag 12**

**Kandidate moes 'n webjoernaal geskryf het oor die redes waarom mense besluit om na 'n vreemde land/plek te verhuis.**

Die meerderheid kandidate het daarin geslaag om hierdie vraag te beantwoord. Kandidate moes relevante feite uit die teks asook hul eie idees in hul webjoernaal genoem het. Baie het net die feite uit die teks genoem en sodoende heelwat punte vir inhoud verloor. Daar was egter ook baie kandidate wat glad nie die teks gelees het nie en nét hul eie idees gegee het, wat veroorsaak het dat hulle baie punte verbeur het.

Sommige kandidate het in plaas van 'n webjoernaal 'n vertelling geskryf en sodoende punte verloor.

Baie kandidate het nie met die formaat duidelik gewys dat dit 'n webjoernaal is nie en kon sodoende nie meer as agt punte vir die inhoud verdien het nie.

In baie gevalle is die slotparagraaf weggelaat. Die gebruik van Engelse woorde, anglisismes en spelfoute was aan die orde van die dag. Idiomatiese uitdrukkings wat verkeerd gebruik was, het ook voorgekom. Dit het ongelukkig die kandidate se puntetoekenning beïnvloed.

By die taalgebruik het kandidate heelwat punte verloor omdat hulle die inhoud van die teks woordeliks oorgeskryf het. Daar was wel nie so baie kandidate wat dit hierdie jaar gedoen het, in vergelyking met die vorige twee jaar nie. Baie dankie aan die onderwysers wat daaraan gewerk het om dit uit te skakel!

Kandidate wat die lengtevereiste oorskry het, se ekstra woorde is geïgnoreer en die webjoernaal het dus geen slot gehad nie. Dit het die inhoudspunt erg verlaag.

Onderwysers moet die kandidate laat OEFEN om idees uit tekste te haal en in ander formate (die verskillende skryfstukke) oor te skryf, tesame met hul eie idees.

Die volgende feite uit die teks moes die kandidate genoem het, vervleg met hul eie idees:

**Gryp nuwe werksgeleenthede aan.**

**Wil kinders wêreldwys maak.**

**Mense hou van nuwe uitdagings/ervarings.**

**Sommige mense wil nuwe kulture en tradisies aanleer/ervaar.**

**Om nuwe en vreemde lande/plekke te besoek en te ervaar / plekke verken.**

**Jou mensekennis te verbreed.**

**Help met besluitneming oor jou toekomsplanne indien jy nog onseker is.**

**Moontlike eie idees:**

**Beter mediese sorg, hospitale**

**Beter versorging vir oumense**

**Beter skole, universiteite**

**Beter en/of goedkoper vervoer**

**Nuwe geleenthede**

**Avontuur**

**Om ontslae te raak van stres en stywe atmosfeer**

**Wil lewe verander**

**Deesdae makliker om te reis**

**Maak nuwe vriende**

**Beplanning is belangrik by die skryf van enige skryfstukke!!**

### Algemene foute

#### Sinskonstruksie

- dubbele “nie” is belangrik

#### Woordorde/sinskonstruksie

- 'n “Nuwe mode”: 'n vreemde sinskonstruksie, vanuit Engels:  
In ander situasies, reis is vir hulle die beste ding om te doen. = X  
In ander situasies is reis vir hulle ...✓
- “nie” en “net”
  - (a) Kandidaat skryf: Maar jy kan net nie op 'n dag opstaan en vlieg sonder om iemand te sê nie. (Bedoeling: Jy kan jouself nie daartoe bring / sover kry om dit te doen nie.) = X  
Kandidaat bedoel: Maar jy kan nie net op 'n dag opstaan en ... ✓ (Bedoeling: Jy mag dit nie doen nie.)
  - (b) Kandidaat skryf: Mense verhuis net nie omdat hulle 'n goeie lewe wil hê nie. = X (Bedoeling: ?)  
Kandidaat bedoel: Mense verhuis nie net omdat hulle 'n goeie lewe wil hê nie. ✓ (Bedoeling: Dit is nie die enigste rede nie. Daar is ander redes ook waarom mense verhuis.
- Kandidaat skryf: Deesdae mense wil nou net na vreemde lande verhuis. = X  
Moet wees: Deesdae wil mense nou net ...✓

#### Kongruensie (enkelvoud by enkelvoud, meervoud by meervoud)

**Jou** lewe raak langer en beter as [mens X] **jy** aktief is.

**'n Mens** kan opwinding in [hulle X] **jou** daaglikse lewe vind.

**'n Dokter** is nodig in jou lewe, want [hulle X] **hy** kan jou lewe red.

**'n Skoolkind** benodig [hul X] **sy/haar** ouers om vir hom/haar te sorg.

Mense begin om [jou X] **hul** lewens te verander.

#### Voorsetsels

**ten** spyte van [teen spyte van X]

**ten** minste [teen minste X]

**op** 'n manier [in 'n manier X]

**met** jou vriende praat [saam met jou vriende praat X - want dan praat julle gelyktydig!]

**saam met** jou vriende uitgaan [met jou vriende uitgaan X]

## Leestekens

, **want**

, **maar as voegwoord** [Die gebruik van die komma ná die voegwoord het vanjaar baie voorgekom.]  
Nuwe probleem, onder die invloed van Engels: die gebruik van 'n komma sonder dat 'n komma-reël dit vereis:

Vir leerlinge, is dit goed want hulle leer soms moeilik. X

Vir leerlinge is dit goed, want hulle leer soms moeilik. ✓

, tussen 2 gesegdes: As jy fiks en gesond **wil bly, moet** jy aandag **gee** aan wat jy eet.

GEEN komma tussen dieselfde 2 persoonlike voornaamwoorde nie. (Daar is nie so 'n komma-reël nie.):

Sulke tye voel **jy jy** wil skree. ✓ [jy, jy X] [ons, ons X]

## Meervoudsaanduiding

-heid → -hede [-heide X], werksgeleenthede

## Spelwoorde

keuse

lewenstyl

hom (voornaamwoord) i.p.v. om

nog steeds (LOS)

familie

vir ewig (= vir altyd) [verewig X]

wanneer

maklik

onmoontlik [ontmoontlik X]

interessant

in te lig [te inlig X]

situasies

## Hooflettergebruik

'n magdom mense voel so. X → 'n Magdom mense voel so. ✓

## Tydsaanduiding

20h15 X → 20:15

Ons gebruik die 24-uur-formaat: 8:15 vm. X → 8:15 ✓

8:15 nm. X → 20:15 ✓

## Woordeskat

Direkte vertalings uit Engels:

studente X → leerders / leerlinge / skoliere ✓ (Studente is aan tersiêre instellings soos universiteite)

moederland X → vaderland ✓ (vs. moederaarde)

adaptee X → aanpas ✓

determinasie X → vasberadenheid / uithouvermoë ✓

representeer X → verteenwoordig ✓

oortuiging X → geleentheid ✓

'n probleem handel X → 'n probleem hanteer

Die bal is in jou hof. X → Die bal is in jou hande. ✓

die buite lande X → die buiteland ✓

→ lande in die buiteland ✓

oorsese lande

verhuis oorsee [verhuis oorsee toe X]

'n besluiting X → 'n besluit ✓

'n gevoel X → 'n gevoel ✓

navore kom / vorentoe kom [na vorentoe kom X]

'n Mens ...

Moenie [moet nie X] (vs. Moet dit nie weer doen nie!)

Trappe van vergelyking: duurder [meer duur X, meer duurder X]

Een sal nie weet wat een moet doen nie. = X ("een" word onder die invloed van die Engelse "one" gebruik.)

'n Mens sal nie weet wat jy moet doen nie. ✓

Ons **weet** hoe om jou te help. [ken X]

Ons almal **benodig** geld. / Ons almal **het** geld **nodig**. [Ons almal nodig geld. X]

**die** lewe [lewe X]

'n **bietjie**

**die meeste** mense

'n lewe te **lei** [n lewe te lewe X]

dink vs. ding

verwys vs. **wys**

**Baie dankie aan al die onderwysers wat hard werk om hulle kandidate voor te berei vir die eksamen. Sterkte vir 2025!**

Die standaard van die kandidate se werk vir hierdie jaar was min of meer dieselfde as vir 2023 omdat die moeilikheidsgraad vir die twee eksamens goed vergelykbaar is met mekaar,

Groot kommer bestaan wel omdat redelik baie kandidate slegs die tema interpreteer en nie ag slaan op die spesifieke opdrag aangaande die tema nie,

Baie het egter nie die soort/tipe opstel onder die knie nie en hierdie probleem lei daartoe dat die opdrag nie korrek uitgevoer word nie. Die argument, redenasie, beskrywing of vertelling word sodoende nie bevredigend tot uitstekend uitgevoer nie.

Interpretasie van die opdrag word ook uitgedaag deurdat die opdrag nie in konteks en totaliteit gelees of verstaan word nie. Die opdrag word dan slegs gedeeltelik, ongeordend of glad nie uitgevoer nie.

Die feit dat die meeste kandidate nie duidelike/opsigtelike beplanning op bladsye 7 en 8 van die vraestel (wat vir daardie doel aangewend moet word) doen nie, het 'n beduidende impak op die uitleg, weergee van feite, toon, taalgebruik, lengte en algemene versorging van die opstelle.

Inleidingsparagrafe asook die van die ander paragrafe raak al hoe meer onderhewig aan 'n definisie van die oorkoepelende tema, ongeag wat die opdrag verwag. Byvoorbeeld, "In hierdie opstel gaan ek...", of "Die kandidaat sal nou...". Die aard verander dan soms ook na die van 'n gerigte skryfstuk, byvoorbeeld vir 'n toespraak, "Ek gaan nou praat oor..."

Paragrafering word veral uitgedaag weens die afwesigheid van ordentlike beplanning.

Woordeskat, veral spesifieke tematiese gebruik van terme/woorde word nie deeglik aangeleer en reg gebruik nie. Dieselfde geld vir die gebruik van algemene woordeskat. Baie keer vind vrye vertaling plaas, of is die woordeskat asook spelling hiervan foutief.

Aangeleerde feitlike kennis word soms glad nie gebruik nie, of word swak aangewend, of word verwater tot 'n onduidelike aanbieding van swak inligting wat deurtrek is met allerhande foute.

Taalgebruik: rede tot groot kommer in hierdie vraestel.

Dit sluit in:

woordsoorte

woordeskat, veral by die uitdrukking en gebruik van temaverbonde inligting

die gebruik van " 'n", asook die foutiewe gebruik daarvan aan die begin van sinne, byvoorbeeld " 'n gebalanseerde lewe..."

meervoude en verkleining

intensiewe vorme

voegwoorde

homonieme en homofone

lettergrepe

direkte rede

los en vas skryf

klanke

tyd

hoofletters, lees- en skryftekens

Sinskonstruksie raak problematies, veral by die skryf van te lang sinne wat soms paragraaflengte kan wees.

Paragrafering raak moeilik, veral as daar geen beplanning gedoen word nie.

Swak of geen gebruik van idiome, uitdrukking, ondersteunende bewyse en voorbeelde ter verduideliking van standpunt/-e het 'n negatiewe effek op kandidate se eindproduk.



## 1 Globalisering

Die meerderheid van die kandidate kon daarin slaag om 'n mening/opinie te handhaaf aangaande die impak wat internasionale maatskappye op ons land en sy mense het. Hier was van hulle verwag om opinie/mening te huldig oor die impak van sogenaamde maatskappye op ons land se natuurlike hulpbronne, plante en diere, ons ekonomie, burgers, ensovoorts. Inligting uit en kennis van oorvleuelende temas het kandidate voorsien van relevante/toepaslike inligting omtrent die huidige realiteit in ons land. Baie kon egter nie daarin slaag om die ter saaklike kennis korrek aan te wend nie, of het nog nie die vaardigheid van opinie/mening bemeester nie.

## 2 Sport

Hier was van kandidate verwag om 'n bespreking/redenasie te voer oor of kinders noodwendig aan sport hoef deel te neem om 'n gebalanseerde lewe te kan lei. Baie kon daarin slaag, maar dit is duidelik dat redenasie, as vaardigheid, nog steeds 'n groot uitdaging is. Ander het eenvoudig sekere dele van die opdrag geïgnoreer en bloot op die voor-en/of nadele van sport gekonsentreer.

## 3 Natuur

Die kandidate moes hulle persoonlike siening uitdruk oor die helende aspekte van die natuur op mense wat sielkundige probleme/uitdagings ervaar. Algemene aanvoering van logiese feite soos die stilte, ongereptheid, plante en diere, water, afsondering, ensovoorts was heeltemal voldoende om die opinie/standpunt te kon verwoord. Opvallend min kandidate het hierdie opstel gekies. Die meerderheid van hulle kon egter goed daarin vaar om opinie/mening hier te handhaaf. Andersins was die probleem hier maar weer die gebrek aanvaardigheid ten opsigte van mening/opinie.

## 4 Wetenskaplike ontwikkeling

Hier was van die kandidate verwag om te beskryf hoe die wetenskap ontwikkeling oor die volgende 40 jaar kan verander. Baie kandidate kon suksesvol met hierdie onderwerp omgaan. Redelik baie van hierdie het weer die aspek van "wetenskaplike ontwikkeling" totaal gemis en voortgegaan met 'n gewone vertelling/verhaal/storie oor hoe alles en almal oor die algemeen sal verander.

## 5 Patrone van die daaglikse lewe

Hier moes kandidate 'n suksesverhaal of -storie vertel van 'n spesiale persoon. Die grootste persentasie, wat hierdie onderwerp gekies het, kon slaag in hulle vertelling. Heelwat van hulle het die suksesgedeelte in die opdrag gemis of dalk misgelees. Sommiges het maar weer net 'n storiëtjie vertel sonder om spesifiek ag te slaan op die opdrag. Dit bly egter kommerwekkend om te beseft hoeveel kandidate egter nou nog nie die vaardigheid van storievertel aangeleer/bemeester het nie, of dalk nie verstaan nie, of bloot net nie toepas nie.

### Algemene probleme:

Kandidate mis die opdrag en konsentreer op die tema. Ongeag die opdrag, word alle feite uit die tema dan doelloos neergeskryf.

Die oorgrote meerderheid van die kandidate beplan nie hulle skryfwerk nie.

Baie van hulle onderwerp, veral die inleidende paragraaf, aan die vereistes van die toespraak of selfs die webjoernaal, byvoorbeeld "In hierdie opstel gaan die kandidaat..."

Die meeste kandidate se feitelike kennis, uitdrukking, bewyse/statistieke, woordeskat, taalgebruik, en voorbeelde is besig om 'n toenemende bron van ernstige kommer te raak.

Paragrafering bly nog steeds kommerwekkend.

Lang, lomp sinne sonder voegwoorde of leestekens. Soms dien hierdie as een paragraaf.

Sommiges begin paragrawe met die gebruik van voegwoorde, asook die invloed van Engels soos byvoorbeeld, "Daarom..." en "Eerstens..." Vestig hulle aandag op die voorskrifte en reëls by die skryf van opstelle in Afrikaans.

Die vereiste lengte van 220 – 260 woorde word soms vernatig.

Redelik baie kandidate het nog nie die spesifieke vaardighede, wat vereis word by al die voorgeskrewe soorte opstelle, bemeester nie.

Party kandidate skryf nie voluit in die reëls nie.

Netheid ontbreek by 'n paar van ons kandidate.

**Voorstelle:**

Kandidate hoef nie meer 'n eie titel by hulle opstelle te verskaf nie. Deur hulle eie titel te verskaf, elimineer hulle waardevolle vereistes van die opdrag.

Leer hulle om die opdragte lees, nie net die tema nie. Die opdrag vereis spesifieke inligting uit 'n tema, nie al die inligting uit die tema nie.

Maak doodseker dat hulle die vaardighede vir al die tipes/soorte opstelle bemeester.

Verseker vooruitgang deur gereeld al die voorgeskrewe opstelle, oor soveel moontlike opdragte wat op al die temas gebaseer is, te skryf.

Feitelike kennis, uit alle temas, moet ingestudeer word. Kort toetsies oor inhoud, taal, woordeskat, idiomatiese uitdrukkings en begrip van die opdrag kan waardevol aangewend word.

Spandeer altyd tyd aan taalleer.

Verplig hulle om duidelike beplanning vir die skryfwerk te doen. In die eksamen kan bladsy 7 en 8 op hulle vraestel, hiervoor gebruik word. Beplanning moet nie uitgegee word nie omdat dit deel is van die eksamen en ook die vraestel vuil kan maak.

Daar is etiek verbonde aan die korrekte aantal woorde wat gebruik is. Leer hulle om altyd en oral eerlik te wees hieroor.

Moenie direkte vertaling, veral uit Engels, toelaat by spesifiek woordeskat en idiome nie. Moet ook nie toelaat dat hulle idiome verwater nie.

Inspireer u kandidate met luister, praat, lees, skryf, leer, oefening, herhaling, toetsing, verbetering en groei deur u leerplan slaafs na te volg.

## GENERAL COMMENTS

The overall performance of candidates has improved, showing that teachers are now well vested in the content and are delivering it well. There was strong evidence in many instances that candidates have the knowledge. They, however, still struggle with attempting the questions according to the demand indicated by the command word in the question. Additionally, candidates failed to read the questions carefully, leading them to provide wrong answers. It should be noted that, although questions may appear similar to those previously asked, they may not be necessarily the same and candidates should be prepared well in this aspect.

Teachers should refrain from presenting scientific terms casually when teaching in order to train candidates to use the correct scientific language. E.g. it is not scientifically correct to state that pollen fertilise ovum, rather the two gametes fuse for fertilisation to happen.

It was observed that some candidates write their descriptions and explanations in point/bullet form. Teachers should penalise this during internal assessment to compel candidates to write in the correct way. This is very important for them to score maximum marks as it gives a comprehensive and coherent flow of ideas.

Teachers are reminded to ensure that they complete the syllabus and give all topics the attention they require so that candidates have an opportunity to excel in all topics.

## COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) The majority of candidates were able to answer the question correctly. However, a few could not understand the question requirements and instead of giving the advantages of inorganic fertilisers, candidates gave disadvantages of fertilisers in general.

### Answer

nutrient losses and leaching;  
expensive (compared to organic fertilisers);  
causes salinity;  
do not improve soil structure;  
inhibit water absorption due to salts;  
decrease microbial population;  
may cause soil acidity;  
overuse of nitrogenous fertilisers may lead to eutrophication;  
overuse of fertilizer may lead to soil pollution;

- (b) Most candidates found it difficult to explain how organic fertilisers help the soil to retain nutrients longer but instead candidates gave the advantages of organic fertilisers.

### Answers

retention of soil fertility;  
release humus that helps the soil to retain more nutrients;  
prevents/reduce leaching of nutrients;  
breaks down slowly (allowing soil fertility to be retained for longer period of time)  
increases soil microbes;  
improving soil structure  
improves soil aggregation;  
release humus (that acts like glue) to bind soil particles;  
gummy compounds/fungal threads/mucus/slime also bind soil particles to improve soil structure;  
increases soil biodiversity – hence improves soil aeration e.g. earthworm tunnels;

- (c) The majority of candidates failed to give measures to be undertaken to prevent injuries. The candidates instead referred to measures to prevent physical hazards.

### Answers

ensure that workers are properly trained for each task they perform/ref. to example of proper training with manual/ensure that workers know how to read the safety signs;  
ref. to crushing/trapping to reduce injuries from machinery/livestock;  
handling/lifting/washing/decontaminating oneself after applying pesticides/chemicals;

ensure that workers always wear the relevant PPE/protective clothing/gear for the task they are performing;  
 use less flammable solvents;  
 use non-toxic, water-based cleaners/ORA;  
 farm business should have the ill-health policy/health policy/guidelines and programmes in place;

- 2 (a) The question was not well answered by many candidates, they could not correctly work out the amount of Nitrogen in the NPK and LAN before getting the total Nitrogen in the 3 bags.

**Answers**

Amount of nutrients in kg/ha = amount of fertiliser in kg/ha × percentage of nutrients in the fertiliser/100;

LAN (28):  $28/100 \times 50 = 14$  kg;

14kg x 3 bags of LAN = 42 kg( of nitrogen);

NPK 3:4:5 :  $3/12 \times 50$  or  $25/100 \times 50 = 12.5$  kg (Nitrogen);

3 bags x 12.5 kg N = 37.5 kg (Nitrogen);

Total nitrogen applied: 42 kg + 37.5 kg = 79.5 kg;

- (b) (i) Most candidates managed to correctly give the right definition. However, a few failed to indicate the availability of water.

**Answer**

**Capillary water**

water that remains in the soil after some water has drained out of the soil by gravity/water held around soil particles after gravity;

found in micro pores; and is available to plants;

- (ii) The question was correctly answered by most candidates, although a few candidates wrongly stated that it is the water that is found in the micro pores instead of macro pores.

**Answer**

**Gravitational water**

water that can easily be pulled down by force of gravity (from heavy rain or irrigation)/ free moving water into the soil due to gravity/force of gravity;

found in macro pores of the soil;

become unavailable to plants;

- (iii) Most candidates correctly answered this question. However, a few of the candidates confused hygroscopic with gravitational water.

**Answer**

**Hygroscopic water**

molecules of water that are held strongly by force of adhesion;

found on the surface of soil particles; and is not available to plants/ not available in amounts that can keep plants alive;

- 3 (a) (i) Most candidates managed to identify the type of crossing.

**Answer**

dihybrid crossing; The crossing involves two different characteristics/ two different genetic traits/ characteristics (seed colour and seed coat rough/smooth)/phenotypic ratio is 9:3:3:1;

- (ii) The question was well answered, although a few candidates gave the genotypes instead of the phenotypes as was required in the question.

**Answer**

Brown rough; Brown smooth;

White rough; White smooth;

- (iii) Most candidates knew the answer to this question.

**Answer**

More vigorous and faster growing than other plants;

Give high yield compared to the F2 generation;

Are more resistant to many diseases that affect parent plants;

Plants grown from F1 hybrid seeds are very predictable and uniform

Hybrid vigour increases rates of plant emergence and earlier canopy closure;

- (b) (i) Many candidates were able to give the correct answer.

**Answer**

Insect-pollinated;  
Stigma inside the flower/large/thick stigma;

- (ii) Most candidates managed to identify the structure, however a few candidates confused the part with ovary.

**Answer**

ovule;

- (iii) Most candidates carefully described the process correctly, however, some candidates used terms like fertilise, join, meet instead of fuse.

**Answer**

Wall of the pollen tube disintegrate;  
Two male gametes/nucleus released;  
One male gamete/male nucleus fuses with the egg cell/ female nucleus to form a (diploid) zygote;  
The other gamete/male nucleus fuses with the 2n endosperm cell/ 2 polar nucleus;  
To form a 3n/polyploid endosperm

- 4 (a) (i) The question was correctly answered by many candidates, wrong spelling of the word was observed amongst a few candidates.

**Answer**

Nguni/Sanga

- (ii) Well answered.

**Answer**

Simmentaler

- (b) (i) The reproductive process was correctly identified by most learners.

**Answer**

Oogenesis/ ovogenesis

- (ii) Well answered.

**Answer**

Ovary

- (iii) The question was well answered but a few candidates could not give reasons for the identification.

**Answer**

A: Mitosis; – formation of diploid daughter cell;  
B: Meiosis; – formation of haploid daughter cells;

- (c) (i) Well answered by most candidates, however some candidates simply stated insemination or AI, instead of writing it in full.

**Answer**

Artificial insemination;

- (ii) The question was poorly answered because candidates could not state the benefits of MOET as a form of cross breeding.

**Answer**

More progeny/offspring produced from the best cow;  
More profit;  
Fast genetic improvement of the herd;  
Productive life of older cows is extended;  
Breeding animals with improved efficiency of production;  
Genes in a herd are conserved/ prevent extinction of valuable animals;

- 5 (a) Well answered.

**Answer**

Virus/apthovirus

- (b) Well answered as most candidates could correctly describe the roles of veterinary services.

**Answer**

Public awareness/ training/education;  
Report the outbreak of FMD/monitoring of disease/issuing animal movement permits/on-farm inspections/  
inspection of blue files;  
Quarantine services/ separation/ isolation of infected animals;  
Vaccination services/clinical services/dipping/dosing;  
Banning of exports/placing (tamper proof) seal on trucks transporting on-hoof/live animals;

- (c) The question was not well answered as candidates could not specify how vitamins are provided to the animals.

**Answer**

vitamin supplements/ feeds rich in vitamins;  
vitamin injections;  
vitamin lick blocks;

- (d) Well answered by most candidates.

**Answer**

abattoir services;  
quarantine facilities;  
crush pens/crushes;  
vaccination/inoculation/dipping/dosing;  
decontamination;  
public awareness/training/education

- 6 (a) (i) Most candidates could correctly identify the graphs but failed to give reason by stating how change in price affects demand.

**Answer**

Price elasticity of demand = graph B;  
Reason: a change in price resulted in a huge change in demand/shallow slope;  
Price inelasticity of demand = Graph A;  
Reason: a change in price resulted in no/little change in demand/steep slope;

- (ii) Well answered.

**Answer**

availability of substitute goods;  
nature/type of the produce/goods/products;  
proportion of the consumers' budget on the item/income;  
time period/time frame since the product price changed;

- (b) (i) Well answered.

**Answer**

demand;  
supply;  
costs;  
quality;  
season of selling/time of year;

- (ii) Most candidates could answer this question correctly. It seems only two features were common which were 'high interest rate' and 'require collateral', the rest are not known.

**Answer**

high interest rate;  
may not be competitive;  
very rigid terms;  
may require collateral;

- 7 (a) (i) Well answered but many candidates misspelled cooperative.

**Answer**

cooperative marketing;  
production/ selling/packaging/marketing products as a group/sharing resources, e.g. machinery/  
equipment;

- (ii) Well answered.

**Answer**

perishability/ spoilage;  
seasonal fluctuations in production;  
lack of capital;  
poor infrastructure e.g. storage facilities/cooling facilities;  
risk/ theft/ accidents;  
large volume in relation to value/ bulkiness;  
wide distribution of production area;  
ineffective control over production; ref to envy corruption of leaders or other factors that may hinder control over production;  
standardization/any regulatory framework;  
transportation to the market;  
competition;

- (b) (i) Most candidates could not identify which one was a current asset and current liabilities.

**Answer**

- (i) buildings = 49 000.00  
(ii) second hand tractor = 49 000.00  
(iii) Creditors = 9 000.00  
(iv) Cash = 1000.00/ Debtors = 12 000.00  
(v) Debtors = 12 000.00/ Cash = 1000.00  
(vi) 256 000.00

## SECTION B

- 8 (a) Candidates could not answer this question well as they failed to explain how conventional agriculture increases production.

**Answer**

Information gathered from different devices (allow examples given), over a period of time;  
Data collected can analyse different aspects of the crop and yield;  
Changes can be made in order to maximize output or productivity;  
Technologies used:  
Global Positioning System (GPS); remote sensing; Geographic Information System (GIS); the internet;  
Variable Rate Technology (VRT);  
drones; camera for livestock behaviour; moisture meters/sensors;

- (b) Well answered.

**Answer**

increased temperature/high evaporation rates; leads to water shortage (for livestock);  
reduction in water availability after rainfall leads to increased irrigation;  
increases in extreme weather events; leads to delayed planting and germination;  
Reduction in soil moisture lead to more power/fuel required for machinery cultivation (as ground is more compact);

- (c) Well answered.

**Answer**

seeds subsidies to encourage farmers to use certified seeds;  
fertilizer subsidies for the dry land crop production programmes; gives bulls and rams to communal farmers to help improve herd size of local breed;  
ploughing/tractor services;  
gives start-up goats to produce a herd;  
subsidises farmers who reduce their herds as part of their drought intervention;

- (d) This question was not well answered as candidates could name, identify examples but could not discuss the benefits of biotechnology.

**Answer**

increased and more efficient food production + this would improve food security;  
reduced losses from pests and disease + lead to more food available;  
reduced costs for chemicals such as pesticides + reduces costs for the farmer;  
improved flavour and shelf life of crops + this would reduce food wastage;  
foods have better nutritional value + this improves living conditions;  
reduced need for pesticides leading + healthier and safer food produced;  
reduced need for pesticides; reduces chemical pollution of the soil and water sources;

- 9 (a) (i) The question was well answered by most candidates but a few gave the functions of manganese as that of Boron and vice versa.

**Answer**

Manganese – needed for chloroplast formation and photosynthesis;  
Essential for nitrogen metabolism;  
Required for synthesis of some enzymes;  
Way to correct deficiency: adjust the pH by adding aluminium sulfate and Sulfur/Add fertilizers containing a range of trace minerals/micronutrients;

- (ii) Boron – promotes germination;

Needed for cell wall and seed formation;  
Important in sugar translocation and carbohydrate metabolism;  
Ways to correct deficiency: add boron in an acidic form (boric acid or Solubor)/add a fertilizers containing a range of trace minerals/micronutrients;

- (b) Well answered, although a few candidates could not correctly explain that soil particles that are grouped form rounded aggregates.

**Answer**

Soil particles are grouped together to form small rounded aggregates (crumbs);  
It can be maintained by increasing soil organic matter by applying organic fertilisers such as manure, compost or green manure;  
Plough crop residues back into the soil;  
Minimise soil disturbance by practising minimum tillage or no tillage;  
Through crop rotation;

- (c) The majority of candidates were able to answer this question correctly. However, a few candidates wrote that salinity causes soil toxicity instead of salt toxicity.

**Answer**

formation of sodic soils;  
reduced ability of plant roots to absorb water;  
development of salt toxicity;  
increase in alkalinity;  
increased or early wilting;  
stunted growth;  
abnormal leaf colouring;  
burns on leaves;  
unusual flowering;

- (d) Well answered.

**Answer**

low/high pH makes certain nutrients unavailable in the soil;  
low/high pH inhibits the activities of soil microorganisms/reduces the organic matter decomposition, biological nitrogen fixation;  
in low pH, aluminium/manganese/iron become available in high/toxic amounts;  
in low pH, calcium/phosphorus/magnesium become less available;  
in high pH, phosphorus and most microelements become less available;

- 10 (a) Most of the candidates answered this question correctly. However, a few referred to the general definition of phototropism as opposed to that of positive and negative phototropism.

**Answer**

Positive phototropism – plant growth movements towards light;  
Stem/shoots bent towards light for leaves to absorb light; for photosynthesis;  
Negative phototropism – plant growth movements away from light;  
Roots and radicles bents downwards into the soil/away from light/towards the pull of gravity; to absorb water and minerals;

- (b) Well answered.

**Answer**

Soil type; must be further apart in sandy soil than in loam soil/clay;  
Soil fertility; the more fertile the soil is, the closer the plants can be spaced;  
Water availability; where there is enough water, can be closer together than in drier conditions;  
Crop variety; different crop varieties have different growing requirements;  
Type of market; closer spacing for the processing of canning market;



Lifespan of crop; short term crops can be planted closer as opposed to long term crops (e.g. fruit trees require wider spacing);

Type of harvesting; further apart for mechanical harvesting;

(c) Well answered.

**Answer**

Climatic requirements:

Cool climate;

5 – 25°C temperature range

At least 6 hours of sunlight per day;

Soil requirements:

Well drained soil;

Fertile loam soil;

pH of 6-7

(d) Well answered, although many candidates still referred to methods of improving production of spinach.

**Answer**

Cool the spinach leaves quickly after harvesting to reduce transpiration/respiration/field heat;

Wash the spinach leaves to remove soil particles that may contain pests and bacteria;

Bunch, grade and package the leaves into boxes to protect them from damage during storage and transport;

Store the leaves at a low temperature and high humidity in cold-storage rooms;

Transport the leaves in refrigerated trucks and keep transport times as short as possible;

Display the spinach in refrigerators in retail stores;

11 (a) Most candidates answered this question correctly, but few candidates confused feeding regimes with grazing management systems.

**Answer**

Feedlot

Animals are kept in confinement;

Feeds are supplied by the farmer;

Very little land with large number of animals per hectare;

Animals are fed intensively to fatten them;

Feeds are rationed according to animals' nutritional needs/feed ration rich in carbohydrates, fats, proteins and vitamins;

Pasture

Animals feed on an open grassland;

They roam freely to search for food;

Large piece of land with fewer animals per hectare;

Animals walk long distances/expense more energy and grow more slowly;

(b) Well answered although some candidates could not state the order of events as they occur.

**Answer**

Crush the solid feed sample into a fine powder and put about 1ml of crushed feed sample into a test tube;

Add water to the test tube and shake well;

Add the same amount (equal to the sample) of Benedict's reagent/solution to the test tube;

Half fill the beaker with water and heat it up over a Bunsen burner;

Use a tong to put the test tube into the beaker of warm water/water-bath;

Observe the colour of the solution in the test tube which changes according to the concentration of the reducing sugar in the feed;

If the colour remains blue, no reducing sugar;

Colour changes to green/yellow/orange/brick red (depending on the concentration);

(c) Well answered.

**Answer**

Infertility and death;

Increased chances of Brucellosis;

Longer intervals between births;

Reduced calf sales;

Reduced milk yield;

Increased feeding costs;

Increased culling rate;

Increased veterinary costs and labour requirements;

Increased chances of zoonosis/zoonotic diseases;

- (d) The majority of candidates correctly answered this question but a few gave the roles of extension services/officers instead of referring to community participation in extension.

**Answer**

Ensuring that extension workers have a good understanding of the local conditions and needs of the community;

Ensuring that extension activities address the needs of the community;

Ensuring the community benefit from the activities and that the benefits are distributed equally;

Can improve product education or agricultural methods;

Increases value of agricultural products for communities;

Motivating more people to attend extension activities;

Increasing the trust between extension workers and communities;

Reducing resistance to change and new technologies or methods;

Empowering the community a sense of ownership of the extension activities;

Increasing the delivery of agricultural services to all members of the community;

## GENERAL COMMENTS

Many centres submitted the required documents and worksheets of good standard for external moderation. A few worksheets submitted were, however, not of acceptable standard. Most centres submitted evidence in the form of pictures as required. Centres are encouraged to ensure that pictures submitted as evidence for practical investigations are attached to specific investigation reports. Pictures must be clear enough and should show all stages of the investigation with candidates busy carrying out the tasks. Centres that print their pictures in black and white must ensure that the picture are clear otherwise colour pictures are more preferable than black and white pictures.

Investigation topics selected by candidates at some centres were still not of investigative nature. Teachers need to ensure that practical investigations topics selected by candidates are of investigative nature, meaning candidates should find information for themselves by direct observation and measurement. See page 26 of Agricultural Science NSSCAS syllabus. Candidates who are submitting typed reports are advised to use Arial / Times New Roman font and font size 12 with 1.5 line spacing.

### Appropriateness of Assessment Tasks

Some centres selected all practical tasks from the same themes outlined in the syllabus. Thus, centres are advised to take practical topics from different themes of the syllabus for fairness sake. Some centres selected simple tasks that are not challenging enough for candidates at this level. Candidates should not only prepare seedbeds but should also grow some vegetables on the prepared plots and take care of them till harvesting or marketing. Similarly, for the task on seed germination, which was selected by most centres, candidates should grow the viable seedlings and take care of them until harvesting time. Soil pH should be broadened to regulation of the soil pH when the soil is tested. A food sample should be tested for at least two or more nutrients. Centres can alternatively test various samples for one nutrient.

Some centres selected topic tasks that were more of an investigation e.g. tropism, spinach shelf life. Tasks should be hands-on, allowing candidates to apply their technical skills e.g. use tools and apparatus. Some tasks did not assess any practical skills as they were only addressing assessment objective B. e.g. Cash flow statement, preparing a simple budget for a farm enterprise thus, they must be discouraged in future.

### Interpretation and application of assessment criteria

Most centres were aware of the five assessment criteria that should be assessed in each practical task and there was a great improvement in the generation of marking points per marking criteria generated from various centres.

Centres are urged to develop more challenging practical-based questions under the written component of the worksheets. Few centres did not submit written work for candidates. Teachers are reminded that written work completed by candidates is important evidence that they have participated by carrying out of a specific assessment task, thus they must be submitted.

### Suitability and relevance of practical investigations

#### Selection of relevant question (hypothesis) for the investigation

Many candidates were able to come up with a hypothesis for their investigation. However, some candidates selected topics that were not experimental e.g. surveys. Some were not of investigative nature e.g. processing of cheese. Selected topics should be of investigative nature, meaning candidates should find information for themselves by direct observation and measurement. See page 26 of Agricultural Science NSSCAS syllabus.

#### Planning of the investigation

It was evident that centres that did prior planning, produced investigations of an acceptable standard. Candidates at some centres opted for topics with more than one variable but failed to attend to all the variables e.g. influence of organic fertilizer on germination, growth and yield but only collected data on germination. Some investigations required to have a control e.g. the effect of manure on plant growth. A control plot was required for comparative reasons to make reasonable deductions. Most candidates could not replicate their work. Replication of treatments is necessary

to reduce the risk of failure. Therefore, it is advisable for centres to guide candidates from the title selection until all the stages of the investigations are exhausted. However, teachers guiding the candidates should not do the work for candidates but should just guide and allow candidates to do their own work.

### **Handling of evidence**

Most candidates showed understanding of how to handle data collected through completed tables and graphs. However, some candidates failed to label and scale their graphs correctly. Results presented by some candidates seemed unrealistic. Candidates whose reports are handwritten are encouraged to use graph paper for plotting graphs. Thus, such centres should make graph papers available to candidates for such purposes.

### **Ability to make deductions**

Most candidates could interpret and analyse their data. Deductions (conclusions) made by some candidates were, however, not linked to the data collected or hypothesis.

### **Limitations**

Most candidates were able to identify 1 or 2 limitations experienced during their investigations. Some recommendations suggested by candidates were not addressing the identified limitations. Some identified limitations were not having suggestions on how they can be addressed/ improved in future. Centres should guide and encourage candidates to suggest improvements that will help future researchers to overcome the identified limitations.

### **Presentation, layout and originality**

Many candidates were able to follow the report layout as outlined in the syllabus. However, some candidates did not indicate the duration of their practical investigations. Candidates need proper guidance on how to write methodology. Some candidates' methodologies were not clearly describing what their investigations were all about. Candidates were leaving out the most important part of the methodology which is description of treatment e.g. how plots were treated, how it was done, what was applied. Methodology should give a clear insight into what the investigation is all about. Candidates are urged to use pictures from their own investigations rather than using downloaded pictures from the internet.

### **Interpretation and application of assessment criteria for practical investigations**

Most centres were able to interpret and apply the assessment criteria for practical investigation with regards to the six marking criteria. Few centres did not, however, use the assessment criteria stipulated in the syllabus to award marks. Centres are urged to use the assessment criteria for practical investigations when awarding marks for candidates' practical investigations and to provide annotations as to how the marks were awarded. Please see page 29 and 30 for the criteria and guide to marking practical investigations.

### **Administration**

It is appreciated that many centres complied with all the administrative procedures that are required for moderation purposes and that some centres put in extra effort by providing the required information in neat and well-organised files. This made the moderation exercise much easier.

Some errors in addition of marks were, however, detected. Centres' internal moderators should not only moderate and verify marks in the Assessment Summary form but are urged also to ensure that marks are correctly transferred from the Individual Record Cards to the Assessment Summary form and later to the MS1 form.

There was an improvement by most centres in submitting evidence of candidates' work in the form of pictures, showing all the main stages of the practical tasks and not just the end result. It is important to verify before sealing the envelope that all the necessary documents for external moderation are enclosed in the envelope.

Centres are referred to the reverse side of the Individual Record Cards, Coursework Assessment Summary Forms for additional information.

In conclusion, the performance demonstrated by candidates was satisfactory. We recommend that training be arranged by Regional Offices for centres. Agricultural Science Advanced Subsidiary level teachers should seek assistance regarding the conducting and administering of School-Based Assessment in Agricultural Science.

## **A: Research and record**

Candidates should be encouraged to do proper investigation and research into a variety of appropriate sources. In Paper 2, coursework, ideas observations and insights should always be recorded visually and in written form relevant to intentions. Candidates must reflect critically on work and the progress thereof. This means thought processes must be recorded at all times. Although candidates did use a variety of appropriate sources it was not always thoroughly investigated that could have resulted in a more successful final outcome. Because of a lack of research and recording, the candidates are not able to reflect critically on work and progress.

## **B: Explore and select**

In some cases, a lack of experimentations of techniques and process ideas was not refined or developed. It is advisable that ideas should be reviewed and refined as the work develops.

## **C: Develop ideas**

It is advisable that candidates should have a starting point, showing development through different ideas towards the final. In some cases, focus was not clear throughout the developmental process, therefore, analytical and critical thinking was not very effective. Little to no personal and contextual referencing was done. Make use of your own photographs as far as possible.

## **D: Produce**

Some of the final outcomes demonstrated a competent realisation of intention and demonstrated a good use of visual language. However, the final outcome could have been executed more confidently. In some cases, candidates need to demonstrate a more analytical and critical understanding to produce a more personal and meaningful response toward their final outcome.

Thank you for the hard work and effort during this year.

It is advisable to buy the Cambridge A Level and Ordinary Level handbook from Book Den.

It is also a good idea to let your learners mark one another's work according to the assessment criteria. It will help them to understand it better.



# BIOLOGY

8223  
Paper 1

Question number	Key	Item difficulty	Question number	Key	Item difficulty
1	B	54	21	A	60
2	D	41	22	B	50
3	B	16	23	A	30
4	D	73	24	A	53
5	B	75	25	C	84
6	C	38	26	C	74
7	C	76	27	A	49
8	A	68	28	D	50
9	A	75	29	C	32
10	B	90	30	C	93
11	A	21	31	B	33
12	B	84	32	C	27
13	C	41	33	C	60
14	D	55	34	A	64
15	C	59	35	C	82
16	B	51	36	B	67
17	A	68	37	B	9
18	D	84	38	B	77
19	D	23	39	D	62
20	A	32	40	B	

## Comments

The item difficulty column reflects the percentage of candidates who answered the question correctly.

The paper contained a good balance of questions and the performance was better than the previous year. Only a few items were poorly performed while the performance in the majority of the questions was quiet satisfactory.

### The following questions were not well performed:

- 3 Candidates failed to eliminate the measure about increasing nature reserves, leading to the majority opting for C followed by D. It should be noted that increasing nature reserves cannot restore an already degraded habitat.
- 6 This is a knowledge recall question, candidates need to be familiar with facts.
- 11 All conditions necessary for starch digestion were provided and at the end a reducing sugar test should be carried out to find out whether the reaction has taken place. The majority of candidates opted for D, which could have been correct if the appearance of the mixture remained brown to show that starch is now absent.
- 19 This topic is yet to be mastered by candidates over the few years and it needs attention. Most candidates opted for B, it is important to note that the polarity of water molecules allows them to form hydrogen bonds with each other thereby creating cohesion forces. The difference between cohesion and adhesion should also be elaborated.
- 20 Graph interpretation needs to be given attention in schools as candidates continue to struggle with that skill.

- 23** Candidates seems not to be aware of the different results for reducing and non-reducing sugars and also the type of sugar that may be present in the phloem.
- 29** Most candidates opted for D, it seems that they are not familiar with 'elimination of the potential host' as a preventative measure.
- 31** The hybridoma method of producing monoclonal antibodies is still not mastered by learners. More emphasis is needed.
- 32** Only one statement was incorrect about antibodies and candidates could not spot it out causing most of them to pick wrong options.
- 37** Many candidates were attracted to option A because it states 'protects chromosomes', they however failed to read up to the end to notice that it says from 'unravelling'.



## Introduction

As we are living in a time where *information in its various forms becomes more accessible, learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively.*

The following skills were tested in this examination paper:

- *communication skills* – The ability to read a question and to express yourself in writing using whole sentences with correct punctuation and grammar.
- *numeracy skills* – The ability to calculate averages and interpret information provided in a table.
- *problem-solving skills* – The ability to apply learned content to new situations.
- *work and study skills* – The ability to answer a question in a different form, like drawing a diagram.
- *critical and creative thinking skills* – The ability to think outside the textbook and apply what has been learnt.

The text in italics is quoted from – The Namibian National Curriculum Guidelines

These skills all need to be applied in the answering of a question paper. This requires factual knowledge, but also a good understanding of the content. In the 2024 examination, the questions which required mainly recall of factual knowledge were answered well, but questions requiring the application of what has been learnt, were still poorly answered by most candidates.

## General comments

The **English language** still is a big problem. Candidates struggle to express themselves clearly. This should not be a problem any more after 12 years of schooling.

**Teachers** should also concentrate more on the choice of words when explaining subject content. If you are unsure about how to explain certain content, do some research on the internet. Some of the YouTube videos which are available are very good. Watch a few, do not just take the first one that comes up, not everything mentioned in those videos is always correct. Use credible resources when doing research. Also check the content in the textbooks, they also have some mistakes. Candidates very often learn passages from a textbook off by heart, it would be much better if they really understood the work and could explain it in their own words.

**Punctuation rules** apply in all subjects! Candidates still write sentences without a capital letter at the beginning, and they still do not use any punctuation marks or they use punctuation wrongly, which affects the structure and meaning of their answer. This makes it extremely difficult to mark their work.

Many candidates still answer questions using bullet points, this is **not acceptable** in questions where candidates must describe, explain, suggest, discuss, provide a reason or give an outline.

Biological terminology must be used correctly, and more care should be taken with **spelling**. Teachers, should please remind the candidates to read through their answers, since errors in sentence construction / spelling/ grammar are excessive.

When marking internal exams or tests, you should be very strict about these skills. Give your candidates enough time in class to practice answering questions and expressing themselves properly. Handwriting is also an issue. If a candidate's **handwriting is illegible**, marks may be lost.

**Candidates should be encouraged to attempt answering all questions** and have good time management.

Teachers, please start marking much more strictly at school for candidates to learn how they should answer questions. Avoid giving 'benefit of the doubt' marks. A fact or an application is either right or it is wrong.

Candidates have often used the margin 'for examiner's only', they should be told not to do this; as this is the space needed by the markers.

## Comments on specific questions.

The italic parts represent the mark scheme.

- 1 (a) Candidates do not understand the use of transects to collect data.  
A transect is NOT a random sampling method, as the area to be studied is carefully chosen.  
The word 'transect' means cross section, which is always done in a straight line.  
For the line transect a rope or any other suitable material is laid along this line.  
This rope can now be used to count the number of individuals of the different species. The counting can be done at certain fixed intervals, e.g. every 2 m or along the whole length of the rope. Only the organisms touching the rope will be counted.  
For a belt transect the chosen line is used to place the quadrats next to the line. These quadrats can be placed in such a way that they are touching each other or with a fixed interval between them. All the organisms in the quadrat will be counted.  
Candidates use the words 'transects' and 'quadrats' as synonyms, which is incorrect. Some candidates referred to the use of rectangular blocks / columns / bars instead of quadrats. The spelling should be quadrats and not quadrants.  
Organisms of different species have to be counted; the numbers cannot be calculated or measured.  
To identify the different species a key should be used.  
Teachers are encouraged to practice the use of transects with the candidates.  
The following is a link to a video which explains how a line transect is used. <https://youtu.be/V8jqVlvNXoE> and a link to video showing the use of a belt transect. <https://www.youtube.com/watch?v=UPvsqxPhkm8>
1. *a transect is used for systematic sampling;*
  2. *a transect makes use of a chosen line across a habitat/ecosystem / is used to assess biodiversity in a straight line;*
  3. *sampling can be done along the whole length of the line or at particular points along the line;*
  4. *can be a string/rope/tape measure/wire for a line transect;*
  5. *only organisms touching the line are counted;*
  6. *or quadrats placed along the string for a belt transect;*
  7. *all organisms of each species in the quadrat/belt are counted;*
- Mpt 2 does not refer to a physical line that needs to be drawn, it is just a straight line across the area under investigation.  
Mpt 4 any object can be used to lay down the line transect, as long as it is long enough to cover a number of metres like a rope.
- (b) (i) Mpt 1 and 2 must refer to several organisms (plural) sharing the same characteristics (plural)  
Many candidates confused the organisms with species. Since it is a species concept, it describes shared features which can be used to classify the organisms sharing these features into one species.  
These shared features must be unique for that species, i.e., only occur in that one species which is being identified. [https://www.youtube.com/watch?v=skCHK\\_5LrhQ](https://www.youtube.com/watch?v=skCHK_5LrhQ)  
The morphological species concept  
makes use of morphological data/data relating to form/shape / physical features;  
*emphasizes groups of/number of **similar/same, traits/features** / **similarities** in a group of organisms;*  
*these traits / features are unique to each species;*
- (b) (ii) The morphological species concept looks at shared observable features (morphology) and NOT at biochemical features. (This is wrongly stated in some text books).  
These shared features are not enough to decide whether an organism belongs to a certain species or not, since no other species may have these features. Living organisms share a lot of features, therefore the morphological species concept cannot be used on its own to identify the species to which an organism belongs.
1. No / if used, not on its own/only with other species concepts;
  2. *antelopes have many morphological similarities in body shape/other features / **AW** e.g. shape/ presence/length of horns; colour etc.;*
  3. *evidence is not mutually exclusive/difficult to differentiate/they do not belong to the same species;*
- (c) (i) Most candidates wrote the correct scientific name for the bushbuck and identified the two taxa correctly.  
Few candidates did not refer to the example and only named the two taxa. With this answer they could only get a maximum of 1 mark. Candidates were instructed to use the bushbuck as example, therefore not just any example was accepted. It is a skill to be able to follow instructions, that is why this is important to note.

A few candidates did not know the binomial naming of organisms, i.e., that the first name is the genus and the second name the species.

In a question like this there is no need to refer to the rules of writing a scientific name, the rules should just be applied correctly.

Spelling of the term 'genus' is a problem as well as swapping the terms genus and species.

Genus: *Tragelaphus*

Species: *scriptus*

If a candidate only states the names of the two taxa, genus and species, a maximum of 1 mark can be awarded.

- (c) (ii) Most candidates answered this question very well. They just need to remember the rule for writing the scientific name of an organism, i.e., the name must be underlined separately.

1. *Bushbuck and Kudu / Lechwe and Waterbuck / roan and sable antelope / or use of correct scientific names. If the scientific name is used, it must be underlined separately.*
2. *belong to the same genus;*

- (d) (i) Many candidates referred to the variety of species in the area and compared the total number of antelopes, or the populations, i.e. they confuse biodiversity with number of organisms.. Biodiversity however does not only refer to the number of species, but also to the number of individuals of each species present.

Candidates that understand the Simpson's index (D) could easily answer this question by just looking at the values for D provided in the table.

A few candidates quoted the numbers correctly and still answered that the biodiversity decreased from 2019 – 2021. That means they do not understand the values of numbers with decimals. This is part of the mathematical skills which a learner should have mastered before reaching grade 12.

(slight) increase in diversity from 2019 to 2021;

*Simpson's index of diversity for 2019 is 0.615 and in 2021 the index is 0.643;*

- (d) (ii) Many candidates did not know what is meant by the level of biodiversity. They referred to a level being high or low. Many identified the level correctly, but did not discuss it. Therefore, they lost this mark.

*the number of species and their relative abundance*

**R** *if there is only reference to species diversity, since the question asked to discuss the level.*

- 2 (a) Candidates are not familiar with scanning microscopes which only show details of the surfaces of structures. It is not the image that has a high resolution, but the microscope. Because of the high resolution of the microscope the detail of the surface of the bacterium can be seen clearly.

Important to note that the image was obtained by an electron microscope and not an electric / electrical / electro microscope.

Candidates need more instruction on the differences between light- and electron microscopes. Reference should also be made to scanning microscopes and examples of micrographs should be shown to learners.

(scanning) electron microscope / SEM

*ref. to detail / high resolution; **ORA** **R image** has high resolution*

*shows the surface of the bacterium not detail inside cell;*

**A** *light microscope only if reference is made to photomicrograph. This qualifies for a maximum of 1 mark only.*

**R** *reference to 3D image, as scanning light microscopes are also available.*

Mpt 3 could only be awarded if the candidate stated that the microscope used was a scanning electron microscope.

- (b) Candidates often only mentioned contaminated food or water, but did not specify what it is contaminated by. Spelling of the term 'faeces' is a problem.

1. *fecal-oral route / description;*
2. *poor hygiene so faecal material / bacteria/ Vibrio cholera / /sewage is transferred to cooking utensils/ cutlery AW;*
3. *bacteria / Vibrio cholera / faeces. contaminated food / seafood;*
4. *faeces / stool / sewage / bacteria / Vibrio cholera contaminating water;*
5. *flies in contact with contaminated faeces landing on food;*

- (c) (i) Many candidates could name the process correctly, although quite a number referred to diffusion or osmosis. Some candidates confused endosmosis with endocytosis.

*Endocytosis / phagocytosis*

*A engulfing*

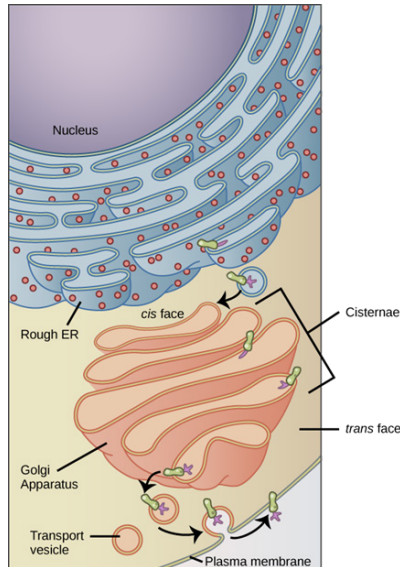
- (c) (ii) A number of candidates switched A and B around.

In the Golgi body the flattened vesicles are not in contact with each other, they are separate and just stacked on top of each other. The endoplasmic reticulum consists of flattened vesicles which are continuous and form a network.

A – Golgi apparatus / body / complex

B – Endoplasmic reticulum / ER

*A either smooth or rough ER*



<https://oercommons.org/courseware/lesson/14953/overview>

- (c) (iii) Most candidates did not find it difficult to identify the cell types. Some however referred to the domains: Eukaryotae and Prokaryotae, these are not the names of the cell types. Many candidates referred to animal cells and bacterium as the cell types. This is incorrect, as not only animal cells are eukaryotic.

*Intestinal cell: eukaryotic*

*Vibrio cholera: prokaryotic*

*Both must be correct for 1 mark.*

- (c) (iv) Most candidates could clearly state two differences between the structures of these two cells.

The same feature should be compared, i.e., it is incorrect to state that the intestinal cell does have a nucleus and the *Vibrio cholera* has a cell wall. This is not a comparison of the same feature.

Mpt 10, candidates only referred to eukaryotic cells having many organelles. They should have stated that they have a number of different organelles.

It is important that a comparison is made, i.e., that candidates do not just write a list.

Some candidates do not know the basic cell structure of prokaryotic and eukaryotic cells. Microvilli were often referred to as cilia, this is incorrect. Both are hairlike structures that extend from the surface of cells, but they have different functions, structures and sizes. Microvilli increase surface area for absorption and cilia move material like mucus. Microvilli are smaller than cilia.

1. *Intestinal cell has a true nucleus / nucleus with nuclear membrane whilst Vibrio cholera does not have a nucleus;*
2. *Intestinal cell has membrane bound organelles whilst Vibrio cholera does not have membrane bound organelles;*
3. *Vibrio cholera has a cell wall, absent in the intestinal cell;*
4. *Vibrio cholera has a flagellum which is absent in the intestinal cell;*
5. *Intestinal cell has microvilli, not found in Vibrio cholera;*
6. *Vibrio cholera has 70S ribosomes / smaller and intestinal cells have 70 & 80S / larger, ribosomes*
7. *Vibrio cholera cells are smaller than intestinal cells*

8. *Vibrio cholera* has circular DNA while intestinal cells have linear DNA
  9. *Vibrio cholera* has a (slime) capsule which is absent in intestinal cell
  10. intestinal cell has many different organelles, *Vibrio cholera* does not;
- The difference between the two cells must be clearly stated  
Mpt 3 A the name of a membrane bound organelle.

- (d) This question can be answered by referring to natural selection. For natural selection to take place a selection pressure must be present, i.e. a factor which causes the population to change genetically. Few candidates referred to natural selection in their answer to this question.

Antibiotics are such a factor for bacteria.

When antibiotics are used too often, e.g., when a cholera patient does not suffer from severe diarrhea (which can be treated using oral rehydration therapy) the reproduction of resistant bacteria is stimulated. Some candidates incorrectly stated that antibiotics become resistant to bacteria or that the patient becomes resistant to the antibiotics.

If antibiotics are not used too often, known antibiotics will still be effective and therefore there will be no need to develop new antibiotics, which requires a lot of research, time and money. Therefore, it is better not to use antibiotics in cases where other forms of treatment will work.

Many candidates refer to antibodies when actually meaning antibiotics. They also refer to antibiotics becoming resistant instead of bacteria.

1. *antibiotics are selection pressures / cause natural selection described;*
2. *bacteria can develop resistance to antibiotics/named antibiotic;*
3. *antibiotics become less effective when resistant / prolongs illness / increases mortality;*
4. *decreases need to develop new drugs;*
5. *rehydration therapy can be used in less severe cases;*
6. *antibiotics kill gut bacteria;*
7. *which disrupts the functioning of the digestive system;*

Mpt 2 & 3 are linked, as well as mpt 6 & 7

- (e) Candidates really struggled with this question and many used bullet points to answer this question. Bullet points do not put facts into the right context and therefore do not deserve a mark.

For the biological factors the life cycle of the bacteria and the physical effect on the patients need to be considered.

- The bacterium has a short incubation time, i.e., symptoms show very quickly, and bacteria are passed on to the next person in a very short time. This requires immediate treatment to prevent cholera spreading very quickly.
- Since the bacteria are found in contaminated water and lots of people depend on the same water source for their daily needs, many people are infected during an outbreak of cholera.
- When a patient is severely dehydrated, he / she can die, therefore cholera is a fatal disease.
- Patients lose a lot of nutrients when they have diarrhoea, these must be replaced to prevent malnutrition, therefore they must eat.
- The chances of infection must be minimised, and this can be done by killing the bacteria for e.g., by cooking the food thoroughly, boiling water before drinking it.
- To prevent the spread of the bacteria stored food must be covered, which prevents flies, which might have been sitting on faeces from an infected person, sitting on the food and contaminating it. Washing of hands after using the bathroom removes the bacteria from the hands and prevents spreading.

Economic factors that need to be considered are not only those dealing with the provision of safe drinking water by treating sewage properly and providing households with toilets.

Vaccines are also mentioned under economic factors, since the vaccine for cholera does not provide long lasting immunity against cholera, therefore a booster shot is required every 2 – 3 years and this is costly.

Many people living in rural areas are far from clinics and the building of more medical facilities or mobile clinics is required. Many poor people cannot afford the medication required to treat cholera.

A maximum of 3 marking points can be awarded for biological or economic factors. The 4<sup>th</sup> marking point is then awarded for the other group of factors.



### Biological:

1. short incubation period/1 – 5 days/number of cases rise rapidly (rapid response required);
2. large outbreaks caused by contaminated water / many people infected by contaminated water;
3. severe dehydration can lead to death / ref to seriousness of disease;
4. patients must resume eating as soon as possible to avoid malnutrition;
5. cooking food thoroughly / covering stored food / washing hands after using bathroom / defaecation / wash hands before preparing food **A** ref to killing bacteria by cooking / preventing bacteria from coming into contact with food / entering the body.

### Economic:

- 6 cholera outbreaks cause panic in other countries / curtailing travel to / from countries where the outbreak occurred;
- 7 import restrictions on imports of foods from country where outbreak occurred;
- 8 high number of deaths leads to less people able to work/less income / sick people cannot work, less income;
- 9 cost of medical treatment / availability of medication in rural areas
- 10 development of sewage works (for treatment of water containing human wastes) / providing clean drinking water / **AW**; **R** proper sanitation / clean pipes / separate pipes for sewage and drinking water  
**A** ref to providing toilets / pit latrines
- 11 Vaccines (only last for 2 – 3 years / short time / need to be repeated); **R** people that are infected should be vaccinated

- 3 (a) Candidates find it very difficult to answer a question using only a diagram.

Many candidates do not know the correct structure of an amino acid, or what is meant by a dipeptide. A dipeptide means two amino acids linked by one peptide bond.

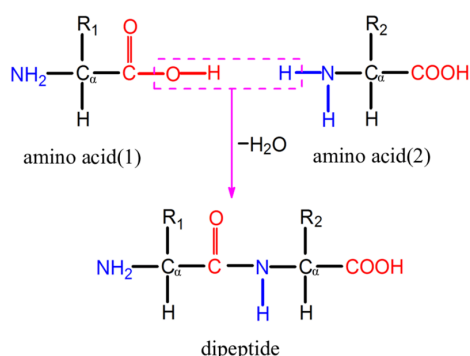
Many candidates referred to the bond as a dipeptide bond.

Many candidates also did not circle and label the functional groups involved in the bonding, although they drew the amino acids correctly.

More teaching time should be spent on how to draw biological molecules as well as the formation of bonds.

The water molecule that is formed must be clearly indicated either as  $\text{H}_2\text{O}$  next to the arrow showing that the water molecule is not part of the dipeptide any longer or it can be added as a  $+\text{H}_2\text{O}$  next to the dipeptide as a product of the reaction.

When candidates circled the  $-\text{OH}$  and  $-\text{H}$  from the functional groups respectively and indicated that a condensation reaction was taking place, the marking point was also awarded.

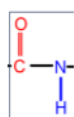
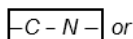


Mpt 1: 2 correct amino acids

Mpt 2: carboxyl group indicated and labelled by circling the whole group

Mpt 3: amino group indicated and labelled by circling the whole group

Mpt 4 show the peptide bond on a separate drawing where the 2 amino acids have joined. Circle the elements involved in the bonding. There are two acceptable ways of representing the peptide bond:



During the marking session the first option was used to indicate clearly which elements are involved in the actual peptide bond.

Mpt 5 the formation of water

- (b) Most candidates correctly referred to the role of the DNA in transcription.

The nucleotides which are used when the mRNA is made are RNA nucleotides. This must be mentioned clearly. There are no mRNA nucleotides.

Correct mention of RNA polymerase was made by many candidates.

Some candidates described the process of DNA replication or translation which takes place at the ribosomes.

mRNA is not copied from DNA, it is translated since RNA nucleotides are used to make the mRNA. There are only RNA nucleotides, not mRNA or tRNA nucleotides.

[https://www.youtube.com/watch?v=ej1CVV7\\_en4](https://www.youtube.com/watch?v=ej1CVV7_en4)

1. *DNA used as template to make mRNA;*
2. *DNA (double strand) unzips /DNA helicase separates double strand;*
3. *RNA polymerase binds to gene / DNA;*
4. *RNA nucleotides added (to mRNA strand) / described;*
5. *completed mRNA strand detaches from DNA / leaves nucleus AW;*

- (c) (i) Most candidates recorded the sequence of bases in the anticodons of the four tRNA molecules correctly.

AUG GCU GUU UGU All 4 codons had to be correct

- (c) (ii) This question was more challenging to many candidates.

TAC CGA CAA ACA award an ecf mark if the codons in Q 3(c)(i) were incorrect but the codes on the DNA matched the mRNA codes correctly.

- (d) (i) Many candidates are not familiar with the term 'primary structure'. Some state that the primary structure is just a chain of amino acids, without mentioning the sequence or order in which the amino acids occur.

Sequence / order of amino acids;

- (d) (ii) This question required a detailed answer about the difference between the two figures.

Incorrect reference was made to the structures on which the anticodons are found. Candidates do not know the difference between codons, anticodons and amino acids.

*last tRNA has the anticodon ACU instead of ACA / the last A is replaced by U;*

- (d) (iii) Candidates found it challenging to link the change in the anticodon with the effect on the metabolism of the cell. Some candidates referred to wrong amino acids are being produced and not different proteins / enzymes.

1. *a different amino acid would be inserted / different protein / enzyme, would be formed / AW;*
  2. *this changes the active site;*
  3. *the enzymes cannot function;*
  4. *the chemical reaction / metabolism will be negatively affected / metabolism slows down / AW;*
- A for 2 marks: amino acids have more than 1 code; therefore no effect

- 4 (a) (i) Very few candidates could identify the dependent and independent variables in this experiment.

The independent variable is the variable changed by the experimenter, in this case whether the filter paper discs have been dipped in the pure catalase solution or the catalase solution with the inhibitor, hydroxylamine solution. This means the presence or absence of the inhibitor was the independent variable.

The dependent variable is the one being measured or observed in an experiment. In this experiment the time it took for the filter paper discs to rise was measured, therefore this is the dependent variable.

1. *independent variable: (presence / absence of ) inhibitor / enzyme extract / hydroxylamine (solution)*
2. *dependent variable: time (to rise to surface)*

- (a) (ii) This question was answered very poorly. The filter paper discs were dipped in the catalase solution, either with or without inhibitor.

The paper absorbed the solution and was then placed in a beaker with hydrogen peroxide,  $\text{H}_2\text{O}_2$ .

The  $\text{H}_2\text{O}_2$  then moved into the filter paper. The chemical reaction therefore takes place in the filter paper. Oxygen and water are produced in the filter paper. The oxygen, which is a gas will move out of the filter paper. As the gas bubbles rise, they will move the paper to the surface.

1. *the oxygen released;*
2. *attaches to the discs and carries it upwards / oxygen pushes discs upwards / oxygen bubbles carry paper discs / oxygen is a gas, as it escapes it causes filter papers to rise / **AW**;*

- (a) (iii) Most candidates calculated the average correctly and wrote the answers onto the table as requested.

It is important to keep the number of decimals of all the figures in the table the same. Therefore, no rounding to whole numbers is accepted.

Enzyme extract	Time for disc to float / seconds		
	Trial 1	Trial 2	Average
pure enzyme extract	2.5	2.3	<b>2.4</b>
enzyme extract with inhibitor	73.8	66.0	<b>69.9</b>

- (b) Candidates mostly described the general effect of inhibitors on enzyme catalysed reactions and did not link their answer to the experiment.

- 1 *Description: discs take more time to float to top;*

*Explanation:*

- 2 *the inhibitor slows down the rate of reaction; AW*
- 3 *less oxygen is formed;*

*The description must refer to the experiment. 1 mpt for description and mpt 2 or 3 for explanation.*

- (c) In the explanation reference should have been made to hydroxylamine as the inhibitor and catalase as the enzyme. Information about whether hydroxylamine is competitive or non-competitive was not given, therefore both are possibilities.

Candidates mostly recalled what they had learnt from the textbook without applying the information to the situation in this experiment.

**Competitive inhibitors:**

*Mpt 1 naming both types of inhibitors*

- 2 *closely resembles the shape of the substrate;*
- 3 *the inhibitor interacts with the enzyme's active site;*
- 4 *no enzyme substrate complex can be formed (ref. to 1 enzyme) / less ESC formed (ref to more enzymes);*
- 5 *no reaction takes place / reaction is slowed down ;*

**Non-competitive inhibitors:**

- 6 *interact with the enzyme, but not with the active site / binds to allosteric site;*
- 7 *it changes the shape of the enzyme / its active site;*
- 8 *substrate can no longer interact with / bind to the enzyme;*

*Mpt 8 linked to mpt 7*

*Max 3 for each type of inhibitor, excluding mpt 1.*



### Key messages

- It is critical that the teachers/ laboratory technicians **follow the instructions when they are preparing the materials for the national examination and stick to the quantity stated in the confidential instructions for the success of the examination.**
- It is of utmost importance that the teachers familiarise themselves with the **AS Biology syllabus and be able to interpret the syllabus correctly** at the beginning of the year, since all the practical requirements are stipulated.
- Learners should be given the opportunity to experience a variety of practical work throughout the year, in order to develop the skills that can be applied to the requirements of the examination. Reference is made to the supervisors' report where learners did not have enough time to have real practice with field work to assess the abundance of species in an area, as well as the component of microscopy and micrometry.
- Candidates should be aware that the command word of questions indicates how the candidate should respond. The word 'discuss' requires candidates to give a critical account of the points involved in the topic.

### General comments

All the Centres returned the Supervisor's report which is highly appreciated. Centres are encouraged to complete their report and experience the practicals done by the learners since the information included in the **Supervisor's report is essential to consider the learners answers when marking.**

Candidates who have used materials and apparatus during practical work as part of the course are likely to perform better in the examination. Whilst the activities in the examination may be unfamiliar, candidates who have had the opportunity to follow instructions carefully in a variety of practical work are likely to find it easier to organise and complete unfamiliar activities.

Overall, candidates have not improved on how to draw a plan diagram, bar a graph, histogram and prepare a table to make comparisons. There was good discrimination between the weaker and more able candidates and the majority of candidates showed that they were not yet familiar with the use of the eyepiece graticule and stage micrometer to do calibration and measure the cell.

For a practical to be well executed the learners must **carefully follow the instructions** and that is a skill which is not practiced by many learners which should be reinforced.

### Comments on specific questions

- 1 (a) (i) - (ii) Some candidates could not allocate the value from Table 1.1 according to the formula provided in the question paper and also were not able to use the value of 25 seeds that should be the total number of organisms marked the first time (25) from the stem of the question. In addition, the candidates did not know that the population size can not be written in fractions since is the counting of individual organisms. This should have been written as a whole number and not fractions.

#### Answer

- (i) Total number removed must be higher (but should not exceed 50) than the number marked with a red cross;

The majority of the candidates had a higher number of total seed removed than the number marked with red which was correct. Few candidates wrote the total number of white seeds removed exceeded the number of white seeds in the table of bag A which was not correct.

- (ii) 25 used as value for  $n_1$  in formula / learners correctly **use their values from the table** for  $n_2$  (higher value) and  $n_3$  (lower value) in the formula;

- (b) (i) Although, the majority of the candidates could prepare a closed table, they had difficulty to prepare a table with a heading for the independent variable in the left column (bags) and a heading for the dependent variable (number of seeds) and only referred to the seeds and different seeds. Some of the candidates left the blocks for white bean seeds in bag B, brown and green seeds in bag C blank where they should have written zero instead. Some of the candidates just put a dash which does not mean zero. As a result, they lost a mark.  
Results, like calculating of a total, should always be added as a column to the right of the table.

**Answer**

CT- Closed table drawn min. 4 columns + 4 rows + appropriate headings;

C - Column for total number / no. of seeds (in bag);

V - Values for the bags should be all correct for 1 mark (see table below);

AT - All total number of seeds per bag must be correctly added /

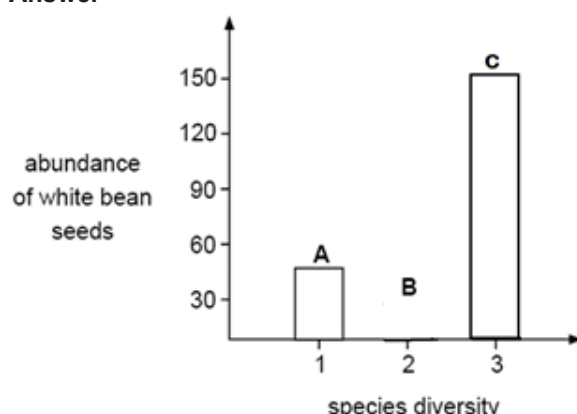
Example tables:

Bag	No. of white bean seed	No. of brown bean seed	No. of green pea seed	Total no. of seeds
A	50	45	55	150
B	0	120	30	150
C	150	0	0	150

Or

Bag	No. of seeds			Total no. of seeds
	white bean seeds	brown bean seeds	green pea seeds	
A	50	45	55	150
B	0	120	30	150
C	150	0	0	150

- (ii) Some of the candidates drew a histogram, while some drew a line graph although the question clearly stated that the candidates should **sketch three bars**. Some of the candidates also had difficulty to place the bags (A, B and C) at the correct position on the graph to indicate the species diversity of the habitat, although the stem of the question indicated most diverse.

**Answer**

AD - All bars at correct diversity (A at 1, B at 2, C at 3);

AA - Allow bars at correct abundance (**A** at 50, **B** at 0, **C** at 150);

- (iii) The majority of the candidates could state which habitat is ecologically most stable, however only the stronger candidates could give the reason for why B is most stable. The weaker candidates could not compare the three bags A, B and C, instead candidates explain that B is close to 1 some candidates stated that B is higher/closer **without** comparing with A and C. Highest or closest was required as all habitats had high index values.

**Answer**

B;

Simpson Index / diversity / D-value is the highest / closest to 1;

- (c) (i) The majority of the candidates had displayed lack of knowledge on what is a browser and what is a grazer. Candidates referred to feeding on browsers and grazers instead of them being grazers or browsers. Many of the candidates also referred to the population only, and had no reference to the type of feeding as well as the values from the table.

**Answer**

- Grazers & browsers more successful / increased in numbers / AW;
- Browsers only decreased in numbers;

3. Grazers only increased in numbers;
4. Most successful / fastest growing species / population is Eland (from 76 to 112 / increases by 47%);
5. Most successful / least decreasing browser is Kudu (from 50 to 40 / decreases by , 20%);
6. Most successful / fastest growing grazer is Roan (from 44 to 55 / by 25%);
7. Least successful / fastest decreasing species is Elephant (from 68 to 44 / by 35%);
8. Both/all feeding types fluctuated over the 5 years in numbers;
9. Ref. to suitable values quoted from table;

- (ii) About 50% of the candidates could not circle the anomalous value although the instructions stated such. Some of the candidates encircled more than one value. Few of the candidates referred to culling and use of contraceptive methods as a way to handle the anomalous data which is not correct.

**Answer**

671 should be circle in the table;

Ignore the anomaly when looking at the data/calculating the mean;

Recount/repeat (several times to make it more reliable in a physical confined area);

- (d) The stronger candidates describe the precautions that need to be taken to ensure that a **representative** sample of insects in the environment is obtained. However, the weaker candidates had no knowledge of random sampling, instead candidates referred to sampling methods, precautions with regard to Lincoln index rather than precautions as to how to get a **representative sample of insects**. Some of the candidates referred to safety precautions such as “be careful not to kill insects” instead.

**Answer**

Any **three** from:

1. sweep through the different angles e.g. 180° / AW;
2. include all types of vegetation;
3. specific number of sweeps;
4. sweep at different heights;
5. sweep at different times of the day;
6. sweep at different times of the year;
7. sweep at different weather conditions;
8. repeat several times + calculate the mean;
9. map out a grid + random coordinates assigned;

- 2 (a) (i) The stronger candidates could align the eyepiece graticule with the stage micrometer and do calibration, however the weaker candidates could not correctly do the calibration, and fifty percent of the candidates wrote the readings from the eyepiece graticule and stage micrometer in decimal or millimetres (mm) which is not correct.

The majority of candidates could convert millimetres (mm) to micrometers (µm) however candidates failed to multiply with 0.1 (or with the number of stage micrometer scale divisions).

**Answer**

1. Graticule correctly correlates with stage micrometer reading with ±:

Eye piece graticule	69	43	40	57	60	37
Stage micrometer	24	15	14	20	21	13

2. (stage micrometer ÷ eyepiece graticule reading) multiply stage micrometer reading by 100;  
Example :  $(21 \div 63) \times 0.1 \text{ mm} \times 1000$   
 $= (21 \div 63) \times 100 \text{ } \mu\text{m}$
3. correct answer in µm;

- (ii) Fifty percent of candidates read the incorrect value of 47 e.g.u, the reason being that candidates did not start the measurement from zero (0) on the eye piece graticule instead they started before zero and some of candidates did not use the eyepiece graticule but a ruler instead which is not correct.

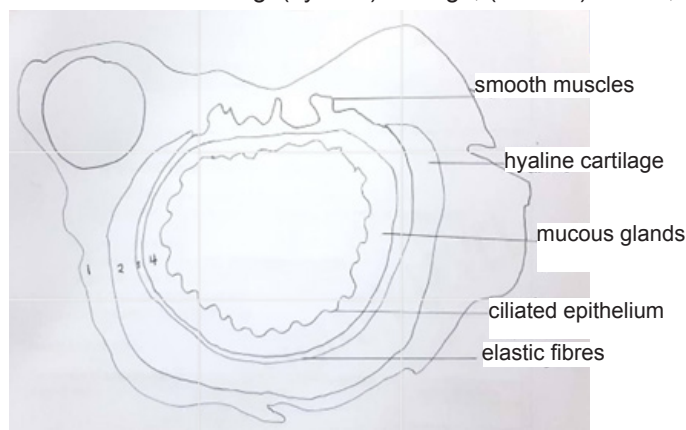
**Answer**

52 graticule units  $\pm$  1;  
 52  $\times$  answer from 2(a) (i)  $\mu\text{m}$ ;

- (b) The majority of candidates had not yet mastered how to draw a plan drawing although the syllabus has indicated that clearly. Some of the candidates drew textbook drawing of a trachea, Some of candidates could not label the parts of the trachea.

**Answer**

**O** – outline clear, sharp and unbroken + no shading + more than 50% space used;  
**N** – no cells drawn + round(ish) lumen + min. 4 layers drawn;  
**C** – C-shaped cartilage;  
**R** – rough inside of lumen + smaller folds toward bottom of lumen/smooth toward bottom;  
**L** – 2 correct labels e.g. (hyaline)cartilage, (smooth)muscle, mucous glands, ciliated epithelium;



- (c) A few of the candidates have the knowledge that the comparison table should have three columns, however the majority of candidates drew a table with two columns, that make it difficult to compare appropriately.

**Answer**

**T** - Table with 3 columns + headings (Fig. 2.3 / Fig. 2.4 or Bronchiole / Trachea) + first column (Feature / Characteristic);

**F** - Three possible features that can be compared;

Feature	Fig. 2.3 / Bronchiole	Fig. 2.4 / Trachea
Shape of lumen	Irregular	Round(ish);
Size of lumen	Narrow/small	Wide/large
Shape of folds in lumen	Large	Small;
Number of folds in lumen	Few / less	Many / more;
Shape of cartilage	Irregular / random / AW	C – shaped;
Amount/appearance of cartilage	Less	More;
Amount/appearance of muscle tissue	More/thick	Less/thin;

- (d) (i) The majority of candidates lack the skills of plotting a histogram, most of the candidates plotted a bar graph or a line graph. If candidates plotted **a bar graph only the correct axes, the scale and plotting** could be awarded. If the candidates have plotted **a line graph only the correct axes and correct plotting** could be awarded. Candidates should use a correct scale division starting from zero and using a scale of 5 or 10 for every 2cm or 10 small boxes.

**Answer**

**Axis** – X- axis is age / years + Y-axis is survival rate / %; **No mark** if unit(s) are absent

**Scale** – linear scale with plotted data occupying half of the grid on both axes;

**Plotting** – all points plotted correctly;

**Bars** – bars equal width + no spaces between bars;

- (ii) The majority of the candidates answered the question correctly by observing the trend, however a few candidates could not see the trend on the graph and explained the trend instead of describing it.

**Answer**

The higher the age the lower the survival rate / ORA / AW;

## Note

Application marks

Nothing in the question is valid, but the information in the stem/case material is valid, but each may only be used once.

## GENERAL COMMENTS

Learners still struggle to score application marks. Performance has improved overall, however, some centres still do not teach syllabus content, but focus on textbooks. To evaluate is still challenging for many learners, so teachers should emphasise looking at both positive and negative aspects of different variables. Many learners fail to evaluate because they could not score the required knowledge marks.

## COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) Well answered. Many learners confused objectives of business with the purpose of business activity.

### Answer

**State two objectives which a business such as Christy Chiiz may want to achieve.**

Knowledge (2 x 1)

Award one mark for each objective identified.

Answers may include

- making profit/profit maximisation
- survival
- growth/expansion
- added value
- efficiency

Any two

[2]

- (b) Well answered. Many learners still confused sector of operation with that of economy. The majority fail to identify the correct sector of operation.

### Answer

**Explain in which sector of business activity Christy Chiiz is said to be operating.**

Knowledge (1 x 1)

Award one mark for a correct sector identified.

Application (1 x 1)

Award one mark for applying the sector in context.

### Answers may include

Tertiary sector (k)

Christy Chiiz is involved in distribution/ buying and selling/trading of milk, eggs and cheese (ap) to its customers in Tsumeb. (ap)

[2]

- (c) Well answered. The majority of learners could score full marks, however a small percentage failed to analyse. Application still seems challenging.

### Answer

Analyse two positive effects of the non-formal sector on unemployment in the Tsumeb community.

Knowledge (2 x 1)

Award one mark for each positive effect mentioned.

Application (2 x 1)

Award two marks for relevant reference to Christy Chiiz.

Analysis (2 x 1)

Award two marks for each analysed effect on unemployment.

Responses may include

- The non-formal sector provides self-employment and employment opportunities to unemployed workforce (k) which in return decrease the unemployment rate in Tsumeb. (an)
- It enables people to earn an income (k) and improve their living standard (an) able to satisfy their needs and wants. (an)
- Reduce the crime rate in an Tsumeb (k) as people will not sit idle. They will have something to do. (an)

- Really help to make the labour market more flexible/encouraging entrepreneurship (k) by favouring the development of labour-intensive micro firms within the non-formal sector where few restrictions seem to hinder employment. (an)
- Does not need to pay taxes, (k) more disposable income. (an)

#### **Application may include**

Cheese, milk, eggs, owner Christy Chiiz, Christy Chiiz customers, Tsumeb community, workers of Christy cheese

[6]

- (d) Fairly well answered. The majority of learners managed to score 6 and above, however evaluation is still challenging. Many centres failed to look at positive and negative aspects of preparing a business plan.

#### **Answer**

**Assess the impact of a business plan on the business operations and the management of Christy's business.**

Knowledge (2 x 1)

Award one mark for one advantage and for one disadvantage of a business plan.

Application (2 x 1)

Award one mark for each advantage and disadvantage discussed in context.

Analysis (3 x 1)

Award up to three marks for analysis of advantage and disadvantage discussed.

Evaluation (3 x 1)

Award up to three marks for a justified decision.

#### **Answers may include**

##### **Advantages**

- A business plan is very important and strategic tool (k) for entrepreneurs. A good business plan not only helps entrepreneurs focus on the specific steps (an) necessary for them to achieve short-term and long-term objectives. (an)
- It gives entrepreneurs the ability to lay out their goals (k) and track their progress (k) as their business begins to grow. (an)
- Business plans are also important for attracting investors/helps to obtain finance (k) so they can determine if their business is on the right path and worth putting money into, (an) viable. (an)
- Business plans include detailed information (k) that can help improve the business's chances of success (an), like cash flow projection and an overall path to long-term growth. (an)
- Serves as guiding tool for owners (k) to determine whether their creative idea is going to be profitable. (an)
- Forces the owners to plan ahead (k) as they know what the objectives are and the owners will be able to identify possible weak areas. (k)
- Business plan is not only the basis for looking towards the future (k), it is also essential as a measuring tool (k) to measure the performance of the business. (k)

##### **Disadvantages**

- A business plan can turn out to be inaccurate. (k) It is important to involve the "right" people in the business planning process. Setting a business plan requires expertise in multiple fields for it to be successful, (an) can be unrealistic. (an)
- Too much time can be spent on analysis. (k) Focus on the essentials of a business and how it will grow is neglected. (an)
- There is often a lack of accountability. (k) Because one person is generally responsible for the creation of a business plan, it is difficult to hold that person accountable to the process. (an)
- A greater business plan requires greater implementation practices (k) – When a solid business plan has assigned specific responsibilities to specific job positions and creates the foundation for information gathering, it should become an integral part of the company. (k)
- Business plans do not always accommodate changes within the environment. (k) No room for unforeseen opportunities or obstacles which may occur (an) – leaving management less effective and efficient. (an)
- Rigid/inflexible, (k) does not allow for changes if there is environmental change. (an)

#### **Evaluation**

Whether you are starting a small business or exploring ways to expand an existing one, a business plan is an important tool to help guide your decisions. (ev) It serves as a roadmap to success (ev), providing greater clarity on all aspects of your business, from marketing and finance to operations and product/service details. (ev)

There are no guarantees (ev) even with all of the best research, the best workers and a comprehensive business plan all working on your behalf, failure is more likely to happen than success. (ev)



**Application may include**

Cheese, milk, eggs, owner Christy Chiiz, Christy Chiiz customers, workers of Christy cheese

[10]

- 2 (a) Well answered. Most of learners could score full marks, however, many learners failed to score any marks because they could not identify criteria needed to look at from the owners' point of view. Some centres, however, had no knowledge of the question and failed to obtain marks.

**Answer**

**Identify two criteria which HOMED (Ltd) may use when seeking finance.**

Knowledge (2 x 1)

Award one mark for each criteria identified.

**Answers may include**

- Purpose and time period (quickly needed) for which funds are needed.
- Amount required.
- Status and size of the business.
- Risks involved in the project.
- Company's gearing ratio.
- Legal structures and controls.

Any two

[2]

- (b) Well answered. Some learners still struggled to apply.

**Answer**

**Explain one function of the Namibia stock exchange.**

Knowledge (1 x 1)

Award one mark for a correct function identified.

Application (1 x 1)

Award one mark for function applied in context of HOMED Ltd.

**Answer may include**

- To raise money for finance production machinery.
- To trade shares to the public - shareholders of Homed (Ltd).
- Induces the habit of saving/encourage investing. (k)
- Convert savings into profit. (k)
- Serves as a tool for capital information/serve as a guide on economic conditions. (k)
- Publish share prices daily. (k)
- Contributes towards economic stability and growth. (k)
- Protects investors. (k)
- Serves as a platform for trading in securities and shares. (k)

Any two

[2]

- (c) Poorly answered. Most learners failed to score 3 marks out of 6. Many learners could not identify how statistical information contributes to decision making, but instead gave answers which clearly relate to research. Some centres failed to attempt answering and opted to leave it unanswered.

**Answer**

**Discuss how the presentation of statistical information is important to Hope and the business, when making decisions.**

Knowledge (2 x 1)

Award one mark for each importance mentioned.

Application (2 x 1)

Award one mark for relevant reference to HOMED (Ltd).

Analysis (2 x 1)

Award one mark for each analysed importance on HOMED (Ltd).

**Answers may include**

- Text, tables and graphs for data and information presentation are very powerful communication tools/ Text, tables and graphs are effective communication media that present and convey data information/ Source of evidence. (k)
- They can be used to make a written message clearer by adding a chart to illustrate the point being made. (k) They aid readers in understanding the content of research/easily understand visual presentations. (an)
- Sustain readers' interest/more prepared to pay attention. (an)
- Effectively and efficiently present large quantities of complex information. (an)
- Having a well-established understanding of different methods of data presentation and their appropriate

use (k) will enable one to develop the ability to recognise and interpret inappropriately presented data or data presented in such a way that it deceives readers' eyes. (an) Helps to identify inaccurate data. (k)

- These methods can present information in an appealing and attractive way. (k)
- Enabling us to establish targets (numerical benchmarks) and monitor and evaluate the progress of our program/policies. (k)
- Allow for comparisons to be made, (k) can compare past sales figures/performance. (an)
- Assist with developing strategies, preparing budgets. (k)

#### **Application may include**

Management of HOMED (Ltd), tables, graphs, readers Meding/marketing manager, finance manager, medicine, medical equipment, shareholders of HOMED (Ltd), marketing team

[6]

- (d) Poorly answered. Most learners could not score full marks. Many learners failed to discuss implications related to under capacity but instead relate to overcapacity, contributing to not scoring as the question was not answered. Some centres had no knowledge at all about production capacity. Many learners seemed to be confused about cost increase and decrease when it comes to production capacity.

#### **Answer**

**Assess the implications for HOMED (Ltd) of operating under maximum capacity.**

Knowledge (2 x 1)

Award one mark for positive and one mark for negative impact mentioned.

Application (2 x 1)

Award up to two marks for relevant references to HOMED (Ltd).

Analysis (3 x 1)

Award up to three marks for analysis of the implication on operating under capacity to HOMED (Ltd).

Evaluation (3 x 1)

Award up to three marks for a justified decision.

#### **Answers may include**

##### **Positive**

- Production is done with time/deadlines met (k) leaving more time for quality control (an) – might lead to higher quality medicine. (k)
- Employees might enjoy job satisfaction (k) due to few workloads and less stress – cause motivating employees. (k)
- Gain more sales because the business is more able to meet sudden or unexpected increases in demand or the production equipment. (an)
- It provides time for maintenance, repairs of machinery and employee training. (k)

##### **Negative**

- Operating under maximum capacity led to high fixed costs per unit, (k) because expensive equipment is idle. (an)
- This will lead to higher selling prices (k) that are less competitive in the market. (an)
- This mean that average cost increase/diseconomies of scale (k) because of employees being bored. (an)
- Under capacity will result in waste of resources. (k)
- Spare capacity is not the problem but a business cannot produce enough to meet demand. (k)

#### **Recommendation**

Evaluation can be both good or bad.

- It is **not good** for HOMED (Ltd) to operate under maximum capacity. (ev)
- Capacity utilisation is an important concept because the higher the level of capacity utilisation the better. (ev) Firms usually aim to produce as close to full capacity (100% utilisation) as possible. (ev)

##### **If good**

- Sudden increase in demand can be met, however, over capacity may turn regular customers who wish to increase orders away. (ev)
- Waiting periods may be too long. (ev)
- Danger is that they might be lost as long-term clients. (ev)
- Encourage them to use other suppliers. (ev)

#### **Application may include**

Homed employees, pharmacist, HOMED (Ltd) client' HOMED (Ltd) owner, antibiotic, production machinery, pharmaceutical products, medical equipment, finance manager for HOMED (Ltd), any other medicine e.g. Paracetamol.

[10]



- 3 (a) Well answered. The majority could score, however, many learners confused 4 Cs with the 4 Ps.

**Answer**

**Name two of the 4C's of marketing (customer care).**

Knowledge (2 x 1)

Award one mark for each objective identified.

**Answers may include**

Customer solution.

Cost to customer.

Communication with customer.

Convenience to customer.

Any **two**

[2]

- (b) Fairly well answered. Most candidates could score full marks, however application still is challenging. A few centres could not score any marks because learners could not relate the right payment system to sales, instead giving wrong answers such as piece rates which is applicable to output, showing a lack of understanding when it came to payment systems.

**Answer**

**Explain one payment method BB may use to reward the sales team.**

Knowledge (1 x 1)

Award mark for correct r payment method identified.

Application (1 x 1)

Award a mark for method in context of BB.

**Answers may include**

Commission (k)

Boois Build CC should paid his sales person a portion of sales made from each flat sold. (ap)

**OR**

Salary (k)

Fixed sum paid at the end of the month. (ap)

**OR**

Performance related (k)

Related bonus scheme to reward staff for above average performance. (ap)

[2]

- (c) Poorly answered. Most of learners could only score 3 out of six. Learners failed to understand the question. Instead of focusing on growth stage they discussed other stages within product life cycle.

**Answer**

**Analyse how the product life cycle influences marketing activities such as price and promotion of the luxury flats during the growth stage.**

Knowledge (2 x 1)

Award one mark for influence to price and to promotion during growth stage.

Application (2 x 1)

Award one mark for relevant reference to Boois Build CC.

Analysis (2 x 1)

Award one mark for each influence analysed.

**Answers may include**

**Promotion**

Consumers need to be convinced/persuasive advertising (k) to make repeat purchases (an) – so promotion which includes extensive advertising (k) to persuade the customers to buy the flats (an) brand identification or brand imaging which will help to establish consumer loyalty. (an)

**Price**

By now during growth stage the prices of the flat may be reduced a bit/competitive, promotional, penetration.

(k) Prices will become more competitive (k) as competitors start entering the market. (an)

**Application may include:**

Boois Build CC employees, Boois Build CC customers, BB managers, builders, construction workers, bricks, flats Lüderitz, brick layers, cement, sand, concrete, luxury flats

[6]

- (d) Fairly well answered. Most learners could score marks, however, evaluation is still a challenge to learners. Some centres could not score full knowledge marks which cause learners to miss out on evaluation marks. Few confused go slow with work to rule.

**Answer**

***Justify which industrial action, strike or a go-slow, would have the most impact on BB.***

Knowledge (2x1)

Award up to two marks for the appropriateness mentioned for each action.

Application (2x1)

Award one mark for each appropriateness in context of Boois Build CC.

Analysis (3 x 1)

Award up to three marks for analysis of that appropriateness.

Evaluation (3 x 1)

Award up to three marks for a justified decision about industrial action.

**Answers may include****Strike**

When workers refuse to work for Boois Build CC (k) they will be less production in business (an) Boois Build CC may lose his normal income or reduces it (an) this will cause a big distraction at the work place (an) and may disappoint customers and lose them. (an)

**Go-slow**

Workers keep on working but at minimum pace as demanded by their contract of employment. (k) This will reduce their productivity. (an) This can be very disruptive and costly for employers. (an)

**Recommendation**

Strike is a more appropriate industrial action (ev) which will cause a lot of destruction in Boois Build CC. (ev) Workers may refuse to work and leave the workplace especially bricklayers (ap) until the dispute is settled which will force Boois Build CC and the management to accept the workers demands in order to avoid bad reputation, (ev) loss of output and profit. (ev)

**Application may include**

Owner of BB, Boois Build CC employees, BB customers, BB managers, builders, construction workers, bricks, flats Lüderitz, brick layers, cement, sand, concrete, contract of employment

[10]

**POSITIVE SUGGESTIONS TO TEACHERS**

Teachers should focus on the syllabus and not on textbooks. If possible, give learners a copy of the syllabus.

Train learners in the format of mark allocation, which would increase awareness of how much knowledge, analysis, application and evaluation marks are needed for each question. If needed, revise daily, using command verbs from the syllabus.

### Note

Application marks

Nothing in the question is valid, but the information in the stem/case material is valid, but each may only be used once.

### GENERAL COMMENTS

The standard of the learners' work in relation to previous year has improved, especially report writing.

The question paper was moderate, not too difficult. Learners could have scored more.

Learners misinterpreted question 2 (b) causing them to lose marks.

More exercises should be given to familiarise themselves with ratios and their formulae.

### COMMENTS ON INDIVIDUAL QUESTIONS

- 1 (a) This question was answered fairly well. Most learners could identify the knowledge but struggled to find the impact of the knowledge and thus could not analyse. The analysis mark was lost.

#### Answer

**Analyse two advantages to Angola from SSW opening a factory there as a multinational business.**

Knowledge (2 x 1)

Award one mark for each relevant advantages mentioned.

Application (2 x 1)

Award one mark for each advantage applied in context of SICO/SWW.

Analysis (2 x 1)

Award one mark for each advantage explained.

#### Answers may include

- Jobs are created (k) which reduces the level of unemployment in Angola. (an)
- New investment in building and machinery (k) increases output of goods and services in Angola (an) which leads to economic growth in Angola. (an)
- Taxes are paid by SICO/SWW, (k) increase Angolan government funds/revenue (k) to be able offer essential services. (an)
- Provide skills and management, (k) management expertise in Angola will improve. (an)
- Provides goods which is swim wear to Angolan people, (k) their needs and wants will be satisfied by buying swim wear from SICO's/SWW's business.
- Increase GDP/more goods will now be made in the country, (k) reduces levels of imports (an) may lead to surplus in the balance of payments, surplus or production of goods lead to economic grants.
- Local firms forced to improve quality (k) due to SICO/SWW becoming competitors. (an)

#### Application may include

Swim wear, Da Costa and Da Silva/Angola, SICO's/SWW's workers, management and owners of SICO/SWW, SICO/SWW's customers/quality swimming costume/wear, partners of SSW, bikinis, Angola government/community of Angola

[6]

- (b) This question proved challenging, thus it was poorly answered. The learners ignored the negative influences of price elasticity of demand and learners lost marks for evaluation. Some centres could identify knowledge with understanding but only mostly focused on the positive area of PED.

#### Answer

Evaluate the significance of price elasticity of demand for SSW when making pricing decisions.

Knowledge (3 x 1)

Award one mark for each relevant significance (negative and positive) of price elasticity.

Application (3 x 1)

Award up to three marks for relevant application to SICO/SWW.

Analysis (3 x 1)

Award up to three marks for analysis of significance of price elasticity.

Evaluation (5 x 1)

Justified decision made on how more or less significant in making price decision.

### Possible answer

- Making more accurate sales forecasts. (k) A price increase by the business may lead to fall in sales. (an)
- Suitable pricing strategy/different pricing method/price discrimination. (k)
- If business considers changing its price structure as it is aware of the PED of different swim wear and accessories, (k) assist in making right increase/decrease pricing.
- Swim wear is elastic. (k) it can be easily substituted, lowering the price, more demand for swim wear (an) and increase in sales revenue, (an) which can capture/increase market share, in response to competition.
- PED can be used to segment the market (k) different pricing for different income groups (price discrimination). (an)
- Competitive positioning, (k) knowing PED will determine how pricing strategies will affect the market share of SICO/SWW. (an)
- Marketing strategies (k) PED can also guide decisions regarding product differentiation and promotional marketing strategies. Swim wear is highly elastic, therefore, SICO/SWW management might focus on other factors such as swim wear quality branding or advertise in order to differentiate product from those of competitors rather than competing solely on price. (an)
- In response to competition (k) SICO/SWW will be forced to lower/reduce price, to capture more of the market and stay competitive. (an)

### However

- PED assumes that nothing else has changed (k) but there might be changes other than price/inflation, tax, income levels that had an influence on sales (an) therefore calculating PED accurately will be impossible (an) due to other factors.
- PED can quickly become outdated (k) needs to be often recalculated (an) because consumer tastes change. (ap)
- Not always easy or possible to calculate PED (k) because date might be post sales results and previous price changes outdated because of constant change in the market. (an)

### Evaluation

- PED is important for SICO/SWW Swim wear (ev) because there are many competitors and a large number of substitutes. (ev) Swim wear has an elastic demand. (ev) The percentage changes if demand is greater than the percentage change in price. (ev) If you lower your price then demand will increase (ev) and lead to an increase in sales revenue. (ev) Consumers are highly responsive/sensitive to price changes. (an)
- However, if your consumers are loyal they will keep buying your swim wear despite a price rise. (ev)

### Application may include

Swim wear, Da Costa and Da Silva, management and owners of SICO/SWW, SICO's/SWW's customers/ quality costume/wear, swimming shorts, wet suits, bikini, swimming cap, goggles, swimming accessories, swimming costume

[14]

- 2 (a) Question was fairly well answered. Learners had a challenge to work out the correct net profit, leading to wrong applications. Some learners are still struggling with the formula and thus lost marks. The question prompted learner to show "ALL" calculations. Learners who ignored the instructions could only obtain 3 marks.

### Answer

**Calculate from 2022 results, the Return on capital employed. Show the formula you will use and all workings.**

Knowledge (2 x 1)

Award one mark for the ROCE formula and one mark for net profit formula.

Application (2 x 1)

Award two marks for using correct figures.

Analysis (2 x 1)

Award one mark for each correct answer.

Net profit = Sales – Cost of sale = gross profit - expenses (k)

550 000 – 275 000 = 275 000 – 150 000 (ap) = 125 000 (an)

ROCE =  $\frac{\text{Net profit} \times 100}{\text{Capital}}$  (k)  
1

$$= \frac{125\,000}{300\,000} \times \frac{100}{1} \text{ (ap)}$$

$$= 41,67\% \text{ (an)}$$

[6]

- (b) This question was poorly answered. Only a few learners could identify that fixed cost increased with N\$25 000 which has a negative effect on the net profit. Learners answered this question in isolation from question 2 (a). even though fixed cost increased, the return on capital was still acceptable as it is above bank interest rate. Learners could have used the increase in fixed cost to recalculate the new ROCE, with the answer the learner should have been able to make a judgement. ROCE measures the return of capital invested from the profit made.

#### Answer

Recommend whether the owners need to invest more capital into the business.

Knowledge (1 x 1)

Award one mark for the calculation. Recommend if the owners must invest more capital in the business.

Application (1 x 1)

Award one mark for correct figures.

Analysis (1 x 1)

Award one mark for correct answer.

Evaluation (3 x 1)

Award marks for a justified decision.

Operating expenses/fixed cost increased (k) with N\$25 000, (ap) decreasing the net profit to N\$100 000. (an) (150 000 expenses)

$$\text{Net profit} = 550\,000 - 275\,000 = 275\,000 - 175\,000 \text{ (ap)} = 100\,000 \text{ (an)}$$

Net profit decrease. (k)

When the value of ratio is higher than the interest, more capital can be invested (ev) as managers were efficient in running SICO/SWW. (ev)

Owners can still invest in the business. (ev)

The owners return have a decrease of 8.34%. (ev)

ROCE can be compared with the return from interest offered at banks. (ev)

$$\frac{100\,000}{300\,000} \text{ (an)} \times \frac{100}{1}$$

= 33,33% (ap) That means 41,67% - 33,33% = 8,34% decrease, (ev) but ROCE still indicates a return of 33,33%, which is good. (ev)

[6]

- (c) Question was fairly well answered. This question required learners to look at both the advantages and disadvantages of breakeven and afterwards decide if breakeven is significant or not. Most learners only focused on the positive of breakeven, which in return caused a domino effect, evaluation mark could not be awarded for one sided answers.

#### Answer

**Assess the importance of break-even analysis for Da Silva and Da Costa in decision-making.**

Knowledge (2 x 1)

Award one mark for an advantage OR a disadvantage of break-even chart and one mark.

Application (2 x 1)

Award two marks for reference to SICO/SWW.

Analysis (2 x 1)

Award two marks for an explanation of an advantage and disadvantage.

Evaluation (2 x 1)

Award two marks for a justified decision.

#### Possible answer

##### Advantages

- Managers of SICO/SWW (ap) are able to read off from the graph the expected profit (k) to be made at any level of output. (an)
- The impact on profit (k) after increase in fixed cost 25 000 (ap) can be shown by re-drawing of graph. (an)
- Break-even chart shows the safety margin, (k) the amount by which sales exceed the break-even point, (an) help determine likely success of the business. (an)

- Break-even chart useful for studying the relationship of cost, revenue and profit, (k) useful for taking managerial decisions, (an) shows effect on profit of changes in fixed cost, (ap) assist to lower breakeven point for a quicker profitability. (an)
- A break-even chart shows the importance of fixed and variable cost, (k) a tool for cost control. (an)
- Helpful in knowing the effect of increase or reduction/decrease of wetsuits (ap) selling price.
- Help production manager (ap) in location decisions, whether to buy new equipment and which project to invest in. (k)
- Allows comparisons to be made between different options by constructing new charts with different circumstances (k) thus assess the impact of varying sales on profitability. (an)
- Managers can calculate the expected profit/loss to be made (k) they can make changes to price or cost (an) help SICO/SWW determine the minimum sales needed to avoid losses. (an)
- Provide guideline to management on how breakeven point will change (k) as a result of new price. (an)

#### **Disadvantages**

- Assumption that cost and revenue are always present with straight lines is unrealistic. (k) Not all variable costs change directly with output. (an)
- Not all cost can be classified into fixed and variable cost (k)
- No allowance made for inventory levels/build-up of stock (k) assumed that all units of different type of swim wear (ap) produced are sold. (an)
- Unlikely that fixed cost will remain the same at different output levels up to maximum capacity (k) Rent and insurance (ap) might change. (an)
- Break-even chart is only accurate for limited periods of time (k) because cost and market conditions change (an) less swim wear (ap) sell during winter.
- Too many factors to consider and control (k) then breakeven point has to change. (an)
- Breakeven charts/calculations are based on forecast data (k) which may be incorrect, is not easy to classify all cost/managers must control these factors. (an)

#### **Evaluation**

Depends on learner's choice. (ev)

- Chart does not consider capital employed and, therefore, managerial decisions may not be reliable. (ev)

#### **OR**

- The chart shows the safety margin and managers will know the number of sales they need to exceed the break-even point. (ev)

#### **Application**

Rent, insurance, range of swim wear, swim costumers, wetsuits, swimming shorts, bikini, swimming caps, goggles, managerial decisions, production manager, managers of SICO/SWW, 25 000 increase in fixed cost

3. Question was well answered. Some learners ignored the format/structure of the report and could not obtain optimum marks. The headings must clearly be made visible.

Some learners referred to probability and non-probability without going into depth about the sample types found under the two. There are three samples mentioned in the syllabus: random, quota and stratified.

Some learners lost five application marks as report was answered in general.

Evaluation recommendation was made by learners who failed to motivate their choice or ended up repeating what they had already mentioned in findings.

#### **Answer**

***Da Silva and Da Costa decided to spend time carrying out market research.***

***As a research consultant, advise the brothers on appropriate sampling methods to use in order to identify the market gap.***

***In your report you should include:***

- ***Introduction give term of reference and choice of two sampling methods.***
- ***Advantages and disadvantages of two different sampling methods.***
- ***A conclusion of the two different sampling methods.***
- ***A clear recommendation of which sampling method to use.***

Knowledge (5 x 1)

Award two marks for correct format and three marks for purpose and reference for sampling.

Application (5 x 1)

Award up to five marks for relevant application of advantages and disadvantages in context.

Analysis (5 x 1)

Award up to five marks for relevant explanation/development of advantages and disadvantages given in findings.

Evaluation (5 x 1)

Weighing up advantages and disadvantages and drawing a conclusion before finally recommending.



Format (2)  
Introduction (3)  
Findings (10)  
Conclusion (3)  
Recommendation (2)

### **Random sampling**

Involves when people are selected without looking at any specific requirement of who likes swimming. (ap)

#### **Advantages**

- Everyone has an even chance to be selected for questioning about swimming clothing. (ap)
- This will ensure that enough people within the population take part (an) which will give a variety of responses. (an) It reduces chances of sampling error. (an)
- It is a common, simple and unbiased method of sampling. (an)
- This is suitable for a large population where researchers may not have prior knowledge/info about the population. (an)

#### **Disadvantages**

- Not everyone in the population may be a consumer (an) of a particular swim wear. (ap)
- This might be expensive (an) and time consuming (an) since you will have to contact all members of the community. (ap)
- Data can be inaccurate. (an)
- It may not be suitable for populations who are widely dispersed geographically. (an)

### **Quota sampling**

Is when people selected based on certain characteristics. Like who wears what type of swimming costume. (ap)

#### **Advantages**

- Responses could be obtained from a specific group/characteristic (ap) which could lead to more accurate information/It ensures sample is a representative of the population by setting sub-groups (an)
- This will ensure a high degree of representation. (an)
- This is convenient and cheap to conduct, it save SICO/SWW money. (an)

#### **Disadvantages**

- It is not possible to determine the possible sampling error/difficult to ensure quotas are met. (an)
- This might be time consuming and tedious (an) which can lead to possible mistakes. (an)
- It can lead to business if the quotas are not representative of the population. (an)

### **Stratified sample**

When the total population is divided into smaller groups or strata (groups) to complete the sampling process.

#### **Advantages**

- It improves the representativeness of the sample/more precision data. (an) Makes sure each sub-group is represented. (an)
- It reduces sampling errors. (an)
- It can produce a weighted mean (average) (an) rather than arithmetic mean of a simple random sample.

#### **Disadvantages**

- Only people from these strata of the population may be included, (an) business may lose out on essential significance of information (an) about swim wear. (ap)
- It may not be appropriate for population with a high degree of heterogeneity. (an)
- It can be time consuming to obtain information. (an)
- It is more complex than other methods of sampling. (an)

[10]

### **Conclusion**

Quota sampling to use as only a certain group is used for swimming costumes (ev) and it is cheaper to use than in random sampling (ev) where you might select a sample where there are people who wear let's say wet suits. (ap) (ev)

[3]

### **Recommendation**

It is recommended to use the quota sampling method (ev) to gain a high representation of the possible market for swimming costumes. (ev)

[2]

**Random or Stratified sample may also use as evaluation depend on the candidate's choice.**

**In the findings candidates can only discuss two types of sampling.**

#### **Applications may include**

Employees of SICO swim wear/SWW, Owner of SICO swim wear/SWW, all types of swimming costumes, swimming caps, goggles, Angola community

[20]

### **POSITIVE SUGGESTIONS TO TEACHERS**

Teachers should stick to syllabus when teaching, to avoid learners writing content given by teacher that is not part of the syllabus.

Teachers should demotivate learners from using etc. or vice versa. Only content written can be marked.

Practise with learners more on how to apply the case within their answers.

Teach correct format/structure of report. Introduction is 3 marks. First mark is for in reference/reason of writing the report, second mark is for variables mentioned. If there is only one variable a definition is required. If variables are 2 variables definition does not need to be included in the introductory paragraph.

### Assessment objective grid

Question	Topics	Syllabus reference	Total marks	Marks			
				Skills			
				A	B	C	D
1 (a)	Types of business activities	1.2	6	2	2	2	
(b)	Price of a product	3.5	14	3	3	3	5
			20	5	5	5	5
2 (a)	Accounting function	2.3	6	2	2	2	
(b)	Accounting function	2.3	6	1	1	1	3
(c)	Break-even	2.3	8	2	2	2	2
			20	5	5	5	5
3 (a)	Market research	3.2	20	5	5	5	5
			20	5	5	5	5
	Total		60	15	15	16	14



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

## General comments

The examination paper provided both demanding and more accessible questions to the candidates.

Nine questions were found to be less challenging. The majority of candidates chose the correct response to each of **Questions 1,5,6 7,10, 20, 28,33 and 40.**

**Six questions were particularly difficult.** A minority of candidates chose the correct response to each of **Questions 2, 3, 4, 13, 27 and 30.**

**The questions that were found to be difficult will be examined in greater detail in this report.**

## Comments on specific questions

1. Well answered by 89.86% of the candidates.

2. Very poorly answered.

The most common incorrect answer was option D.

Only 9.8% of the candidates chose the correct option.

The total number of atoms in a compound = total moles of atoms × Avogadro's constant.

16 g of CH<sub>4</sub> contains 1 mol of carbon + 4 mol of hydrogen = 5 mols of atoms

= 5 × 6.0 × 10<sup>23</sup> = 3.0 × 10<sup>24</sup> atoms

3. Poorly answered.

The most commonly chosen incorrect answer was B. 27.7% of the candidates chose the correct answer.

CH<sub>3</sub>CH<sub>2</sub>CH<sub>2</sub>OH + Na → CH<sub>3</sub>CH<sub>2</sub>CH<sub>2</sub>ONa + 1/2 H<sub>2</sub>

0.42g of propanol (0.007 mol) of H<sub>2</sub> gas.

Volume of H<sub>2</sub> gas (rtp) = 0.0035 × 24 000 cm<sup>3</sup> = 84 cm<sup>3</sup>

**4. Poorly answered.**

The most commonly chosen incorrect answer was B. Sulfate ion,  $\text{SO}_4^{2-}$  is an anion with two additional electrons gained from magnesium. 16 electrons in S + 4 (8) electrons in 4 oxygen atoms + 2 electrons gained from magnesium = 50 electrons.

28.17 % of the candidates chose the correct answer.

**5. Well answered.**

82.96 % of the candidates chose the correct option.

**6. Well answered.**

89.05 % of the candidates chose the correct option.

**7. Well answered.**

80.85 % of the candidates correctly recalled the shapes of the molecules.

**8. Fairly well answered.**

An overall dipole in a molecule occurs if there is unsymmetrical distribution of electrons (centre of positive and negative charges do not coincide).  $\text{CH}_4$  is tetrahedral with four atoms of the same element bonded to carbon, hence there is cancellation of dipoles.

63.62% of the candidates chose the correct option.

**9. Poorly answered.**

The most commonly chosen incorrect answer was B. The strongest type of intermolecular forces in simple molecules are hydrogen bonds. Hydrogen bonds exist in molecules containing a hydrogen atom covalently bonded to a highly electronegative element such as N, O, F. Hence ethanol has the highest boiling point. 43.7 % of the candidates chose the correct option.

**10. Well answered by 90.9% of the candidates.**

**11. Fairly well answered by 65.2% of the candidates.**

**12. Fairly well answered by 70.8% of the candidates.**

**13. Poorly answered**

The most common incorrect answer was A. Activation energy of the reverse reaction = difference in energy between the products of the forward reaction and the transition state, thus the answer is option B. 29.7% of the candidates chose the correct answer.

**14. Fairly well answered by 57.2 % of the candidates.**

**15. Poorly answered.**

The most common incorrect answer was A. The ionic equation in A was not balanced with respect to charges. 33.9 % of the candidates chose the correct answer.

**16. Poorly answered**

The most common incorrect answer was D. Its only in option C where the atoms are not undergoing any change in oxidation state. 31.9 % of the candidates chose the correct answer.

**17. Well answered by 66.5 % of the candidates.**

**18. Poorly answered**

Removing some HCl results in equilibrium position shifting to the right (Le Chatelier's Principle) The forward reaction is endothermic hence it is favored by increase in temperature.

**19. Fairly well answered by 57.3% of the candidates.**

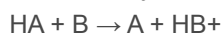
20. Well answered by 88.6% of the candidates

21. Poorly answered

37.9 % chose the correct option.

A conjugate base is the specie formed when a Bronsted / Lowry acid donates a proton.

It is basically an acid that lost its hydrogen ion. Its formula is the acid formula, minus the hydrogen ion.



22. Poorly answered

The catalyst in the oxidation of sulfur dioxide is Vanadium (V) oxide and the iron is a catalyst in the Haber process. In both these reactions, the catalyst is in a different physical phase to that of the reactions /products.

30.1% of the candidates chose the correct option.

23. Well answered by 69.6% of the candidates.

24. Well answered by 68.1 % of the candidates.

25. Fairly well answered by 57.5% of the candidates.

26. Poorly answered

Solubility of hydroxides increases down the group; hence calcium hydroxide is insoluble whereas for sulfates it decreases down the group. Hence  $\text{BaSO}_4$  is insoluble. 42.6 % of the candidates chose the correct option.

27. Poorly answered

Only 25.2 % of the candidates chose the correct option. The most common incorrect answer was C.

While many candidates were able to recognize that a gas that relights a glowing splint is formed, they failed to recall that the mixture of gases that is produced during the decomposition of nitrates consists also of nitrogen dioxide which is brown in colour.

28. Well answered by 78.9 % of the candidates.

29. Poorly answered

Many candidates still seem not to understand oxidation and reduction especially when it's not in terms of oxygen.

43.9 % of the candidates chose the correct option.

30. Most candidates chose option A which is not true when chlorine reacts with hot sodium hydroxide. The correct way to write the formulae for the options of the other products formed are  $\text{NaClO}$ ,  $\text{NaClO}_2$ ,  $\text{NaClO}_3$ .

31. Well answered by 73.4 % of the candidates.

32. Well answered by 69.4% of the candidates.

33. Well answered by 81 % of the candidates.

34. Poorly answered

Many candidates failed to recall the type of reaction and the product formed. Only 37.4% chose the correct answer.

35. Poorly answered

A good number of candidates chose option A. Even though they recognized that Compound F is an ester, made from an acid and an alcohol. However, many failed to realise that compound F has a branch in its structure, so option A could not be correct. 38.6 % of the candidates chose the correct option.

36. Fairly well answered by 59.8% of the candidates.

**37. Poorly answered**

48.3 % of the candidates chose the correct options.

**38. The correct identity of compound Y, when it gives a positive test is given by an alcohol that contains  $\text{CH}_3\text{CH}(\text{OH})-$  group.**

The candidates were compensated for this question.

**39. Well answered by 62.7% of the candidates.**

**40. Well answered by 76.2% of the candidates.**

## GENERAL COMMENTS

- Learners demonstrated a good understanding of basic chemical principles but showed variability in applying these concepts to unfamiliar contexts. Majority of learners performed well in questions requiring direct recall of knowledge but struggled with higher-order thinking tasks such as analysis of mass spectrum of alloy and stoichiometry and the mole concept.
- There was evidence of solid preparation in fundamental topics such as atomic structure and introduction to organic chemistry, although weaknesses were noted in inorganic chemistry (especially the transition elements) and ideal gases.
- Learners are encouraged to read the command words used in each question carefully. Underlining key words is generally helpful for learners to understand the demands of the question. For example, in question 1 learners were required to give the **symbol** of the element and not the names. Some learners gave multiple responses when the question explicitly asked for one. Furthermore, care should be taken to read questions thoroughly and answer only what is asked, avoiding unnecessary elaboration.
- There was frequent misuse of technical terminology, particularly in describing isotopes and transition metals. Learners should be encouraged to learn precisely certain definitions, laws and principles. The omission of a single key word or interchanging some words can lead to marks not being awarded if it is an important part of the definition. Learners are reminded to keep their responses to simple questions as short and as precise as possible. The accurate use of chemical terminology is welcomed as it removes ambiguity from responses. Lengthier responses or the inclusion of more details than required by a question sometimes led to contradictions in learners answers.
- Teachers should emphasize the importance of writing clear, step-by-step solutions to calculations and giving the final answer to the prescribed degree of accuracy. For example, most learners lost marks in **question 2 (a)(iii)** and **2 (b)(iii) bullet 4** as some of the answers were not expressed to two decimal places and **3 sf** respectively.
- Teachers are encouraged to expose learners to all types of titrations and practical aspects specified in the syllabus. Practical experiments help learners visualize and experience chemical reactions, making abstract concepts like stoichiometry, transition metals and organic chemistry more tangible and easier to comprehend. It encourages learners to think critically fostering analytical and problem-solving abilities.
- There was a remarkable improvement in organic chemistry with many learners showcasing clear understanding of the mechanism of free radical substitution. However teachers should emphasize more on the different formulae of organic compounds i.e. molecular formula, displayed formula, condensed formula and skeletal formula.
- Learners should be encouraged to write their responses only in the answer spaces provided. If part of a response is unavoidably written elsewhere in the booklet, it should be clearly labelled so that the Examiner knows which question it belongs to. When boxes are provided for diagrams or structures, only the final answer should be in the box. When more than one structure is provided it is difficult for Examiners to decide which one is the final answer.

## COMMENTS ON SPECIFIC QUESTIONS

## Question 1

Most learners failed to read and follow the instruction of writing the symbol of the elements and instead they wrote the names of the elements. Some learners could not write the symbols correctly e.g. N<sub>2</sub> instead of N for nitrogen or AL instead of Al.

## Mark scheme / Expected answers

- 1 (a) C or N  
(b) Na  
(c) Al  
(d) Al  
(e) Si  
(f) P or N

## Question 2

This question was poorly answered. Majority of learners were struggling with calculations on stoichiometry and the mole concept.

- (a) (i) Poorly answered. Most learners did not understand that the spectrum shown was for an alloy (bronze) and not for tin only. Some could not identify which peaks are due to tin.

### Mark Scheme / Expected answers

3 (three)

- (ii) Well answered. However some learners used atoms and elements interchangeably.

### Mark scheme / Expected answer

**M1:** atoms of the same element or atoms with the same number of protons or atoms with the same atomic number

**M2:** with different mass numbers or different number of neutrons/nucleons

- (iii) Poorly answered. Most learners gave 87.9% not realizing that 87.9% is just the total abundance of two isotopes of copper and were supposed to subtract it from 100 to get the percentage of tin in the alloy.

### Mark scheme / Expected answer

12.1%

- (iv) Poorly answered. Most learners failed to divide by the % of copper only (87.9%) and instead divided by 100, thereby calculating the relative mass of the alloy and not for copper only. Furthermore, majority of learners did not pay attention to the degree of accuracy (2 decimal places) specified in the question.

### Mark scheme / Expected answer

M1 
$$\frac{64.2 \times 63 + 23.7 \times 65}{87.9}$$

M2 63.54

- (b) (i) This question was fairly answered. However, a few candidates did not include a sign on the oxidation numbers. Weak learners failed to differentiate between oxidation state, ionic charge and states of matter

### Mark scheme / Expected answer

	Cu <sup>2+</sup>	I <sup>-</sup>	CuI	I <sub>2</sub>
Cu	+2		+1	
I		-1	-1	0

- (b) (ii) Poorly answered. Most learners gave indicators for acid-base titrations.

### Mark scheme / Expected answer

Starch

- (b) (iii) Fairly answered. A few learners multiplied their answer to **bullet 1** by 2 instead of dividing by 2. **Bullet 3** was poorly answered as most learners failed to scale up the amount of copper by 10 thus missing the third mark. Most learners lost a mark for **bullet 4** because they did not express their final answer to 3 s.f.

- $n = CV$   
 $= 1 \times 13 \times 10^{-3}$   
 $= 0.013 \text{ mol}$
- $n = \frac{1.3 \times 10^{-2}}{2}$   
 $= 0.0065 \text{ mol}$
- **M1** Ratio 2 : 1  
**M2**  $n(\text{Cu}^{2+}) = 0.013 \text{ mol} \times 10$   
 $= 0.13 \text{ mol}$   
**M3**  $m(\text{Cu}) = 0.13 \times 63.5$   
 $= 8.26 \text{ g}$
- % of Cu =  $\frac{8.26}{9.40} \times 100\% = 87.9\%$

### Question 3

Generally, this question was well answered.

- (a) A few learners proved they do not know the difference between the kinetic theory of matter and the basic assumptions of the kinetic theory as applied to ideal gases.

#### Mark scheme / Expected answer

- particles have negligible volume
- no forces between particles
- collisions between particles are elastic
- obey all gas laws

- (b) Well answered. However, some learners lost marks because they used comparative words e.g. 'higher', 'lower' instead of 'high' and 'low'. Few learners gave conditions for ideal gases to deviate from ideality.

#### Mark scheme / Expected answer

Low pressure  
 High temperature

- (c) This was one of the most poorly answered questions. Most of the candidates did not encircle their option. Majority of learners could only identify the gas but could not explain why.

#### Mark scheme / Expected answer

- M1** helium
- M2** helium is monoatomic or exists as a single atom or smallest molecular size
- M3** has the weakest intermolecular forces / dispersion forces

### Question 4

This question was poorly answered. Learners were not well prepared for the chemistry of transition metals.

- (a) Well answered. However, a few learners gave aluminum and iron.

#### Mark scheme / Expected answer

Uranium

- (b) (i) Majority of learners scored one mark. Some were giving properties of transition elements instead of the definition given in the syllabus.

**Mark scheme / Expected answer**

**M1** a d-block element

**M2** forming one or more ions with incomplete/partially filled d-orbitals

- (b) (ii) Fairly answered. However, some learners gave the compound names instead of the formulae and some did not include the correct sign on the oxidation numbers.

**Mark scheme / Expected answer**

**Compound 1:**  $\text{KMnO}_4$  oxidation state: +7

**Compound 2:**  $\text{MnO}_2$  oxidation state: +4

- (b) (iii) Well answered. A few learners failed to give a clear comparison.

**Mark scheme / Expected answer**

Manganese has a higher melting point

Manganese has a higher density (Or Reverse Argument)

- (c) (i) Fairly answered. Most learners proved they do not know the electronic configuration of copper atom consequently resulted in wrong configurations of the ions.

**Mark scheme / Expected answer**

$\text{Cu}^+$ : [Ar] 

↑↓	↑↓	↑↓	↑↓	↑↓
----	----	----	----	----

$\text{Cu}^{2+}$ : [Ar] 

↑↓	↑↓	↑↓	↑↓	↑
----	----	----	----	---

- (c) (ii) Fairly answered. Some learners failed to recognize that properties of transition metals are due to an incomplete d-subshell.

**Mark scheme / Expected answer**

Has a full d-subshell

- (d) Most learners managed to give the use of carbon as a reducing agent. However, majority failed to further explain how the elements are formed and hence the alloy.

**Mark scheme / Expected answer**

**M1:** carbon is a reductant

**M2:** reduces the oxides to the elements

**M3:** forming the alloy

**Question 5**

Generally, this question was fairly answered.

- (a) (i) Well answered.

**Mark scheme / Expected answer**

$\text{C}_2\text{H}_2\text{Cl}_2$



- (a) (ii) Most of the learners failed to give the **correct position/locants** of **both** chlorine atoms in the name. Some were giving the position of the double bond in ethene which does not exhibit positional isomerism.

**Mark scheme / Expected answer**

1,1- dichloroethene

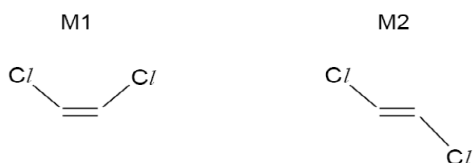
- (b) (i) Well answered.

**Mark scheme / Expected answer**

CHClCHCl

- (b) (ii) Fairly answered. However most learners gave displayed formula instead of skeletal.

**Mark scheme / Expected answer**



- (c) (i) Fairly answered. Most learners gave the correct condition but failed to give the correct reagent.

**Mark scheme / Expected answer**

**M1:**  $\text{Cl}_2$ /Chlorine

**M2:** uv light

- (c) (ii) Well answered. Few learners confused 'termination' with 'elimination'.

**Mark scheme / Expected answer**

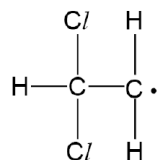
Initiation

Propagation

Termination

- (c) (iii) Poorly answered. Majority of learners gave the structure of a carbocation instead of a free radical. Some drew the structure of ethyl free radical instead of dichloroethyl free radical.

**Mark scheme / Expected answer**



- (c) (iv) This question was well answered. Only few learners gave the wrong spelling of elimination.

**Mark scheme / Expected answer**

Elimination

- (c) (v) Poorly answered. Majority of learners could not identify the correct reagent. A few learners gave both conditions.

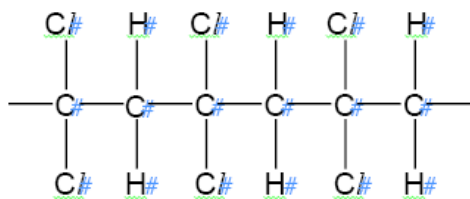
**Mark scheme / Expected answer**

**M1:** NaOH/KOH

**M2:** ethanol **AND** heat / reflux

- (d) (i) Well answered. However most of the learners were including brackets and an 'n' for the number of repeat units.

**Mark scheme / Expected answer**



- (d) (ii) Poorly answered. Most learners could not identify the polyvinylidene chloride as a plastic and did not give specific uses.

**Mark scheme / Expected answer**

**Insulation for electrical cables, packaging, pipes**

- (e) Fairly answered. Some learners just gave the correct bonds without specifying the absorptions or vice versa.

**Mark scheme / Expected answer**

**M1:** 1500 – 1680 AND C = C

**M2:** 3000 – 3100 AND C – H (for alkenes)

### General Comments

- It is of utmost importance that all teachers complete the **entire** practical paper and send in their results. Majority of teachers sent in their results for question 1, but failed to do question 2. **Teachers should complete all questions in the practical. It is not necessary to answer the whole question paper, but all data and observations should be collected and recorded.**
- It was observed that some AS level candidates are not able to read and follow instructions. A large number of candidates drew a titration table for question 1, instead of reading the instructions given to them in the question which stated what the table should contain.
- Candidates seemed to still be unfamiliar with the qualitative analysis notes that are provided to them in the question paper. It is imperative that teachers help learners throughout the year to practice the qualitative analysis questions and to practice how to use the qualitative analysis notes that are provided to them.
- Candidates are still unfamiliar with using the correct number of significant figures and the majority of candidates did not use the correct number of significant figures in their calculations.
- Candidates also struggled to round correctly. This cost a lot of candidates marks as their calculations were done correctly, but they failed to round their final answer correctly.
- There was a large number of candidates who first answered the question paper in pencil and then wrote over the pencil in pen, but did not erase the pencil. This makes it extremely difficult for markers to see what candidates wrote. Candidates are discouraged from first answering in pencil and should answer in pen from the start.

### Comments on Specific Questions

#### Question 1

##### (a) Fairly answered

Majority of candidates attempted to draw a table for their results. A large number of candidates used the layout for a titration table, which was incorrect. Candidates had to read the question carefully as it was stated in the question which quantities should be included in the table.

- Headings in the table were incomplete. Majority of candidates could indicate the correct unit for volume and time, but failed to include the correct unit for the rate of the reaction.
- Majority of candidates correctly recorded time to the nearest second, but failed to record the volume of water to the nearest  $0.5 \text{ cm}^3$  and the volume of B to the nearest  $0.05 \text{ cm}^3$ . Candidates must always take into account which instrument is used in measuring a quantity to determine to which degree of accuracy the data should be recorded.
- Most candidates correctly carried out the instructions for the experiment and carried out 5 experiments with the volume of B decreasing by  $5 \text{ cm}^3$  between each experiment. Some candidates, however, did not carry out the additional 3 experiments and only did 2 additional experiments.
- Majority of candidates correctly added distilled water so that the volume when added to B is equal to  $25.00 \text{ cm}^3$ .
- The rates were mostly calculated correctly, but there were some cases where the rate was calculated correctly, but then rounded incorrectly and then the candidates were penalized.
- If candidates failed to get results for the reaction, they simply left the table blank and could not answer any further questions such as the graph. If candidates did not get the expected results, i.e the blue black colour change, they should still record some data that would enable them to continue with the rest of the questions.

Question	Answer	Marks
1 (a)	<b>I</b> Constructs a table for results 4 columns, 2 rows <b>minimum</b> (or vice versa) No data needed for this mark.	1
	<b>II</b> Correct headings and units given in the table of results. • (Volume of) <b>B and</b> • (Volume of distilled) water in cm <sup>3</sup> or / cm <sup>3</sup> or (cm <sup>3</sup> ) ( <b>reject ml</b> ) • Time in seconds or /s or (s). • Rate in s <sup>-1</sup> or / s <sup>-1</sup> or (s <sup>-1</sup> ) ( <b>reject 1 / s</b> ) Ignore 1000.	1
	<b>III</b> Precision of readings of times and volumes of distilled water <b>All</b> times recorded to the nearest second <b>and</b> <b>all</b> volumes of water recorded to the nearest 0.5 cm <sup>3</sup> . A minimum of 4 experiments must be carried out for this mark to be scored.	1
	<b>IV</b> <b>all</b> volumes of <b>B and C</b> recorded to the nearest 0.05 cm <sup>3</sup> . A minimum of 4 experiments must be carried out and these must include volumes of <b>B</b> = 25.00 and 5.00 cm <sup>3</sup> for this mark.	1
	<b>V</b> <b>3</b> additional volumes chosen with intervals not less than 5.00 cm <sup>3</sup> and all volumes of <b>B</b> ≥ 5.00 cm <sup>3</sup>	1
	<b>VI</b> In all 3 additional experiments water is added to make a total of 25.00 cm <sup>3</sup> (i.e. total <b>B</b> + water = 25.00 cm <sup>3</sup> )	1
	<b>VII</b> Reaction times all increasing as volume of <b>B</b> decreases for all four experiments (or vice versa)	1
	Calculate the ratio $\frac{t_{final}}{t_{initial}}$ to 2 dp. If either / both experiments 1 and 2 are omitted, then mark <b>VIII</b> and <b>IX</b> are not available.	1
	<b>VIII</b> Award 1 mark for ratio between 2.50 and 3.50.	1
	<b>IX</b> Award 2 marks for ratio between 2.80 and 3.20.	1
	<b>X</b> <b>All</b> rates correctly calculated using $\frac{1000}{reaction\ time}$ for <b>5</b> experiments and correctly rounded.	1
	<b>XI</b> <b>All</b> rates recorded to a <b>minimum</b> of 2 sf.	1

(b) Fairly answered.

A fair amount of candidates placed the quantities on the wrong axis. Majority of candidates were able to correctly plot the points, however, quite a few candidates did not consider a linear scale to cover at least half of the provided grid. Most candidates drew a straight line of best fit, when the plotted points clearly would have fit a smooth curve better. Teachers must inform learners that a graph can either have a straight line of best fit or a smooth curve if it suits the plotted points better. Candidates must also remember that for a scale the increments should not be done in any multiples other than 1, 2 and 5.

Question	Answer	Marks
1 (b)	<b>I</b> Rate on y-axis <b>and</b> volume (of B) on x-axis, some numbers for scales, unambiguous names and units	1
	<b>II</b> Linear scales chosen so that the graph occupies more than half the available length for both axes (count origin if included only if <b>used</b> by a point <b>or</b> extrapolation to x- or y-axis) (6 vertical, 5 horizontal big squares used)	1
	<b>III</b> <b>All</b> points recorded and accurately plotted. (A point needed for <b>all</b> rates calculated, for 4 rates) If the point should be on a line it must be on the line. If the point should not be on a line it must not be on a line and must be correct to within <b>half</b> a small square.	1
	<b>IV</b> Line of best fit drawn (straight or smoothly curved line) <b>Ignore</b> points marked anomalous	1

- (c) (i) Poorly answered.

Majority of candidates failed to give their answers to either 3 or 4 significant figures.

Candidates should remember that even when an answer is exact, it must still be given to the correct number of significant figures by adding zeros.

- (ii) Well answered.

Most candidates were able to correctly calculate the concentration of potassium iodide.

- (iii) Fairly answered.

- (iv) Well answered.

Majority of candidates correctly used the ratio to calculate the moles of iodine.

1 (c) (i)	All final answers to 3 or 4 sig. fig. (minimum two parts attempted)	1
1 (c) (ii)	$[KI] = \frac{(4.15 \times 4)}{(39.1 + 126.9)} = 0.100 = 1.00 \times 10^{-1}$	1
1 (c) (iii)	$n S_2O_3^{2-} = 0.0500 \times 5.00 = 0.000250 = 2.50 \times 10^{-4}$	1
1 (c) (iv)	$n I_2 = (c)(iii) (1.25 \times 10^{-4})$ <b>ecf</b>	1

- (d) Fairly well answered.

Some candidates wrongly identified the relationship as directly proportional when their graph does not go through the origin. The relationship between two quantities is only directly proportional if the graph goes through the origin. If it is just a straight line or a curved line, then the relationship is simply proportional.

Few candidates also incorrectly stated the relationship between the volume of B and the rate of the reaction when the question asked for the relationship between the concentration of thiosulfate ions and the rate of the reaction.

- (e) Fairly answered.

Most candidates correctly showed the use of either adding or subtracting 2 from their time for experiment 2, however, very few candidates then correctly calculated the maximum rate for experiment 2 as they then divided 1000 by their time where they subtracted 2 seconds. This would give the minimum rate. For the maximum rate, they would have to divide by their time plus 2 seconds.

- (f) Very poorly answered.

Only very few candidates could relate the difference in the rate to a difference in temperature of the solutions. Most candidates explained that the new solution must have been made to an incorrect concentration, even though it is stated in the question that the concentrations of the two solutions were the same.

- (g) Very poorly answered.

Only a handful of candidates mentioned the use of more accurate instruments to measure the volume of solutions where a measuring cylinder was used. Majority of candidates answered that the experiment should be repeated and an average should be calculated. Teachers need to inform candidates that on AS level, that is not an acceptable answer when they are asked how to improve an experiment. For such questions, their answers should always be based on the experimental method and not simply to repeat the experiment.

Question	Answer	Marks
1 (d)	<p>Answer must match candidate's graph. (Rate is) <b>proportional</b> (to conc of thiosulfate)</p> <ul style="list-style-type: none"> <li>If graph is straight line through origin – directly proportional</li> <li>If graph is straight line or smooth curve <b>NOT</b> through origin – proportional</li> </ul> <p>As the concentration of thiosulfate ions increases, the rate of the reaction increases <b>ORA</b></p>	1
1 (e)	I Shows use of: time for experiment <b>2 (5 cm<sup>3</sup>)</b> and time +2 or –2 (or ±2 or shows use of 2)	1
	II Shows use of: $\frac{1000}{(\text{candidate time for experiment 2}) + 2}$	1
1 (f)	Concludes: Solution was <b>colder / lower</b> temperature (so longer time/ lower rate)	1
1 (g)	<p>Use burette or pipette (instead of measuring cylinder) to measure <b>A</b> / distilled water to record the volume with greater precision / increase accuracy (of volume reading)</p> <p><b>OR</b></p> <p>Record time to the nearest 0.1s or 0.01 s to increase accuracy of time measurements</p>	1
<b>Total 24</b>		

## Question 2

### (a) Fairly well answered.

Candidates were able to give the correct observations for the ppts that were formed. Few candidates omitted the word “ppt” and instead used the word “solid” or “particulates”. A few candidates also did not use the words “soluble” and “insoluble” and instead used words such as “disappears” or “remains solid”. Few candidates also used the word “precipitation” which is completely wrong as it has a different meaning. When using the abbreviation, there were a number of candidates that used “pp” instead of “ppt”. Teachers should practice giving the correct observations according to the provided qualitative analysis notes with their learners as this a skill that needs to be developed.

### (b) Fairly answered

Almost all candidates could correctly identify that the cation in **E** was iron (III). Some candidates struggled to differentiate between the white ppts that were formed based on their solubility.

### (c) Fairly well answered.

Majority of candidates could identify the correct reagents and also give the correct observations based on the test carried out. Some candidates struggled to differentiate between white, cream and yellow precipitates that were formed for the halide ions. Teachers are urged to show these specific precipitates to their learners in order to help them to identify the correct colour.

### (d) (i) Very well answered.

Almost all candidates correctly gave the observation for the blue litmus paper turning red. Few candidates did not provide the test with the red litmus paper.

Some candidates also gave the observation for the red litmus paper as “turning red”. This is incorrect and the observation should be “remains red”.

### (ii) Poorly answered.

Most candidates only identified the barium nitrate or barium chloride as the reagent and did not include either hydrochloric or nitric acid as the reagent.

### (iii) Very poorly answered.

Only a few candidates could correctly provide the identity of **H**. Majority of candidates identified that the anion present was  $\text{SO}_4^{2-}$  instead of providing the formula of the **compound**.

Question	Answer	Marks
E is $\text{Fe}_2(\text{SO}_4)_3$ ; F is $\text{CaCl}_2$ ; G is $\text{ZnI}_2$		
2 (a)	Give <b>one</b> mark for each of the following:	
	<b>I and II</b> 1 mark for correct observations in each of the rows representing E, F and G tests with a few drops of sodium hydroxide <b>and</b> excess sodium hydroxide	2
	<b>III and IV</b> 1 mark for correct observations in each of the rows representing E, F and G tests with a few drops of aqueous ammonia <b>and</b> excess aqueous ammonia	2

Results required with NaOH (aq) and  $\text{NH}_3$  (aq) for the award of marks I to VI in 2 (a).

test	observations		
	E	F	G
(i)	red-brown ppt	(faint/slight) white ppt	white ppt
	(ppt) insoluble (in excess)	(ppt) insoluble (in excess)	(ppt) soluble (in excess)
(ii)	red-brown ppt	no ppt /no change/ no observable reaction	white ppt
	(ppt) insoluble (in excess)	no ppt	(ppt) soluble (in excess)

2 (b)	Solution	cation	marks
	E	$\text{Fe}^{3+}$ / iron (III)	All 3 correct <b>V &amp; VI</b>
	F	$\text{Ca}^{2+}$ / calcium	Two correct <b>V</b>
	G	$\text{Zn}^{2+}$ / zinc	One correct 0

Question	Answer	Marks
2 (c)	<b>I Decisions</b> Selects barium chloride/ $\text{BaCl}_2$ or barium nitrate/ $\text{Ba}(\text{NO}_3)_2$ for the test in step (i)	1
	<b>II Collection</b> Records white/off-white precipitate with <u>only</u> E.	1
	<b>III Decisions</b> Selects silver nitrate in (ii) to add to the solutions (that do not contain sulfate)	1
	<b>IV Appropriate observations</b> F white ppt with $\text{Ag}^+$ / white ppt G yellow ppt with either	1
	<b>V Conclusions</b> F is chloride/ $\text{Cl}^-$ G is iodide/ $\text{I}^-$ <b>ecf from IV</b>	1
2 (d) (i)	• Blue litmus turns red	1
	• Red litmus remains red	1
2 (d) (ii)	Reagents: <b>and</b> HCl or $\text{HNO}_3$ (or names)/ acidified potassium manganate (VIII)	1
	Observations: White ppt insoluble in acid or excess / remains purple	1
2 (d) (ii)	Concludes: $\text{H}_2\text{SO}_4$	1





## General comments

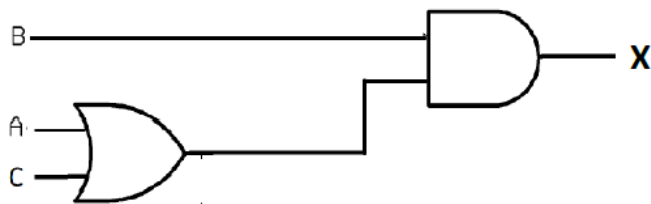
It was very encouraging to note that candidates in some centres were very well prepared for the examinations and they could give expected responses to most of the questions asked. However, it was sadly noted that some centres that usually do well had a slight drop in the quality of work presented by their candidates.

Questions from theme 3 of the syllabus still prove to be difficult for most candidates e.g. Questions 4(a), 6, 12 and 13. Teachers need to emphasise on this theme and allocate more revision time to this topic in future.

## Comments on specific questions

Question	Answer	Marks										
1.a	<p>Most candidates were able to provide a correct response for this question.</p> <p><b>1 mark</b> for a single line only joining a protocol to a description</p> <table><thead><tr><th>Description</th><th>Protocol</th></tr></thead><tbody><tr><td>transfers email from sending computer to receiving computer</td><td>packet switching</td></tr><tr><td>transmits files from server to client</td><td>SMTP</td></tr><tr><td>establishes a channel between nodes before communication can begin</td><td>FTP</td></tr><tr><td>divides messages before sending them</td><td></td></tr></tbody></table>	Description	Protocol	transfers email from sending computer to receiving computer	packet switching	transmits files from server to client	SMTP	establishes a channel between nodes before communication can begin	FTP	divides messages before sending them		3
Description	Protocol											
transfers email from sending computer to receiving computer	packet switching											
transmits files from server to client	SMTP											
establishes a channel between nodes before communication can begin	FTP											
divides messages before sending them												
1.b	<p>Most candidates were able to provide a correct response for this question.</p> <p><b>1 mark</b> for identifying a service and <b>1 mark</b> for a matching description <b>max 4</b></p> <ul style="list-style-type: none"><li>• Software as a service (SaaS) .....</li><li>• ...service provider hosts applications on a server and makes them available to customers over the Internet.</li><li>• Platform as a service (PaaS) ....</li><li>• ...service provider provides a platform and environment to allow developers to build and deploy applications and services over the internet.</li><li>• Infrastructure as a service (IaaS).....</li><li>• ...service provider provides and manages computing infrastructure such as servers over the internet.</li><li>• Virtual Storage</li><li>• ...service provider provides and manages data storage over the internet.</li></ul>	4										

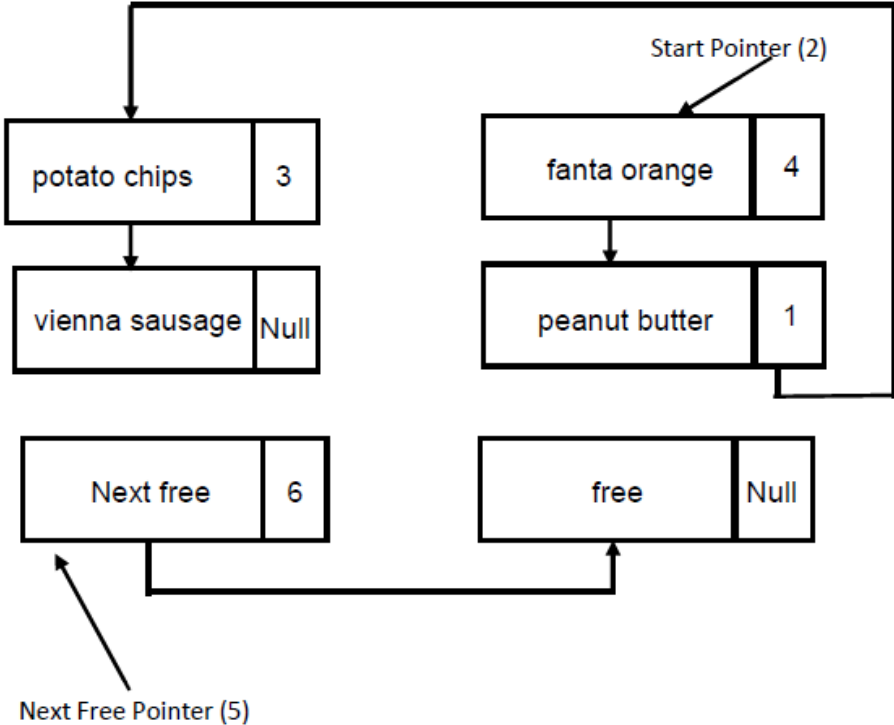
1.c.i	<p>Most candidates were able to provide a correct response for this question.</p> <p><b>1 mark</b> for each correct bullet point <b>max 1</b></p> <ul style="list-style-type: none"> <li>receives a signal and retransmits it</li> <li>to extend transmissions to cover longer distances</li> </ul>	<b>1</b>
1.c.ii	<p>A sizable number of candidates were able to provide a correct response for this question. A few candidates confused a bridge with a gateway.</p> <p><b>1 mark</b> for each correct bullet point <b>max 1</b></p> <ul style="list-style-type: none"> <li>device capable of joining together, two <i>networks</i> (network segments) that use similar protocols</li> </ul>	<b>1</b>
1.c.iii	<p>Most candidates candidates were able to provide a correct response for this question.</p> <p><b>1 mark</b> for each correct bullet point <b>max 1</b></p> <ul style="list-style-type: none"> <li>converts radio-frequency (RF) fields into alternating current (AC) and vice versa</li> <li>transmits and receives electromagnetic signals</li> </ul>	<b>1</b>
1.d	<p>Most candidates were able to provide a correct response for this question.</p> <p><b>1 mark</b> for each correct bullet point <b>max 2</b></p> <ul style="list-style-type: none"> <li>Install firewall to filter all incoming data to ...</li> <li>...prevent unauthorized access.</li> <li>Install a proxy server to...</li> <li>...blocks unwanted emails</li> </ul> <p><b>Accept any other correct security measure that is applicable</b></p>	<b>2</b>
Question	Answer	Marks
2.a	<p><b>Only a few candidates were able to score all the marks allocated for this question. It would be beneficial for candidates to have a more accurate and detailed understanding of the operation of Virtual memory.</b></p> <p><b>1 mark</b> per each correct bullet point <b>max 4</b></p> <ul style="list-style-type: none"> <li>program is first divided into .....</li> <li>blocks of equal size called pages....or unequal size segments</li> <li>pages or segments that are currently required by the program are loaded in RAM....</li> <li>...while the rest will be on the hard disk.</li> <li>When another page or segment on the hard disk is required, it is swapped with another page in memory which is not needed at that time.</li> </ul>	<b>4</b>
2.b.i	<p><b>Only a handful of candidates could score full marks on this question.</b></p> <p><b>1 mark</b> for each correct bullet point <b>max 2</b></p> <ul style="list-style-type: none"> <li>source code cannot be understood by the computer therefore needs to be compiled to object code/ machine code which can be understood by the computer.</li> <li>compiled code will perform a task in the game more quickly because after compilation, the game will run without a compiler.</li> </ul>	<b>2</b>

2.b.ii	<p><b>Most candidates were able to provide a correct response for this question.</b></p> <p><b>1 mark</b> for each correct answer</p> <table><tr><th>Data</th><th>Data Type</th></tr><tr><td>“Good”</td><td>String</td></tr><tr><td>‘N’</td><td>Char</td></tr><tr><td>False</td><td>Boolean</td></tr><tr><td>5.13</td><td>Real/float</td></tr><tr><td>415</td><td>Integer</td></tr></table>	Data	Data Type	“Good”	String	‘N’	Char	False	Boolean	5.13	Real/float	415	Integer	3
Data	Data Type													
“Good”	String													
‘N’	Char													
False	Boolean													
5.13	Real/float													
415	Integer													
Question	Answer	Marks												
3.a	<p><b>Most candidates were able to provide a correct response for this question.</b></p> <p><b>1 mark</b> for correct bullet point <b>max 2</b></p> <ul style="list-style-type: none"><li>determines the <i>amount</i> of data transferred per memory transfer operation.</li><li>The wider the data bus, the more data you can transfer per second and .....</li><li>the better the performance</li></ul>	2												
3.b	<p>Even though most candidates could not score full marks on this question, they could score at least 3 marks. Most common wrong point was that on MP3 “The address in MAR is copied to MDR”. Candidates need to be clear on what is being copied from one register to another and avoid just saying “data”, but rather specify whether it’s an address or an instruction.</p> <p><b>1 mark</b> for correct bullet point <b>max 5</b></p> <p><b>MP1</b> Copy address in the Program Counter to Memory Address Register</p> <p><b>MP2</b> Increase Program Counter by 1 to point to the next instruction.</p> <p><b>MP3</b> Copy instruction from memory to Memory Data Register using the address stored in the Memory Address register.</p> <p><b>MP4</b> Copy instruction from Memory Data Register to Current Instruction Register.</p> <p><b>MP5</b> Decode and execute the instruction in the Current Instruction Register.</p> <p><b>MP6</b> Store results of the processing in the accumulator</p>	5												
Question	Answer	Marks												
4.a	<p><b>This proved to be one of the most difficult questions in the paper. Only a few candidates could score full marks on this question.</b></p> <p><b>1 mark</b> each correct simplification shown <b>max 2</b></p> <p><b>1 mark</b> for the correct answer, for example</p> <table><tr><td>• <math>X = .B.C + A.B.C + A.B.</math></td><td>original</td></tr><tr><td>• <math>X = B.C.(+A) + A.B.</math></td><td>simplification</td></tr><tr><td>• <math>X = BC + AB</math></td><td>simplification</td></tr><tr><td>• <math>X = B.(C+A)</math></td><td>answer</td></tr></table>	• $X = .B.C + A.B.C + A.B.$	original	• $X = B.C.(+A) + A.B.$	simplification	• $X = BC + AB$	simplification	• $X = B.(C+A)$	answer	3				
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• $X = B.(C+A)$	answer													
4.b	<p><b>Only a few candidates could score full marks on this question.</b></p> <p><b>1 mark</b> for each correct gate in correct position</p> 	2												

5.a	<p><b>A sizeable number of candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point to <b>max 4</b></p> <ul style="list-style-type: none"> <li>• receiving device sends <b>Acknowledgement (ACK)</b> to confirm that data has been received</li> <li>• if the sending device fails to receive an acknowledgement .....</li> <li>• after a predefined timeout it retransmits the data.</li> <li>• Retransmission is repeated for a predetermined number of times .....</li> <li>• or until the transmitting device receives the acknowledgement.</li> <li>• If data is incorrectly received, a Negative Acknowledgement (NACK) will be sent.</li> </ul>	<b>4</b>
5.b	<p><b>Most candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> for identifying a method, <b>max 2</b></p> <p><b>1 mark</b> for a matching description, <b>max 2</b></p> <ul style="list-style-type: none"> <li>• use of access rights ....</li> <li>• ...to ensure that individuals/groups only have access to data that they are concerned with</li> <li>• Passwords.....</li> <li>• ...to prevent unauthorized access</li> <li>• Encryption...</li> <li>• ...as data cannot be understood by unauthorized users because they do not have decryption key.</li> </ul> <p><b><i>Accept any other correct security measure.</i></b></p>	<b>4</b>
5.c	<p><b>Most candidates were able to score only one mark for this question.</b></p> <p><b>1 mark</b> each correct bullet point to <b>max 2</b></p> <ul style="list-style-type: none"> <li>• ensuring that only authorised users have access to data by making use of ....</li> <li>• passwords</li> <li>• access rights</li> <li>• firewalls etc</li> </ul>	<b>2</b>
5.d	<p><b>Most candidates were able to provide a correct response. A few candidates confused validation and verification.</b></p> <p><b>1 mark</b> for explaining the meaning, <b>max 1</b></p> <p><b>1 mark</b> for an example, <b>max 1</b></p> <ul style="list-style-type: none"> <li>• Checking of data to make sure that data is sensible/reasonable/ satisfied given criteria</li> <li>• type check,</li> <li>• format check,</li> <li>• range check etc.</li> </ul>	<b>2</b>

Question	Answer	Marks
6	<p><b>Only a few candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each marking point <b>max 7</b></p> <p><b>MP1</b> initializing Found variable</p> <p><b>MP2</b> using correct loop to go through all the 250 items</p> <p><b>MP3</b> Checking if code DR057 exists in array...</p> <p><b>MP4</b> ...changing state of Found variable accordingly</p> <p><b>MP5</b> Corresponding output if Found</p> <p><b>MP6</b> Checking state of Found if not found (must be outside the loop)</p> <p><b>MP7</b> corresponding output if not found</p> <p>Example algorithm</p> <pre> Found = 0 For i = 1 to 250 do     If STOCK[i,1] = DR057 then         Found = 1         Output "Item present in array"     End if End for If found = 0 then     Output "Item not present in array" End if </pre>	7
Question	Answer	Marks
7.a	<p><b>Only a few candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point to <b>max 2</b></p> <p>Vector Graphics</p> <ul style="list-style-type: none"> <li>Image is defined in terms of points .....</li> <li>on a Cartesian plane, .....</li> <li>connected by lines and curves to form shapes.</li> </ul>	2
7.b.i	<p><b>Many candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point to <b>max 2</b></p> <ul style="list-style-type: none"> <li>Each denary digit is written as a 4-bit binary number</li> <li>e.g. 58=0101 1000</li> </ul>	2
7.b.ii	<p><b>Many candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point to <b>max 2</b></p> <ul style="list-style-type: none"> <li>Binary number is split up into groups of 4 bits (starting from the right)</li> <li>Each group of 4 bits is converted to a denary digit</li> <li>e.g. 0010 0100 = 24</li> </ul>	2
7.c.i	<p><b>Most candidates were able to provide a fully correct response. The general misconception on this question was that "ASCII only supports the English language"</b></p> <p><b>1 mark</b> each correct bullet point</p> <ul style="list-style-type: none"> <li>ASCII has a limited set of characters, only has 255 characters</li> <li>Not sufficient to represent all languages</li> </ul>	2

7.c.ii	<p><b>Most candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point</p> <ul style="list-style-type: none"> <li>Represents more characters</li> <li>Sufficient to represent all languages</li> </ul>	<b>2</b>
Question	Answer	Marks
8	<p><b>Most candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> for identifying a sensor</p> <p><b>1 mark</b> for matching use, <b>max 4</b></p> <ul style="list-style-type: none"> <li>Sound sensor.....</li> <li>...for detecting the sound of broken glasses / windows</li> <li>infrared sensor ...</li> <li>...to detect motion in the building</li> <li>pressure sensor ....</li> <li>...to detect presence of a person at the door</li> <li>touch sensor .....</li> <li>...to detect touch on the door handles</li> </ul> <p><b>accept any other sensible sensor</b></p>	<b>4</b>
Question	Answer	Marks
9.a	<p><b>Only a few candidates were able to provide a fully correct response.</b></p> <p><b>Debugging Tool</b></p> <p><b>1 mark</b> each correct bullet point</p> <ul style="list-style-type: none"> <li>a program designed to help programmers locate and correct coding errors</li> <li>equipped with features such as stepping through code, inspecting variables, setting breakpoints etc.</li> </ul> <p><b>Code editor</b></p> <p><b>1 mark</b> each correct bullet point</p> <ul style="list-style-type: none"> <li>A program designed to allow a programmer to create and edit source code.</li> <li>Equipped with features such as indenting statements automatically, auto-complete, colour coding text etc.</li> </ul>	<b>4</b>
9.b	<p><b>Most candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point <b>max 1</b></p> <ul style="list-style-type: none"> <li>an <b>error</b> that occurs while the program is running</li> <li>after being successfully compiled.</li> </ul> <p><b>1 mark</b> for the example</p> <ul style="list-style-type: none"> <li>e.g. division by zero</li> </ul> <p><b>accept any other sensible example</b></p>	<b>2</b>
9.c	<p><b>A sizeable number of candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> each correct bullet point <b>max 2</b></p> <ul style="list-style-type: none"> <li>use of meaningful identifiers</li> <li>use comments to explain what a piece of code is doing.</li> <li>use indentation to group code in the same structure together</li> </ul> <p><b>accept any other correct standard</b></p>	<b>2</b>

Question	Answer	Marks
10. a	<p><b>Only a few candidates were able to provide a fully correct response.</b>  <b>1 mark</b> per bullet point max 5  <b>MP1</b> Start pointer (Correctly placed)  <b>MP2</b> Correct linking in alphabetic order using pointers  <b>MP3</b> Null pointer (Correctly placed)  <b>MP4</b> Next free pointer (Correctly placed)  <b>MP5</b> Inclusion of free list  <b>MP6</b> Null pointer for free list (Correctly placed)  <b>An example of a diagram is shown below.</b>  <b>Accept any other sensible diagram.</b></p>  <pre> graph TD     Start((Start Pointer 2)) --&gt; Fanta[fanta orange   4]     Fanta --&gt; Peanut[peanut butter   1]     Peanut --&gt; NextFree[Next free   6]     NextFree --&gt; Free[free   Null]     Free --&gt; NextFree     NextFree --&gt; Potato[potato chips   3]     Potato --&gt; Vienna[vienna sausage   Null]     </pre>	5
10.b	<p><b>A sizeable candidates were able to provide a correct response.</b>  <b>1 mark</b>  to indicate the end of the list</p>	1
Question	Answer	Marks
11.a	<p><b>A sizeable number of candidates were able to provide a fully correct response.</b>  <b>1 mark</b> for each correct bullet point to max 2</p> <ul style="list-style-type: none"> <li>• minimises data duplication / redundancy</li> <li>• quicker updates because of less duplicates</li> <li>• minimises data inconsistency</li> <li>• easier to implement access rights</li> </ul> <p><b>accept any other correct advantage</b></p>	2
11.b	<p><b>Only a few candidates were able to provide a correct response.</b>  <b>1 mark</b>  <b>Referential integrity</b></p> <ul style="list-style-type: none"> <li>• a foreign key value must have a matching primary key value or it must be null.</li> </ul>	1
11.b	<p><b>A sizeable number of candidates were able to provide a fully correct response.</b>  <b>1 mark</b>  A tuple is a <b>record (a row)</b></p>	1

11.b	<p><b>Only a few candidates were able to provide a correct response.</b></p> <p><b>1 mark</b></p> <p>a field that can potentially be a primary key, but has not been chosen</p>	1																																																																												
11.c.i	<p><b>Many candidates were able to provide a correct response.</b></p> <p><b>1 mark</b> for each correct bullet point to <b>max 1</b></p> <ul style="list-style-type: none"><li>values in the Subjects field not atomic</li><li>values in the LearnerID field are not atomic</li></ul>	1																																																																												
11.c.ii	<p><b>Only a few candidates were able to provide a correct response. Most of the learners could not identify that the LearnerName field was multivalued, just like the subjects field.</b></p> <p><b>1 mark</b> for correct table fields and records, <b>max 4</b></p> <p><b>Most common correct answer was:</b></p> <table><tr><th>LearnerID</th><th>LearnerName</th><th>LearnerSurname</th><th>Subject1</th><th>Subject2</th><th>Subject3</th></tr><tr><td>M001</td><td>Julia</td><td>Hamutenya</td><td>Mathematics</td><td>Physics</td><td>Chemistry</td></tr><tr><td>M055</td><td>Fiona</td><td>Mwilima</td><td>Mathematics</td><td>Biology</td><td>Chemistry</td></tr><tr><td>N123</td><td>Mathew</td><td>Shuwa</td><td>English</td><td>Accounting</td><td>Economics</td></tr><tr><td>P012</td><td>Simon</td><td>Kudumo</td><td>Geography</td><td>History</td><td>English</td></tr><tr><td>F212</td><td>Elizabeth</td><td>Peterson</td><td>Entrepreneurship</td><td>Computer Science</td><td>Mathematics</td></tr></table> <p><b>Another possible correct answer was:</b></p> <p><b>Table 1 (Subject Details)</b></p> <table><tr><th>SubjectID</th><th>Subject</th></tr><tr><td>1</td><td>Mathematics</td></tr><tr><td>2</td><td>Biology</td></tr><tr><td>3</td><td>Chemistry</td></tr><tr><td>4</td><td>English</td></tr><tr><td>5</td><td>Accounting</td></tr><tr><td>6</td><td>Economics</td></tr><tr><td>7</td><td>Geography</td></tr><tr><td>8</td><td>History</td></tr><tr><td>9</td><td>Entrepreneurship</td></tr><tr><td>10</td><td>Computer Science</td></tr></table> <p><b>Table 2 (Learner Details)</b></p> <table><tr><th>LearnerID</th><th>LearnerName</th><th>LearnerSurname</th></tr><tr><td>M001</td><td>Julia</td><td>Hamutenya</td></tr><tr><td>M055</td><td>Fiona</td><td>Mwilima</td></tr><tr><td>N123</td><td>Mathew</td><td>Shuwa</td></tr><tr><td>P012</td><td>Simon</td><td>Kudumo</td></tr><tr><td>F212</td><td>Elizabeth</td><td>Peterson</td></tr></table>	LearnerID	LearnerName	LearnerSurname	Subject1	Subject2	Subject3	M001	Julia	Hamutenya	Mathematics	Physics	Chemistry	M055	Fiona	Mwilima	Mathematics	Biology	Chemistry	N123	Mathew	Shuwa	English	Accounting	Economics	P012	Simon	Kudumo	Geography	History	English	F212	Elizabeth	Peterson	Entrepreneurship	Computer Science	Mathematics	SubjectID	Subject	1	Mathematics	2	Biology	3	Chemistry	4	English	5	Accounting	6	Economics	7	Geography	8	History	9	Entrepreneurship	10	Computer Science	LearnerID	LearnerName	LearnerSurname	M001	Julia	Hamutenya	M055	Fiona	Mwilima	N123	Mathew	Shuwa	P012	Simon	Kudumo	F212	Elizabeth	Peterson	4
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	<b>Table 3 (Subject Allocation)</b>		
	<b>Learner ID</b>	<b>Subject</b>	
	M001	Mathematics	
	M001	Physics	
	M001	Chemistry	
	M055	Mathematics	
	M055	Biology	
	M055	Chemistry	
	N123	English	
	N123	Accounting	
	N123	Economics	
	P012	Geography	
	P012	History	
	P012	English	
	F212	Entrepreneurship	
	F212	Computer Science	
	F212	Mathematics	
<b>Question</b>	<b>Answer</b>		<b>Marks</b>
12.a	<b>A good number of candidates were able to provide a correct response.</b> <b>1 mark</b> for 2 correct answers or <b>2 marks</b> for all answers correct <b>max 2</b> <ul style="list-style-type: none"> <li>• 5,</li> <li>• 32,</li> <li>• 6.4</li> </ul>		<b>2</b>
12.b	<b>Only few candidates were able to provide a correct response.</b> <b>1 mark</b> for each correct bullet <ul style="list-style-type: none"> <li>• Run-time error will occur, caused by .....</li> <li>• division by zero</li> </ul>		<b>2</b>
12.c	<b>Very few candidates were able to provide a correct response.</b> <b>1 mark</b> for the IF statement Check the variable <code>Count</code> for zero before attempting to divide by it.		<b>1</b>

Question	Answer	Marks
13	<p><b>Many candidates were able to provide a fully correct response.</b></p> <p><b>1 mark</b> for each correct bullet, <b>max 5</b></p> <p><b>MP1</b> initialize total and counter if required</p> <p><b>MP2</b> loop 5 times</p> <p><b>MP3</b> calculate the squares – inside the loop...</p> <p><b>MP4</b> ...add to total</p> <p><b>MP5</b> print total outside the loop</p> <p>Sample pseudocode</p> <pre> Total = 0 Count = 1 Repeat     Sq = Count * Count     Total = Total + Sq     Count = Count + 1 Until Count &gt; 5 Print Total </pre> <p><b>Sample Python program</b></p> <pre> Total = 0 For Count in range (1,6):     Total = Total + Count * Count Print (Total) </pre> <p><b>Sample VB program</b></p> <pre> Module Module1     Sub main ()         Dim sumofSquares As Integer &lt; 0         For i As Integer = 1 to 5             SumOfSquares += i * i         Next         Console . WriteLine("The sum of the first five positive integers                            is : "SumOfSquares)         Console . Readline()     End Sub End Module </pre> <p><b>Sample Java program</b></p> <pre> public class Main     public static void main (string[ ] args)         int sumOfSquares = 0;         for (int i = 1; i &lt;= 5; i++)             sumOfSquares += i * i;          system . out . println ("The sum of squares of the first five                                 positive integers is : "+                                 sumOfSquares) ; </pre> <p><b>sample C++ program</b></p>	5

### General comments

The syllabus states that all questions for this paper will come from Theme 3. This focus aims to enhance candidates' skill development in problem-solving and algorithms and emphasises the importance of this component within the subject. Therefore, both teachers and candidates should dedicate their efforts and attention to this area.

Overall, there was a slight improvement in the quality of the candidates' work compared to last year.

Some candidates demonstrated a strong understanding of code, while others from certain centres struggled to apply the knowledge and skills emphasised in Theme Three of the syllabus.

Candidates found questions beginning with "explain" more challenging as they require a blend of cognitive skills, knowledge, and the ability to communicate complex ideas in a clear and structured manner effectively.

The level of tidiness met the acceptable standard for most of the candidates.

Most candidates made attempts to all questions.

It is strongly encouraged that teachers maintain their outstanding work and dedication.

Question	Answer	Marks
1 (a)(i)	<p><b>Many candidates struggled to utilise functions, which resulted in them completely missing the first two marking points. Many candidates were able to calculate the order prices, successfully identifying the prices for adult and child tickets. However, only a few candidates could add the booking fees to the ticket or order price. It was quite rare for candidates to recognise and utilise the function designed to return the order price.</b></p> <p><b>1 mark per bullet, maximum 6</b></p> <p><b>MP1</b> Function orderprice() defined</p> <p><b>MP2</b> .. that accepts two parameters and has no other inputs</p> <p><b>MP3</b> calculates order price for adults (e.g adult × 89.99)</p> <p><b>MP4</b> calculates order price for children (e.g child × 40.99)</p> <p><b>MP5</b> calculates order price including booking fee see notes</p> <p><b>MP6</b> <u>returns</u> the order price.</p> <p><b>Example algorithm 1</b></p> <pre> FUNCTION orderprice (numadult, numchild)     price = (numadult * 89.99) + (numchild * 40.99) + 5.50     RETURN price ENDFUNCTION </pre> <p><b>OR</b></p> <p><b>Example algorithm 2</b></p> <pre> FUNCTION orderprice(adultTickets, childTickets):     // Define the price for an adult ticket     adultTicketPrice = 89.99      // Define the price for a child ticket     childTicketPrice = 40.99      // Define the booking fee     bookingFee = 5.50      // Calculate the total cost for adult tickets     totalAdultPrice = adultTickets * adultTicketPrice      // Calculate the total cost for child tickets     totalChildPrice = childTickets * childTicketPrice      // Calculate the total price before the booking fee     totalPriceBeforeFee = totalAdultPrice + totalChildPrice      // Add the booking fee to the total price     totalPrice = totalPriceBeforeFee + bookingFee      // Return the total price to be paid     Return totalPrice End Function </pre>	6

1 (a)(ii)	<p><b>The majority of candidates identified real data types. Those who opted for string data types could justify their choice. Most candidates were better prepared for this question.</b></p> <p><b>1 mark per bullet, maximum 2</b></p> <p>Allow String <u>but</u> justification should show understanding (e.g. \$ sign attached, message returned alongside value); otherwise NE for justification</p> <ul style="list-style-type: none"> <li>• Real...</li> <li>• ...Returned value may not be a whole number / may have a decimal point in</li> </ul>	2
1 (b)	<p><b>While only the strongest candidates were able to score 6 or higher on this question, this group demonstrated bravery in attempting to earn points. Some candidates struggled to gain marks because they merely rephrased the question in their own words and then numbered the bulleted points as if providing pseudocode steps. At this level, it is expected that candidates understand and utilize variables for calculations. It was encouraging to see mastery of programming skills such as commenting, indenting, using meaningful variable names, and implementing loop structures, among other skills.</b></p> <p><b>1 mark per bullet, maximum 7.</b></p> <p><b>MP1</b> Input height  <b>MP2</b> accepts riders &gt; / &gt;= 140 with suitable message  <b>MP3</b> rejects riders &lt; / &lt;= 120 with suitable message  <b>MP4</b> checks if height between 120 and 140...  <b>MP5</b> ... If True, input whether accompanied  <b>MP6</b>... Suitable output message for True AND False  <b>MP7</b> Correctly counts number of riders in all cases of being allowed to ride  <b>MP8</b> Attempt to loop based on 8 riders allowed</p> <p><b>Example algorithm</b></p> <pre> ALLOWED_COUNT ← 0  WHILE ALLOWED_COUNT &lt; 8 DO     OUTPUT "Enter the height of the rider (in cm):"     HEIGHT ← INPUT      IF HEIGHT &gt;= 140 THEN         OUTPUT "You are allowed to ride alone."         ALLOWED_COUNT ← ALLOWED_COUNT + 1     ELSE IF HEIGHT &gt;= 120 THEN         OUTPUT "Are you riding with an adult? (yes/no):"         WITH_ADULT ← INPUT         IF WITH_ADULT = "yes" THEN             OUTPUT "You are allowed to ride with an adult."             ALLOWED_COUNT ← ALLOWED_COUNT + 1         ELSE             OUTPUT "Sorry, you are not allowed to ride."         ENDIF     ELSE         OUTPUT "Sorry, you are not allowed to ride."     ENDIF ENDIF ENDWHILE  OUTPUT "8 people have been allowed to ride. End of process." </pre>	7

**Suggested VB Program**

```

Module JoylandRide
    Sub Main()
        Dim allowedCount As Integer = 0

        While allowedCount < 8
            ' Ask for the rider's height
            Console.WriteLine("Enter the height of the rider (in cm):")
            Dim height As Integer = Convert.ToInt32(Console.ReadLine())

            If height >= 140 Then
                Console.WriteLine("You are allowed to ride alone.")
                allowedCount += 1
            ElseIf height >= 120 Then
                ' Ask if they are riding with an adult
                Console.WriteLine("Are you riding with an adult? (yes/no): ")
                Dim withAdult As String = Console.ReadLine().ToLower()

                If withAdult = "yes" Then
                    Console.WriteLine("You are allowed to ride with an adult.")
                    allowedCount += 1
                Else
                    Console.WriteLine("Sorry, you are not allowed to ride.")
                End If
            Else
                Console.WriteLine("Sorry, you are not allowed to ride.")
            End If
        End While

        Console.WriteLine("8 people have been allowed to ride. End of process.")
    End Sub
End Module

```

**Suggested Java Program**

```

import java.util.Scanner;

public class JoylandRide {
    public static void main(String[] args) {
        Scanner scanner = new Scanner(System.in);
        int allowedCount = 0;

        while (allowedCount < 8) {
            System.out.print("Enter the height of the rider (in cm): ");
            int height = scanner.nextInt();
            scanner.nextLine(); // Consume the newline character
            if (height >= 140) {
                System.out.println("You are allowed to ride alone.");
                allowedCount++;
            } else if (height >= 120) {

```

```

        System.out.print("Are you riding with an adult?
(yes/no): ");
        String withAdult = scanner.nextLine().trim().
toLowerCase();

        if (withAdult.equals("yes")) {
            System.out.println("You are allowed to ride
with an adult.");
            allowedCount++;
        } else {
            System.out.println("Sorry, you are not allowed
to ride.");
        }
        } else {
            System.out.println("Sorry, you are not allowed to
ride.");
        }
    }

    System.out.println("8 people have been allowed to ride. End
of process.");
    scanner.close();
}
}

```

#### **Suggested C++ Program**

```

#include <iostream>
#include <string>
using namespace std;

int main() {
    int allowedCount = 0;

    while (allowedCount < 8) {
        int height;
        string withAdult;

        // Ask for the rider's height
        cout << "Enter the height of the rider (in cm): ";
        cin >> height;

        if (height >= 140) {
            cout << "You are allowed to ride alone." << endl;
            allowedCount++;
        } else if (height >= 120) {
            // Ask if they are riding with an adult
            cout << "Are you riding with an adult? (yes/no): ";
            cin >> withAdult;

            if (withAdult == "yes" || withAdult == "Yes") {
                cout << "You are allowed to ride with an adult." <<
endl;
                allowedCount++;
            } else {
                cout << "Sorry, you are not allowed to ride." <<
endl;
            }
        } else {
            cout << "Sorry, you are not allowed to ride." << endl;
        }
    }
}

```

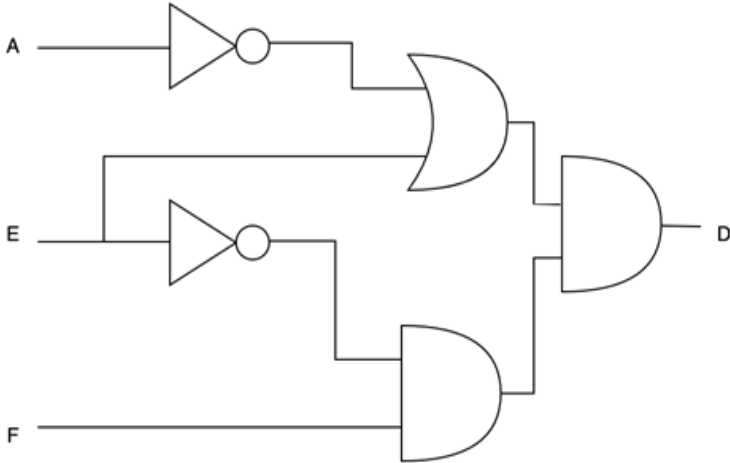
	<pre>cout &lt;&lt; "8 people have been allowed to ride. End of process." &lt;&lt; endl; return 0; }</pre> <p><b>Suggested Python Program</b></p> <pre># Initialize a counter for allowed riders allowed_count = 0  while allowed_count &lt; 8:     # Ask for the rider's height     height = int(input("Enter the height of the rider (in cm): "))      if height &gt;= 140:         print("You are allowed to ride alone.")         allowed_count += 1     elif 120 &lt;= height &lt; 140:         # Ask if they are riding with an adult         with_adult = input("Are you riding with an adult? (yes/no): ")         with_adult = with_adult.strip().lower()         if with_adult == "yes":             print("You are allowed to ride with an adult.")             allowed_count += 1         else:             print("Sorry, you are not allowed to ride.")     else:         print("Sorry, you are not allowed to ride.")  print("8 people have been allowed to ride. End of process.")</pre>													
Question	Answers	Marks												
2 (a)	<p><b>Having to answer the question based on the provided pseudocode helped a considerable number of candidates to score marks. The number of functions and the number of parameters passed to STR_TO_NUM() proved to be challenging for some candidates.</b></p> <p><b>1 mark per correct answer, maximum 5.</b></p> <table><tr><td>A line number containing a variable being incremented</td><td>10/12/14</td></tr><tr><td>A type of loop structure</td><td>pre-condition// while.. do</td></tr><tr><td>The number of functions used</td><td>3</td></tr><tr><td>The number of parameters passed to STR_TO_NUM( )</td><td>1</td></tr><tr><td colspan="2"><i>This question was tricky and required candidates to know more about functions and parameters. Mid needed 3 parameters, STR_TO_NUM needed 1 parameter and MOD needed 2 parameters</i></td></tr><tr><td>The name of a procedure other than Check ( )</td><td>Result</td></tr></table>	A line number containing a variable being incremented	10/12/14	A type of loop structure	pre-condition// while.. do	The number of functions used	3	The number of parameters passed to STR_TO_NUM( )	1	<i>This question was tricky and required candidates to know more about functions and parameters. Mid needed 3 parameters, STR_TO_NUM needed 1 parameter and MOD needed 2 parameters</i>		The name of a procedure other than Check ( )	Result	5
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The name of a procedure other than Check ( )	Result													



2 (b)	<p><b>Many candidates needed to be better prepared for this question, as some provided general features instead of the specific ones used in the given pseudocode.</b></p> <p><b>One mark per point, maximum 3:</b>  <b>MP1</b> Meaningful variable names  <b>MP2</b> white space / blank lines  <b>MP3</b> Capitalisation of keywords  <b>MP4</b> Indentation  <b>MP5</b> Line numbers</p> <p><i>-Do not accept annotation/comments (these are not used in the pseudo in question); Even spacing is TV</i></p>	3
2 (c)(i)	<p><b>Most candidates could identify the loop structure. However, only a few candidates could justify their choice.</b></p> <p><b>One mark per correct structure, one mark per valid justification:</b>  <i>Structure:</i> A count-controlled loop / For ..Do / Definite Loop / Fixed iteration / Range based loop / Indexed loop / Bounded loop / Counter controlled loop</p> <p><i>Justification:</i> The number of iterations is known // repeats for the length of InString</p>	2
2 (c)(ii)	<p><b>Most candidates could provide at least one correct line to be removed.</b></p> <p><b>One mark for both line numbers</b></p> <p>6, 15 // 14</p>	2
Question	Answer	Marks
3 (a)	<p><b>This question presented a challenge for candidates as it required a combination of cognitive skills, knowledge, and the ability to clearly and effectively communicate complex ideas in a structured manner. Most candidates resorted to merely describing a binary search algorithm.</b></p> <p><b>1 mark per bullet, maximum 2</b></p> <p><b>MP1</b> It doesn't check every value  <b>MP2</b> The midpoint is the middle element, not the middle numerical value  <b>MP3</b> When the higher / lower elements are discharged they will not be the higher / lower elements  <b>MP4</b> It might discard the value you are looking for</p> <p>OR</p> <p><b>MP1</b> algorithm makes decisions based on the relative order of the elements  <b>MP2</b> If the array is not sorted, the logic that helps binary search halve the search space and eliminate half of the remaining possibilities at each step breaks down, leading to incorrect results// without a sorted array, the binary search would fail to decide which half of the array to search next correctly</p>	2
3 (b)	<p><b>A sizeable number of candidates could score two marks or better, showing an improved understanding of the concept of Binary search.</b></p> <p><b>1 mark per bullet, maximum 4. Maximum 2 if no relation to VoteData values.</b></p> <p><b>MP1</b> Find mid-point <b>and</b> comparison // 28 is smaller than / compared 55 / 59  <b>MP2</b> Discard / ignore greater // change upper bound to 36 / 55 / mid-point - 1 // e.g. right hand side // only use array elements 1 - 4/5  <b>MP3</b> Find <b>and</b> compare to mid-point of new list e.g. 15 / 28  <b>MP4</b> Value is the mid-point // continue until value found</p>	4

3 (c)	<p><b>Although this was a fill-in type of question, only a few candidates scored two marks or better.</b></p> <p><b>1 mark for each complete statement, maximum 4.</b></p> <pre> PROCEDURE BinarySearch (VoteData, SearchValue)   DECLARE Midpoint: INTEGER   First ← 1   Last ← ARRAYLENGTH (VoteData)   Found ← FALSE   WHILE (First &lt;= Last) AND NOT (Found)     Midpoint ← (First + Last) / 2     IF VoteData [Midpoint] = SearchValue       THEN         Found ← TRUE       ELSE         IF SearchValue &lt; VoteData [MidPoint]           THEN             Last ← Midpoint - 1           ELSE             First ← Midpoint + 1           ENDIF         ENDIF       ENDWHILE     ENDPROCEDURE </pre>	4
Question	Answer	Marks
4	<p><b>The majority of candidates knew about debugging tools but could not identify and describe more features as required by the question. Features of IDE were common answers with only a few candidates identifying features to find bugs.</b></p> <p><b>1 mark for correct identification of feature, maximum 3</b>  <b>1 mark per correct given description, maximum 3</b></p> <p><b>MP1</b> Debugging tools allow inspection of variable values  <b>MP2</b> ... this can allow run-time detection of errors.  <b>MP3</b> Code can be examined as it is running  <b>MP4</b> ...which allows logical errors to be pinpointed.  <b>MP5</b> IDE debugging can produce a crash dump  <b>MP6</b> ...which shows the state of variables at the point where an error occurs.  <b>MP7</b> It can display stack contents  <b>MP8</b> ...which show the sequencing through procedures/modules.  <b>MP9</b> It can step through code,  <b>MP10</b> ...which allows the programmer to watch the effects each line of code.  <b>MP11</b> The insertion of a break-point  <b>MP12</b> ...allows the program to be stopped at a predetermined point in order to inspect its state</p> <p>OR</p> <p><b>MP1</b> Syntax highlighting  <b>MP2</b> ...helps catch syntax errors early and improves code readability  <b>MP3</b> Code linting / static analysis  <b>MP4</b> ...identifies potential errors and bad practices before code execution</p> <p><b>MP5</b> Integrated debugger</p> <p><b>MP6</b> ... allows you to step through the code, set breakpoints and inspects variables to locate bugs during runtime</p>	6

Question	Answer	Marks
5 (a)	<p><b><i>This question revealed a common misconception about variables and constants. Candidates needed to give specific examples from the algorithm, but the common pitfall was giving the entire line from the pseudocode instead of specifying the required example.</i></b></p> <p><b><i>1 mark for correct meaning, 1 mark for correct example</i></b></p> <ul style="list-style-type: none"> <li>A value that does not change (while the program is running)</li> </ul> <p><b><i>Note that “A constant is a variable which does not change” is a contradictory answer (because by definition variables change) and when candidates give a contradictory answer award no marks.</i></b></p> <ul style="list-style-type: none"> <li>e.g Morale</li> </ul> <p><b><i>For the example, do not accept the whole line of code; candidate should show that they know where the constant is.</i></b></p>	2
5 (b)	<p><b><i>1 mark for correct meaning, 1 mark for correct example</i></b></p> <ul style="list-style-type: none"> <li>A location in memory to store / a value that may change (as the program is running)</li> <li>e.g Wins/ Losses/ Overall/Goals</li> </ul>	2
5 (c)	<p><b><i>Most candidates were able to determine the values of goals and overall, but they struggled to specify how many times the loop would be traversed, which is a critical point in explaining how the answer was derived.</i></b></p> <p><b><i>1 mark for the subtraction and result of the comparison</i></b>  <b><i>1 mark for clearly indicating that the loop is not executed</i></b>  <b><i>1 mark for correct result</i></b>  <b><i>1 mark for the subtraction and result of the comparison</i></b>  <b><i>1 mark for clearly indicating that the loop is executed once</i></b>  <b><i>1 mark for correct result</i></b></p> <p><b>MP1</b> Overall = 0 which is less than Morale  <b>MP2</b> Does not run loop {Goals = 0, Overall = Wins – Losses = 0}  <b>MP3</b> Goals = 0  <b>MP4</b> Overall = 20 which is greater than Morale  <b>MP5</b> Runs Loop 5 times  <b>MP6</b> Goals = 5</p>	6

Question	Answer	Marks																																													
6(a)	<p><i>Well answered.</i></p> <p><i>1 mark for each correct 2 rows, maximum 4</i></p> <table><tr><th>V</th><th>W</th><th>X</th><th>Working</th><th>Z</th></tr><tr><td>0</td><td>0</td><td>0</td><td></td><td>1</td></tr><tr><td>0</td><td>0</td><td>1</td><td></td><td>1</td></tr><tr><td>0</td><td>1</td><td>0</td><td></td><td>1</td></tr><tr><td>0</td><td>1</td><td>1</td><td></td><td>0</td></tr><tr><td>1</td><td>0</td><td>0</td><td></td><td>0</td></tr><tr><td>1</td><td>0</td><td>1</td><td></td><td>0</td></tr><tr><td>1</td><td>1</td><td>0</td><td></td><td>0</td></tr><tr><td>1</td><td>1</td><td>1</td><td></td><td>1</td></tr></table>	V	W	X	Working	Z	0	0	0		1	0	0	1		1	0	1	0		1	0	1	1		0	1	0	0		0	1	0	1		0	1	1	0		0	1	1	1		1	4
V	W	X	Working	Z																																											
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6 (b)	<p><i>Most candidates were better prepared and could design mostly correct logic circuits for the logic statement.</i></p> <p><i>1 mark for each correct logic gate with correct input(s), maximum 5</i></p> 	5																																													
Question	Answer	Marks																																													
7	<p><i>Most candidates were familiar with compilers and interpreters but not assemblers.</i></p> <p><i>1 mark for each correct answer, maximum 3</i></p> <table><tr><td></td><td>Type of translator</td></tr><tr><td>This translator program reports errors at the end of translation.</td><td>Compiler</td></tr><tr><td>This translator needs to be present in memory each time the program is executed.</td><td>Interpreter</td></tr><tr><td>This translator converts the assembly language code into machine code (binary language).</td><td>Assembler</td></tr></table>		Type of translator	This translator program reports errors at the end of translation.	Compiler	This translator needs to be present in memory each time the program is executed.	Interpreter	This translator converts the assembly language code into machine code (binary language).	Assembler	3																																					
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Question	Answer	Marks												
8 (a)(i)	<p><b><i>Most candidates could only provide one benefit if flow charts over pseudocode.</i></b></p> <p><b><i>1 mark per correct point, maximum 2</i></b></p> <ul style="list-style-type: none"> <li>Provides a visual representation which can be easier to understand</li> <li>Illustrates flow of data/sequence of processes</li> </ul>	2												
8 (a)(ii)	<p><b><i>1 mark per correct answer</i></b></p> <ul style="list-style-type: none"> <li>Input validation</li> </ul>	1												
8 (b)	<p>1 mark</p> <p>No formal syntax is required as or candidates can write answer in “pseudocode”</p> <p>For example, use of ‘&lt;=’ and ‘=&lt;’ or ‘less than or equal to’ would all be acceptable.</p> <p><b><i>IF/WHILE (1 mark) numHours &lt;=3 (1 mark)</i></b></p> <p><b><i>OR</i></b></p> <p><b><i>numHours &lt;4 (1 mark)</i></b></p>	2												
8 (c)(i)	<p><b><i>Most candidates were better prepared for this question. Well done.</i></b></p> <p><b><i>1 mark per correct point, maximum 3.</i></b></p> <table border="1"> <thead> <tr> <th>Test data</th><th>Test data type</th><th>Expected result</th></tr> </thead> <tbody> <tr> <td>numHours = 2</td><td>Normal</td><td>Booking accepted</td></tr> <tr> <td>numHours = 3</td><td>Normal / Extreme / Boundary</td><td>Booking accepted</td></tr> <tr> <td>numHours = 6</td><td>Abnormal / Erroneous</td><td>Invalid number of hours</td></tr> </tbody> </table>	Test data	Test data type	Expected result	numHours = 2	Normal	Booking accepted	numHours = 3	Normal / Extreme / Boundary	Booking accepted	numHours = 6	Abnormal / Erroneous	Invalid number of hours	4
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numHours = 2	Normal	Booking accepted												
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numHours = 6	Abnormal / Erroneous	Invalid number of hours												
8 (c)(ii)	<p><b><i>1 mark per correct point</i></b></p> <ul style="list-style-type: none"> <li>Run time/Execution error</li> </ul>	1												



# DESIGN AND TECHNOLOGY

8256  
Paper 1

## GENERAL COMMENTS

Teachers of most centres are familiar with the content of the syllabus. Candidates are now being guided and taught well and ensured that they know what to expect in the exam. These teachers should be applauded for the effort done to prepare the learners for the examination. According to the responses of the candidates, it is clear that the whole syllabus was covered by most centres. Some centres appear not to have covered the whole syllabus.

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.

Good responses were received from the candidates regarding the quality and standard of the work. 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 in general, although in some cases candidates did not give the correct responses. However, for most questions, 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 appears that candidates were generally well prepared.

Section A consisted of compulsory short questions across the syllabus. In most cases candidates scored good marks, but in some cases candidates were not well prepared.

This year we had 74 candidates of which only a few candidates answered the Technology Part, only two candidates answered the Communication Part and the rest answered the Resistant Part in Section B in the question paper. This section was answered fairly well by most candidates.

In 2023, 60 candidates entered to write the exam, but in 2023 there were 56 candidates, of which one candidate was absent. In 2024, 74 entered and wrote the exam. It is pleasing to see such an influx in candidates taking Design and technology on AS level. It is our expectation that in 2025 the number of candidates will be in line with this year.

## COMMENTS ON SPECIFIC QUESTIONS

### PART A

1. Explain how fossil fuels, as sources of energy, could be conserved by consumers. [3]

Most candidates responded well to this question, however, some candidates could not name methods to reduce the use of fossil fuels.

**Acceptable answers would include:**

Expected answer	Marks	Guidance
<ul style="list-style-type: none"><li>Use LED light bulbs (1) which are more efficient (and so decrease energy consumption) (1) and last a long time (1).</li><li>Turn off the lights (1) when you leave a room for more than 15 minutes (1). The power saved reduces the demand on electric utilities, which in turn require less output from power plants that burn fossil fuels (1).</li><li>Turn off your television, computer, or any other electrical device when you're not using it (1); this is a good way to conserve energy (1) and help these investments last longer, so you don't have to buy new ones as soon (1).</li></ul>	<b>3</b>	Any points fully mentioned AOVR: Accept:  Avoid using energy from fossil fuels, rather use: Hydro power, Wind power or Solar power.

<ul style="list-style-type: none"> <li>• Use appliances with the ENERGY STAR label (1), which is only placed on products that meet high-efficiency standards (1). Reuse products that require fossil fuel resources to produce. By avoiding plastic shopping bags. Instead, use fabric bags for groceries (1).</li> <li>• Purchase goods manufactured with recycled materials (1). This helps reduce the demand for fossil fuels (1).</li> <li>• By recycling waste, you send less of it to landfills (1). Many cities have recycling programs and require residents to put plastics, paper, and aluminium into separate bins (1).</li> <li>• Avoid using petroleum-based printer inks (1). Soy ink, derived from soybeans, is an eco-friendlier choice for printer cartridges (1).</li> <li>• Take public transportation. Fossil fuels are a major part of the oil-refining process (1), which is how gasoline is made (1). Public transportation reduces the number of cars on the road. You could also carpool, ride a bicycle, or walk (1).</li> <li>• Telecommute. Telecommuting eliminates the need to travel altogether (1), avoiding the use of fossil fuels (1) and the costs of fuel and travel (1).</li> <li>• Invest in reusable containers. Plastics are environmentally costly to produce and dispose of and do not decompose (1). Bottled waters require a lot of plastic, so reusable containers filled with filtered tap water are better instead (1). Drink more water for your headache. Dehydration is a big cause of headaches, and over-the-counter products such as Aspirin are made with oil products (1).</li> <li>• Use natural wood for your deck (1). Wood decks may increase the demand for tree-based products (1), but plastic materials like those made to resemble wood are made from oil (1).</li> <li>• Power your home with solar energy (1) so you don't have to buy power from coal plants (1). Plus, energy from the sun is free (1).</li> </ul>		
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2. State three safety measures that should be followed when using the jigsaw shown in Fig. 1.

[3]

Most candidates responded well to this question.

**Acceptable answers would include:**

<p><b>DO NOT</b> use this machine unless a teacher has instructed you in its safe use and operation and has given permission</p> <ul style="list-style-type: none"> <li>• Examine the power lead and plug for obvious damage.</li> <li>• Ensure the work piece is secure and supported and clamped down.</li> <li>• Do not plug in until all adjustments have been made.</li> <li>• Ensure the power cord is well clear of the blade.</li> <li>• Check the underside of the cut to ensure that the blade will not cause any damage or be obstructed.</li> <li>• Keep hands away from front of cutting operation.</li> <li>• Do not apply excessive force to the material being cut.</li> <li>• If the blade binds, release the switch immediately – free the blade and inspect for damage.</li> <li>• Do not allow waste to accumulate on or around the saw blade or the work piece. Ensure that off-cuts will not cause binding or fall on your feet.</li> <li>• On completion, wait for the blade to stop moving before lifting the jigsaw from the work piece, and then rest the saw on its side, protecting the blade.</li> </ul>	3	AOVR: Any <b>three</b> mentioned
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<ul style="list-style-type: none"> <li>• If the blade breaks, stop sawing immediately. Switch the machine off and report it to your teacher.</li> <li>• PPE, loose clothing or jewelry: only 1 mark [1]</li> <li>• Ensure the blade is properly tightened.</li> <li>• Work place tidy.</li> <li>• Unplug to remove blade</li> <li>• Use correct blade for the type of material.</li> <li>• Ensure safety guard is in place.</li> <li>• Keep the tool clean.</li> </ul>		
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3. Compare the differences between tensile strength and torsion strength.

Use examples in your answers.

[4]

Most candidates responded well to this question, however, candidates of some centres did not know the difference or give examples.

**Acceptable answers would include:**

<ul style="list-style-type: none"> <li>• Tensile strength requires a material to resist a pulling force. If a cable or bolt is attached on both ends and a force is applied in opposite directions it should be able to resist snapping or being deformed. The cable of a crane should have high tensile strength.</li> <li>• Torsion strength refers to the ability to resist a twisting force. If the end of a steel rod is secured, it should resist being twisted. The axle of a car needs high torsional strength.</li> <li>• A steel cable would have high tensile, but does not need torsional strength.</li> </ul>	4	<p>Answer should include:</p> <p>Tensile – resist stretching (1), Example (1) Torsional – resists twisting(1), example (1)</p>
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4. Describe a method of converting rotary to linear motion.

Use examples in your answers.

[4]

Most candidates responded well to this question, however, candidates of some centres did not know the difference or give examples.

**Acceptable answers would include:**

<ul style="list-style-type: none"> <li>• When a turning movement is converted to a linear movement.</li> <li>• A rack and pinion is the most common. It is used in a car steering and electric gate openers.</li> <li>• Another example is a conveyor belt, where a pulley turns and the flat belt over it conveys material from one point to another.</li> <li>• A chain and sprocket also is an example. The sprockets rotate, but the chain between the sprockets moves in a linear motion.</li> <li>• This is used in escalators.</li> <li>• A car wheel also rotates and moves in a linear motion.</li> <li>• Pinion rotates and makes Rack move in linear direction.</li> <li>• If the speed or direction of the pinion change, that will result in the same change in the rack.</li> </ul>	4	<p>A clear description of rotary to linear motion(2)</p> <p>A mark may be allocated for an example of each (2) Max 4</p> <p>Do not accept: Cam and follower Crank and slider</p>
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5. Explain the differences between large scale manufacturing and small scale workshop production.

[4]

Most candidates responded well to this question

**Acceptable answers would include:**

<ul style="list-style-type: none"> <li>• In small scale production, all the parts for one article are made and then assembled, resulting in a single prototype or article to be completed at a time. In this case automated machines might not be available. Most parts must be made by hand.</li> </ul>	4	<p>AOVR</p> <p>Any <b>four</b> valid points (1 x 4)</p>
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<ul style="list-style-type: none"> <li>• In large scale manufacture, an assembly line is set up and all the parts for many products are pre-manufactured, by the company or from external sources. Then several workers will assemble the article, each one adding one specific part. At the end of the day many articles have been completed. Some articles may be half assembled while others are still in the beginning stage.</li> <li>• Large scale production is Mass production.</li> <li>• Small scale production is used for making personalised articles or prototypes, here the customer can deliver input to make the article according to his/her needs. Large scale production produces a large quantity, but the customer does not any input in the final product.</li> </ul>		
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6. Describe how a designer should consider aesthetics as a human need when designing a new product. Use examples in your answer.

[6]

Candidates responded well to this question, however, some candidates had difficulty to explain how they aesthetics should be considered and some candidates wrote about ergonomics.

**Acceptable answers would include:**

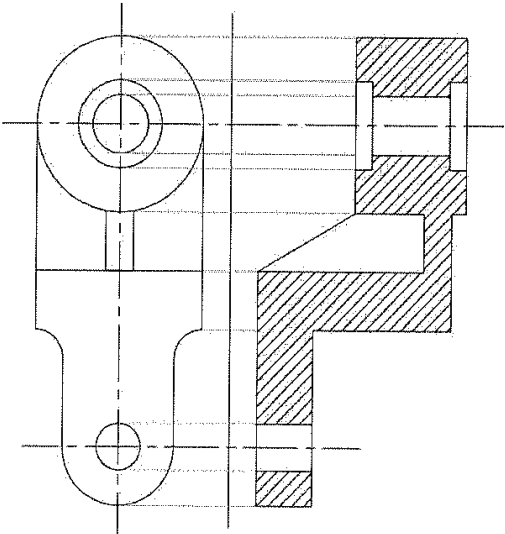
<ul style="list-style-type: none"> <li>• The aesthetical features of an article always have to be in line with what is acceptable to the customers (1).</li> <li>• The customers have to be defined before the product is finished (1).</li> <li>• Articles made for woman could be brightly coloured, or maybe pink, whereas (1) men would rather choose more natural colours (1).</li> <li>• A man would prefer a darker colour cell phone, because it betrays quality and weight. (Black, grey or silver.) (1) Woman would accept or choose the radiant colours like white, pink, green or blue simply because they like the colour.</li> <li>• Some people may consider blue is for boys and pink is for girls (1).</li> <li>• Articles made for children are very much defined by colour. Blue is for boys and pink is for girls (1). Any other colours are acceptable for either.</li> <li>• Outdoors equipment is usually also made in earthly colours, such as green, blue or black (1).</li> <li>• Some cultures also have different needs (1). Some might find it in appropriate to wear certain fashion or colour (1).</li> <li>• On the other hand an article should always look if it has a good quality and would last (1).</li> <li>• Motorcar shapes have changed a lot over the past decade, but the latest model was introduced to the community 10 years ago, they would not want to buy it (1).</li> <li>• Aesthetical preference changes from season to season (1). Especially in clothing, fashions change a lot and fashions from 20 years ago might come in to fashion again (1).</li> <li>• Designers need to design an article to please their target market (1).</li> <li>• People living in a city would also prefer classy furniture (1), but people living in rural areas will rather look at quality (1).</li> <li>• Older people will also not like trendy and flashy furniture (1).</li> <li>• Customers will not buy an article if it is not in fashion at the time (1)</li> <li>• The colour of a product must be considered.</li> <li>• The style of a product must be considered.</li> </ul>	6	AOVR: (1 x 6)
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## PART B

### 7. Design and Communication

(a) Draw the following in third angle orthographic projection to a scale of 1:1

Acceptable response would include:

	<p><b>16 Mark allocation</b></p> <p><b>Front view:</b></p> <table border="0"> <tr><td>Top circular part indicated</td><td>1</td></tr> <tr><td>op circular part indicated correctly</td><td>1</td></tr> <tr><td>Body indicated</td><td>1</td></tr> <tr><td>Body indicated correctly</td><td>1</td></tr> <tr><td>Bottom part indicated</td><td>1</td></tr> <tr><td>Bottom part indicated correctly</td><td>1</td></tr> <tr><td>Centre line indicated</td><td>1</td></tr> <tr><td>Hidden line indicated correctly</td><td>1</td></tr> <tr><td><b>Subtotal</b></td><td><b>8</b></td></tr> </table> <p><b>Sectional Right view</b></p> <table border="0"> <tr><td>Top circular part indicated</td><td>1</td></tr> <tr><td>op circular part indicated correctly</td><td>1</td></tr> <tr><td>Body indicated</td><td>1</td></tr> <tr><td>Body indicated correctly</td><td>1</td></tr> <tr><td>Bottom part indicated</td><td>1</td></tr> <tr><td>Bottom part indicated correctly</td><td>1</td></tr> <tr><td>Hatching done</td><td>1</td></tr> <tr><td>Hatching done correctly</td><td>1</td></tr> <tr><td><b>Subtotal</b></td><td><b>8</b></td></tr> </table> <p>Not in third angle: -1</p> <p>Total: 16 -1 Layout incorrect: -1</p> <p>Line quality bad: -1</p>	Top circular part indicated	1	op circular part indicated correctly	1	Body indicated	1	Body indicated correctly	1	Bottom part indicated	1	Bottom part indicated correctly	1	Centre line indicated	1	Hidden line indicated correctly	1	<b>Subtotal</b>	<b>8</b>	Top circular part indicated	1	op circular part indicated correctly	1	Body indicated	1	Body indicated correctly	1	Bottom part indicated	1	Bottom part indicated correctly	1	Hatching done	1	Hatching done correctly	1	<b>Subtotal</b>	<b>8</b>
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Hatching done	1																																				
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<b>Subtotal</b>	<b>8</b>																																				

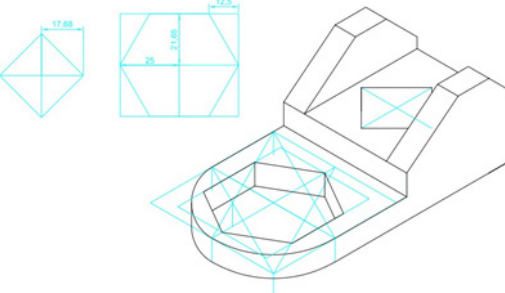
7 (b) Draw an isometric view of the former shown in Fig 3 to a scale 1:1

All construction and auxiliary views must be shown.

Do **not** show hidden details.

[12]

Acceptable response would include:

	<p><b>12</b></p> <table border="0"> <tr><td>Curve indicated</td><td>1</td></tr> <tr><td>Curve indicated correctly</td><td>1</td></tr> <tr><td>Body indicated</td><td>1</td></tr> <tr><td>Body indicated correctly</td><td>1</td></tr> <tr><td>Hexagon indicated</td><td>1</td></tr> <tr><td>Hexagon indicated correctly</td><td>1</td></tr> <tr><td>Square indicated</td><td>1</td></tr> <tr><td>Square indicated correctly</td><td>1</td></tr> <tr><td>Axillary square view indicated</td><td>1</td></tr> <tr><td>Axillary Hexagon view indicated</td><td>1</td></tr> <tr><td>Some construction lines shown</td><td>1</td></tr> <tr><td>Construction correctly indicated</td><td>1</td></tr> <tr><td><b>Subtotal</b></td><td><b>12</b></td></tr> </table> <p>Line quality poor -1</p> <p>Form drawn in the incorrect angle -1</p>	Curve indicated	1	Curve indicated correctly	1	Body indicated	1	Body indicated correctly	1	Hexagon indicated	1	Hexagon indicated correctly	1	Square indicated	1	Square indicated correctly	1	Axillary square view indicated	1	Axillary Hexagon view indicated	1	Some construction lines shown	1	Construction correctly indicated	1	<b>Subtotal</b>	<b>12</b>
Curve indicated	1																										
Curve indicated correctly	1																										
Body indicated	1																										
Body indicated correctly	1																										
Hexagon indicated	1																										
Hexagon indicated correctly	1																										
Square indicated	1																										
Square indicated correctly	1																										
Axillary square view indicated	1																										
Axillary Hexagon view indicated	1																										
Some construction lines shown	1																										
Construction correctly indicated	1																										
<b>Subtotal</b>	<b>12</b>																										

(c) Discuss, using examples, the marketing methods used in the commercial world.

**Acceptable response would include:**

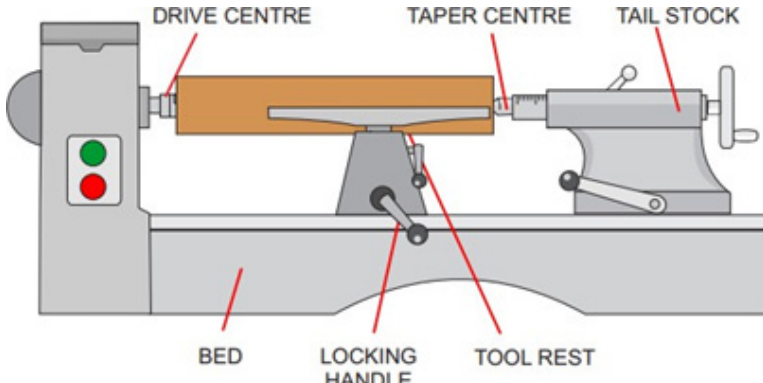
<ul style="list-style-type: none"><li>• Social Networks and Viral Marketing on these platforms are used a lot, because they are free or relatively cheap and do reach a large number of people. Facebook, Twitter, LinkedIn, YouTube, Instagram and Tiktok, as well as search engines like Google and Yahoo. This reduces marketing cost</li><li>• Internet Marketing. Search engine optimization, or SEO, is the process of increasing awareness about — and traffic to — a particular website by making sure it appears among the top unpaid (or —natural) search results on the search engines.</li><li>• Paid Media Advertising, like television, newspaper and pamphlets can also be used. These methods are effective, but quite costly to the advertiser.</li><li>• Search engine marketing, or SEM, is a tool that companies use to grow their website traffic through paid online advertising. One of the most popular SEM methods is <u>pay-per-click (PPC)</u> links. Every time the ad is clicked, the company pays the search engine a small fee for the visitor — a literal —pay per click.!!</li><li>• Email Marketing is an automated process that targets specific prospects and customers with the goal of influencing their purchasing decisions. ...</li></ul>	8	Select the mark that best fits the candidates' response. <table><tr><td>No creditable response</td><td></td></tr><tr><td>Little understanding of marketing, vague discussion and no examples used</td><td>1 - 2</td></tr><tr><td>Limited understanding of, marketing vague discussion and examples</td><td>3- 4</td></tr><tr><td>Understanding of marketing terms,discussion and examples used</td><td>5 - 6</td></tr><tr><td>Clear understanding of marketing, broad discussion and relevant and examples used</td><td>7 - 8</td></tr></table>	No creditable response		Little understanding of marketing, vague discussion and no examples used	1 - 2	Limited understanding of, marketing vague discussion and examples	3- 4	Understanding of marketing terms,discussion and examples used	5 - 6	Clear understanding of marketing, broad discussion and relevant and examples used	7 - 8
No creditable response												
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Limited understanding of, marketing vague discussion and examples	3- 4											
Understanding of marketing terms,discussion and examples used	5 - 6											
Clear understanding of marketing, broad discussion and relevant and examples used	7 - 8											
<ul style="list-style-type: none"><li>• Direct Selling. Direct selling accomplishes exactly what the name suggests — marketing and selling products directly to consumers. In this model, sales agents build face-to-face relationships with individuals by demonstrating and selling products away from retail settings, usually in an individual's home (e.g., Amway, Avon, Herbalife, and Mary Kay)....</li><li>• Point-of-Purchase Marketing sells to a captive audience — those shoppers already in-store and ready to purchase. Product displays often sway buying decisions at the shelf by making an offer simply too good — (On SALE)</li><li>• Cobranding, Affinity, and Cause Marketing. Where a car dealer would advertise TOYOTA or a grocery store might advertise Coca-Cola.</li><li>• Conversational Marketing. Real-time interaction via live chat gets the right information in front of prospects and customers at the right time, allows them to self-service, and get questions answered immediately. Personalized, relevant engagement vastly improves the user experience.</li></ul>												

8. (a) Use sketches and notes to show how a stock of wood should be prepared for turning between centres. [6]

Candidates from some centres knew how to answer and were awarded good marks, however, candidates from other centres could not answer the question.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• Draw the diagonals on the end of the stock to find the centre.</li> <li>• Saw grooves into the end of the drive end of the stock.</li> <li>• The corners of the stock should be removed to form an octagonal shape for easier turning.</li> <li>• Hammer the drive centre into the end of the stock.</li> </ul>	6	<p>AOVR: 1 x 6</p> <p>Max 2 marks can be awarded for sketches.</p>
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<ul style="list-style-type: none"> <li>• Set the tail stock at the appropriate distance.</li> <li>• Clamp the stock between centres.</li> <li>• Set the tool rest about 3 mm from the stock.</li> <li>• Make sure the stock can turn freely.</li> <li>• Set the lathe to a low speed and switch it on.</li> <li>• Wear goggles to protect your eyes and don't wear loose hanging clothes or hair.</li> <li>• Use various chisels to shape the stock.</li> <li>• Remove the tool rest when sanding.</li> <li>• Apply finish.</li> <li>• Clean the lathe when finished.</li> </ul> 	
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(b) Describe how to use an angle grinder safely. Sketches and notes may be used to help describe the process.

[6]

Most candidates responded well to this question.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• Wear Protection Gear (PPE) Goggles, gloves and an apron. (No loose hanging clothes or hair). Wear proper hard caped shoes to protect your feet from offcuts</li> <li>• Make sure the electric cable is in good condition, the machine is working properly and the guard is in position.</li> <li>• Make sure the disk is properly secured.</li> <li>• Hold it with two hands.</li> <li>• Make sure the work piece is secured in a vice or clamped down.</li> <li>• Make sure the area is ventilated and well lit. Check that there are no flammable materials close by.</li> <li>• Ensure that the blade direction pulls away from you.</li> <li>• Do not use force.</li> <li>• Never put the tool down while it is still moving.</li> <li>• When done, unplug the tool and put it away.</li> <li>• Unplug when changing the disk.</li> <li>• Use the correct disk for a certain material.</li> </ul>	<p><b>6</b></p> <p>AOVR:1 x 6</p> <p>Sketches could also be rewarded marks, if clear.</p>
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(c) Use sketches and notes to show:

(i) how the angle iron could be cut and permanently joined to make a frame.

[4]

Most candidates responded well to this question.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• Sketches and notes should be descriptive and in sequence of the production method.</li> <li>• Mark out the length of the angle iron.</li> <li>• Secure it in a bench vice or clamp it down.</li> </ul>	<p><b>4</b></p> <p>AOVR:</p> <p>1 x 4</p> <p>2 Marks for notes,</p> <p>2 marks for sketches.</p>
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<ul style="list-style-type: none"> <li>• Cut the angle iron to the acquired lengths using the correct PPE.</li> <li>• Cut ends at 45o</li> <li>• Test to see if the parts fit.</li> <li>• Clamp the joints in position.</li> <li>• Clamp the negative electrode to the frame.</li> <li>• Wear the correct PPE (Gloves, welding mask, leather apron, safety shoes)</li> <li>• Tack the frame together, each time checking the angles.</li> <li>• Weld each joint properly.</li> <li>• Smooth the joints with a grinder if required.</li> </ul>		
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(ii) how to join the mild steel sheet to the angle iron frame using pop rivets. [4]

Most candidates responded well to this question. However, candidates from some centres did not know the process.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• Mark out and cut the sheet metal to the desired size.</li> <li>• Use a centre punch to mark out the holes to be drilled in the sheet metal.</li> <li>• Place the sheet metal on the frame and clamp and mark the position of the holes on the frame.</li> <li>• Drill the holes in the frame.</li> <li>• Use a rivet gun to secure the pop-rivets in place.</li> </ul>	4	AOVR: 1 x 4 marks 2 marks for notes 2 marks for sketches
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(d) Explain one use for hot wire cutter and how it should be used safely. [4]

Candidates from some responded well to this question. However, candidates from some centres did not know the process.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• The hot wire cutter is used for cutting Styrofoam/expanded polystyrene.</li> <li>• To use it safely follow the following tips.</li> <li>• Ensure the cutter is standing on a secure flat surface so that it will not fall off.</li> <li>• Ensure the electric cable is in good order and is kept away from the cutting wire. Also ensure that it is not a tripping hazard.</li> <li>• Make sure the workshop is properly ventilated and wear a mask to prevent fume and smoke inhalation and eye irritation.</li> <li>• Wear gloves and an overall to protect your hands and arms if the wire is accidentally touched. The freshly molten plastic is also a burning hazard.</li> <li>• Switch the machine on and wait until the wire is hot. Then feed the styrofoam through the machine at a steady pace.</li> <li>• Do not force the material, because it will cause the wire to break.</li> <li>• If the wire does break, switch the power off immediately and let it cool down before replacing the wire.</li> <li>• When you are done, switch it off, let it cool, ensure that it is clean and store it away.</li> </ul>	4	AOVR: 1 x 4 marks
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(e) Distinguish between smart and modern materials. [8]

Most candidates responded well to this question. However, candidates from some centres did not know the process.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>• Smart materials are materials that are manipulated to respond in a controllable and reversible way, modifying some of their properties as a result of external stimuli such as certain mechanical stress or a certain temperature, among others. Because of their responsiveness, smart materials are also known as responsive materials or active materials or reactive materials.</li> </ul>	4	AOVR: Smart materials [2] Modern materials [2]
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<ul style="list-style-type: none"> <li>Modern materials A modern material is a material that has been engineered to have improved properties. Concrete, aluminium and steel are all commonly used modern materials, but more recent additions include materials that have changed the way we manufacture and use products.</li> </ul>	4	
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- (f) Discuss how the process of compression moulding is used to make plastic products. Use sketches and notes to aid your discussion. Mention types of plastic which could be used in this process. [8]

Candidates from some responded well to this question. However, candidates from some centres did not know the process.

**Acceptable response would include:**

<ul style="list-style-type: none"><li>• Sketches should be descriptive and in sequence of the production method.</li><li>• Notes must be descriptive to explain the production of the product.</li><li>• Compression forming is done by placing a slug of plastic into a hot mould. The two halves of the mould then close and press the plastic into the whole volume inside the mould. The slug is precisely measured or weighed to ensure that there is exactly enough plastic to fill the mould.</li><li>• The heat of the mould causes a molecular change in the plastic where cross links are formed.</li><li>• Once the plastic is cured, the mould opens and the article is removed.</li><li>• The article can then not be re-melted, because thermosetting plastic for this process.</li><li>• Examples of the plastic are: Bakelite, polyester, polyurethane, urea-formaldehyde, as well as melamine, epoxy</li></ul>	<p><b>8</b> Select the mark that best fits the candidates' response.</p> <table><tr><td>No creditable response</td><td>0</td></tr><tr><td>Little understanding of process, vague discussion and no examples used</td><td>1 - 2</td></tr><tr><td>Limited understanding of the process, vague discussion with some sketches, with limited examples.</td><td>3 - 4</td></tr><tr><td>Understanding of process, discussion and clear sketches used with some examples.</td><td>5 - 6</td></tr><tr><td>Clear understanding of the process, broad discussion and relevant sketches used with several examples.</td><td>7 - 8</td></tr></table>	No creditable response	0	Little understanding of process, vague discussion and no examples used	1 - 2	Limited understanding of the process, vague discussion with some sketches, with limited examples.	3 - 4	Understanding of process, discussion and clear sketches used with some examples.	5 - 6	Clear understanding of the process, broad discussion and relevant sketches used with several examples.	7 - 8
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## 9. TECHNOLOGY

Only some of the candidates from one centre responded to this option.

- (a) Explain, using examples, the difference between relative hardness and toughness. [4]

Most candidates responded well to this question. However, candidates from some centres did not know the process.

**Acceptable response would include:**

Hardness refers to the materials ability to resist being scratched and dented, Hard materials are usually brittle, e.g. glass, HCS, file, drill bit Toughness is the ability to resist impact forces. It can absorb a blow without breaking or deforming, e.g. MCS, car spring, hammer head	4	Definition 2 Hardness definition [1] Examples [1] Toughness definition [1] Examples [1]
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- (b) (i) Calculate the number of revolutions that the pinion must make to open the gate fully from the closed position, if the total length of the gate is 4500 mm. [3]

Most candidates responded well to this question.

**Acceptable response would include:**

$40 \times 4500 \div 500 = 360$ teeth on the gate $360 \div 20 = 18$ revolutions	3	Correct calculation: 2 Correct answer: <u>1</u> Correct answer = 3 3
---	---	--

- (ii) Calculate the revolutions per minute (rpm) that the pinion would have to turn to let the gate move at a speed of 0.5 meter per second. [3]

Most candidates responded well to this question.

**Acceptable response would include:**

0.5 x 60 = 30 m / min rack has 80 teeth/meter 30 x 80 = 2400 teeth/min 2400 ÷ 20 = 120 RPM	<b>3</b>	Correct calculation: 2 Correct answer: <u>1</u> Correct answer = 3 3
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(c) Describe how the sources of energy in Fig. 9 could be used to drive mechanical systems.

(i) petroleum: [2]

(ii) coal [2]

(iii) electricity [2]

Most candidates responded well to this question.

**Acceptable response would include:**

• Petroleum could be used in an internal combustion machine. This would result in rotary motion that could drive a mechanical system.	<b>2</b>	Internal combustion (1) and motion(1)
• Coal could be used to heat water to produce steam. The steam would then be used in a steam driven turbine which would result in rotary motion that could	<b>2</b>	Steam turbine (1) and motion(1)
• Electricity could be used to power an electrical motor. The electric motor would then produce rotational motion which could be used to drive a mechanical system.	<b>2</b>	Electric motor (1) and motion(1) <b>Or</b> Solenoid (1) and motion(1) <b>Or</b> electro magnet (1) and application (1)

(d) (i) Describe the characteristics of direct current. [2]

Most candidates did not responded well to this question.

**Acceptable response would include:**

• Direct current (DC) is the flow of electric charge in only one direction. It is the steady state of a constant-voltage circuit.	<b>2</b>	Clear description of DC (2)
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(ii) State two advantages of direct current over alternating current. [2]

Most candidates did not responded well to this question.

**Acceptable response would include:**

• DC power is <b>significantly more energy efficient</b> than AC power.	<b>2</b>	AOVR
• DC motors and appliances have higher efficiency and power to size characteristics. DC- based lighting (LED) is as much as 75% more efficient than incandescent lighting.		Two advantage of DC [2]
• A big advantage of direct current is that it is easier to change the speed of a DC <u>electric motor</u> than it is for an AC one.		
• Direct current is used in essentially all consumer electronics, since <u>transistors</u> rely on it to operate.		



- (e) Calculate the revolutions per minute (rpm) that the driver sprocket would have to turn to let the driven sprocket turn at 48 rpm.

[3]

Most candidates responded well to this question.

**Acceptable response would include:**

VR = $\frac{\text{number of teeth of driven sprocket}}{\text{number of teeth of driver sprocket}}$	<b>2</b>	Calculation	2
VR = $36 \div 12 = 3$ Thus the VR is 3:1		Answer	<u>1</u>
Output speed = $\frac{\text{input speed}}{\text{VR}}$		Correct answer = 3	3
Thus: input speed = OS x VR			
Input Speed = $488 \times 3 = 144$ RPM			

- (f) Distinguish between the terms invention and innovation.

[3]

Most candidates responded well to this question.

**Acceptable response would include:**

<ul style="list-style-type: none"> <li>Invention can be defined as the <b>creation</b> of a product or introduction of a process <b>for the first time</b>.(1)</li> <li>Innovation, on the other hand, occurs if someone <b>improves</b> (1) on or makes a significant contribution to an <b>existing product</b>,(1) process or service.</li> </ul>	<b>3</b>	Distinguished clearly and correctly.
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- (g) Discuss the differences between digital and analogue systems. Use examples in your answer.

[8]

Most candidates did not respond well to this question.

**Acceptable response would include:**

<ul style="list-style-type: none"><li>• The major difference between analogue and a digital signal is that analogue signals are continuous signals, while digital signals are discrete signals.</li><li>• An analogue signal is a continuous signal whereas Digital signals are time separated signals</li><li>• The difference between analogue and digital technologies is that in analogue technology, information is translated into electric pulses of varying amplitude.</li><li>• In digital technology, translation of information is into binary format (zero or one) where each bit is representative of two distinct amplitudes.</li><li>• Comparing Digital vs Analog signals, the analogue signal bandwidth is low while the bandwidth of the digital signal is high.</li><li>• Analog instruments give considerable observational errors whereas Digital instruments never cause any kind of observational errors.</li><li>• Analog hardware never offers flexible implementation, but Digital hardware offers flexibility in implementation.</li><li>• Comparing Analog vs Digital signal, Analog signals are suited for audio and video transmission while Digital signals are suited for computing and digital electronics.</li><li>• Analogue is mechanical.</li></ul>	<b>8</b>	Select the mark that best fits the candidates' response. <table><tr><td>No creditable response</td><td>0</td></tr><tr><td>Little understanding of the difference, vague discussion, no example used.</td><td>1 - 2</td></tr><tr><td>Limited understanding of the difference, vague discussion, and examples used.</td><td>3 - 4</td></tr><tr><td>Understanding of difference and discussion is clear, and examples used.</td><td>5 - 6</td></tr><tr><td>Clear understanding of the difference, broad discussion, and examples used.</td><td>7 - 8</td></tr></table>	No creditable response	0	Little understanding of the difference, vague discussion, no example used.	1 - 2	Limited understanding of the difference, vague discussion, and examples used.	3 - 4	Understanding of difference and discussion is clear, and examples used.	5 - 6	Clear understanding of the difference, broad discussion, and examples used.	7 - 8
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## GENERAL COMMENTS

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.

**The entries in 2024 have increase to 74 candidates.**

**For 2021 there were 56 candidates, in 2022 there were 60 candidates and in 2023 there were 56 candidates entered, of which one was absent.**

Teachers are familiar with the content of the syllabus now guided and taught the candidates well to ensure that they knew what to expect in the exam. Teachers should be applauded for the effort done to prepare the learners for the examination. According to the responses of the candidates, it is evident that the whole syllabus was covered by most centres.

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.

Good responses were received from the centres regarding the quality and standard of the answer scripts. The question paper 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 shows that quite a few candidates did not have the knowledge and skills to answer certain questions successfully. This situation can only be mastered 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 few of areas which need to improve.

## COMMENTS ON SPECIFIC QUESTIONS

### (a) Analysis

Candidate should **not write a fictional story** about the reason why the product should be made. The situation and information given in the paper may not simply be **copied or repeated** from the paper as an answer.

Candidates should analyse the given problem. That means **to study (something) closely and carefully**, to find the nature of the given problem by a close and careful examination. How can the problem be solved.

Appropriate factors should be considered. Candidates should think of, and record all the additional information, like: tools, construction, materials.

### (b) Specifications

Candidates **may not copy the specifications given** in the paper.

Candidates can generate other specifications taking into consideration of the following guideline:

Functionality, ergonomics, aesthetics, materials and construction.

Generic responses must be avoided. These specifications must be relatively specific. Some candidates stated generic specifications like "it must be safe, must look nice, etc." Specifications must also be **justified with reasoning**.

A specification could look as follows: E.g. "The product must be made out of aluminium, because it is light weight and does not corrode."

### (c) Design solutions

Many ideas were not in line with the criteria given. Candidates should draw the ideas **according to the specifications** given. Candidates should come up with a minimum of **four** possible solutions for them to be marked under high band. Most candidates came up with three possible solutions which made candidates to lose marks.

Ideas should also be drawn **three dimensionally**.

**Detail** should be shown in the sketches, many **notes** should be written.

**Measurements** should be added. More than three ideas should be drawn.

Ideas should be adequately **rendered / coloured** and enhanced.

The ideas should also be **evaluated**.

**Communication** has its own marks awarded from 0 – 4marks. Candidates should work hard on their sketches to get all the marks.

**(d) Development of proposed solution**

This is the part where candidates of some centres lost valuable marks. In this section of the question paper the candidates should take the chosen idea and make further **detailed decisions** on form, materials and construction methods to be used in the final product. In some cases, candidates did not do a sufficient development of the final idea.

This is not simply a repetition of one of the ideas recorded in the previous section.

The candidates should **show processes** that are to be followed in the manufacturing and also show **details of construction**.

**Rendering / colouring** should be done and **measurements** should be added.

The development should also be **evaluated**.

**Communication** showing the expected **solution** has its own marks awarded from 0 – 4marks. Candidates should work hard on their development sketches to get all the marks.

**(e) Presentation**

Candidates of some centres just gave a single view with little or no detail or notes.

The following is expected in this question. An **Isometric sketch** or drawing with notes, and an **Orthographic drawing** including **dimensions**.

Additional sketches can also be added to **show construction detail**.

The isometric drawing or sketches should be **rendered showing what the final product should look like**.

**Communication** has its own marks awarded from 0 – 4marks. Candidates should work hard on their presentation drawings of their final solution to get all the marks.

**CONCLUSION**

Teachers are to read and implement these comments and pointers given. This will ensure a better mark for the candidates in future.

## GENERAL COMMENTS

Centres must be commended for the completion and submission of coursework samples from all regions.

The quality of coursework for NSSCAS 2024 was generally of a good standard. There were some centres that produced coursework that is below average. This indicates that the candidates were not correctly guided by the teacher. Regional Offices should make sure that Centre Reports are studied and recommendations drafted for implementation purposes are forwarded from the regions to the schools.

Regional Office should target schools that did not perform well and investigate what the reason is for the substandard results. In the cases where teachers are not sure what is expected in the folders, they should be trained to ensure that the candidates can be taught how to compile a folder correctly. On the other hand, if the teacher is not performing, the principal and head of department at the school should be informed to continuously monitor the work done by the teacher and the progress of the candidates on the project folders. 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. It appears that the common mistakes centres made, during 2023 were repeated in the 2024 design folder, are mainly because the learners were not taught correctly by the teacher. This makes one realise how many candidates are penalised for poor quality work submitted because of some centres who have not been putting in the much needed efforts from the beginning of the Senior Secondary phase. A conclusion could be drawn 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 Design and Technology as a subject.

Once again, Regional Offices, principals and HOD's are pleaded to take the responsibility of ensuring that folders and projects are monitored throughout the year in future. Towards the end of the second term the folders should be internally moderated before the marks are dispatched to DNEA for external moderation. Regional Offices must make sure that NSSCAS 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 are not submitting sufficient photographic evidence is a problem when the projects have to be moderated. 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.

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.

If sufficient photographic evidence is not submitted, the candidates' marks will be affected negatively.

## COMMENTS ON SPECIFIC ASSESSMENT HEADINGS

### Defining

Some of the candidates clearly stated the problem to be addressed but not all gave a concise Design Brief. Candidates should be encouraged to complete adequate and relevant research in order to form a suitable knowledge base after formulating the Brief. Only then can the specifications be listed. These specifications must be relatively specific. Many candidates stated generic specifications like "it must be safe" or "must not be big or too small", etc. This research does not only refer to materials and its properties. Some candidates included points of specification but of a generic nature which could be applied to any product.

### Research

Some centres research consisted of irrelevant information that was simply written in a paragraph form. This did not lead the candidate to an idea of what the outcome of the product should be.

Candidates should do research into similar existing products as mentioned in the Design Brief and evaluate these products regarding cost, material, suitability etc.

Then additional information regarding the processes, material and fittings should be researched to see what is available locally.

## Conceptualising

This is where candidates can show evidence of genuine design creativity. Imaginative and innovative handling of good range of concepts and ideas is of essence. Some candidates included a wide range of different ideas enhanced by clearly annotated sketches. Often candidates presented a few 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 notes and dimensions. Annotations should include comments on the construction, joining methods and materials. Then it is important that the each idea is evaluated as to how an idea might link to the specification. The candidates from one centre presented photographs in the place of drawing their own ideas, which resulted in the candidates marks to be influenced negatively. The candidates from another centre placed photocopies of drawings in all parts of the folder. The moderator gave the benefit of the doubt to the candidates involved and did not penalise them for this action. Placing photocopies of drawings in a folder is not acceptable, because they could be copied from someone else's work.

## Development

In this section of the folder the candidates should take **only** the chosen idea and make further detailed decisions on form, materials and construction methods to be used in the final product. Ideas should be fully developed with good attention to detail. Candidates are expected to show deep insight and good command of related knowledge. In some cases candidates found it difficult to apply, and in these cases the final ideas were simply a repetition of one of the ideas recorded in the previous section. Candidates are expected to also illustrate every step of production with notes describing the action.

In most cases the final drawings of the Design Solution were generally well-presented and gave sufficient information with regards to the manufacturing of the product.

## Presentation

Candidates were expected to show refined graphical skills including fluent freehand and precise measured drawings. Most centres could produce drawings with good command of rendering and other enhancement which is commendable. Centres in the top band produced excellent communication skills and had their work well managed and attractively laid out. Some centres did not give the correct drawings.

The following is expected: An isometric drawing / sketch with dimensions and notes. (Rendered), an exploded view (rendered) an orthographic drawing showing detailed dimensions. Then also a cutting list, other material list, a table showing time planning and a flowchart showing the sequential steps of production.

## Product realization (Control; Technical; Product)

Photographic evidence (photographic gallery) 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. 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 which made it difficult for the moderator to clearly distinguish various safe approaches and processes from the photos.

Notably, photographic evidence showed some candidates operating power tools (such as angle grinders) without the required protective clothing (leather gloves, eye protection), an unsafe practise that should be discouraged.

Clear photos of the candidate doing all the processes, as well as clear photos showing the final product. The candidate must be seen working in the pictures.

## Testing and Evaluation

Some 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 implored to ensure that specifications are fully evaluated and tested in this section, which will guarantee maximum marks for the candidates.

## Conclusion

Even though the coursework received from the centres for NSSCAS was at a high standard in most cases, it is clear that centres offering NSSCAS Design and Technology for 2025 as a subject need to get a unified training to standardize the general understanding on the different sub-topics for the design folders.



# ECONOMICS

8246  
Paper 1

## GENERAL COMMENTS

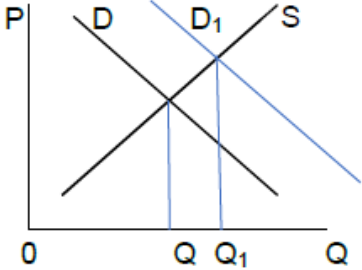
Section A was answered fairly well by most candidates, but the questions in Section B were misunderstood. Everybody wrote about the balance of payments, but the questions only focused on the first part of the balance of payments, the trading account.

Most learners are taught the theory. However, teachers need to teach learners application, analyses and how to evaluate. Most learners failed to evaluate.

Teachers must focus on the learning objectives.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Section A

Q	Answer	Marks	Guidance
1	<p>'Ceteris paribus' fairly well answered. Most learners did not include key words "all others".</p> <p><b>Answer</b> <b>Define ceteris paribus.</b> <b>Kn</b> (Up to 2 marks) All other things/everything else <sup>(1)</sup> being equal/remain the same/being constant.<sup>(1)</sup></p>	2	
2	<p>Well answered. Most learners know that advertising is a factor of demand, however, learners could not properly label the diagram or indicate the new quantity.</p> <p><b>Answer</b> <b>Demand can be influenced by factors such as an increase in advertising. Show the effect of the above-mentioned factor on the supply and demand diagram below. Only the effect on quantity will be credited.</b> <b>Kn</b> (Up to 2 marks) One mark for the shift and labelling of new demand curve. <sup>(1)</sup> One mark for quantity demand increases from Q to Q1. <sup>(1)</sup></p> 	2	
3	<p>Well answered. However, some learners listed the factors affecting supply.</p> <p><b>Answer</b> <b>Identify three factors that influence price elasticity of supply.</b> <b>Kn</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>• The number of producers. <sup>(1)</sup></li> <li>• Stock. <sup>(1)</sup></li> <li>• Spare capacity. <sup>(1)</sup></li> </ul>	3	NOT switching to substitute

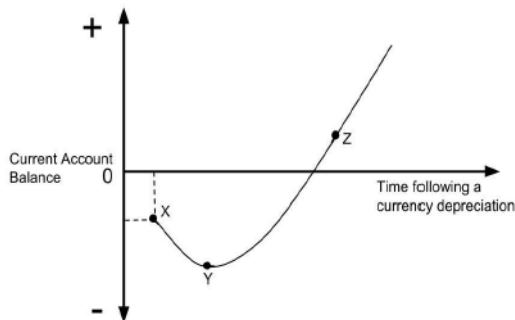
	<ul style="list-style-type: none"> <li>• Ease of switching (if production of goods can be varied)/ factor mobility. (1)</li> <li>• Ease of storage. (1)</li> <li>• Length of production period/time factor. (1)</li> <li>• Time period of training. (1)</li> <li>• Nature of commodity (agriculture/manufactured). (1)</li> <li>• Techniques of production. (1)</li> <li>• Risk taking. (1)</li> </ul>		.
4	<p>Fairly well answered. Most learners could not define withdrawals. However, the majority knew the examples of a withdrawal.</p> <p><b>Answer</b>  <b>Define withdrawals in the circular flow of income.</b>  <b>Kn</b> (Up to 2 marks)  Variables/leakages in an economy that leak out of the circular flow of income (1) and reduce the size of national income. (1)</p> <p><b>OR</b>  Economic activities that decrease the size (1) of the domestic economy (1)</p>	2	<p>Examples of withdrawals include:  saving, taxation and imports  1 mark can be gained by providing one correct example.</p>
5	<p>Poorly answered. Most learners scored only 2 out of 4.</p> <p><b>Answer</b>  <b>Explain the difference between money values and real data.</b>  <b>Ap</b> (Up to 4 marks)  Money values are measured in current prices/monetary terms/ currency terms (1) real data is measured at constant prices (1) at specific time. (1)  Money values make no allowance for differences in price (1) real data is adjusted for differences in price level/inflation (over time). (1)</p>	4	
6	<p>Fairly well answered. Most learners scored marks for the example.</p> <p><b>Answer</b>  <b>Outline merit goods.</b>  <b>Kn</b>  A merit good is normally under-provided/under consumed because of imperfect information. (1)  <b>OR</b> Consumers do not fully appreciate/realise how beneficial they are. (1)  <b>OR</b> Goods generate external benefits (positive externalities). (1)  <b>OR</b> example: education/healthcare. (1)</p>	1	<p>Example not needed for the 1 mark.</p>
7	<p>Poorly answered. Most learners could not write down the formula, as most learners wrote only the steps for calculating CPI.</p> <p><b>Answer</b>  <b>Explain how the consumer price index (CPI) is calculated.</b>  <b>Ap</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>• <math>CPI = (\text{Cost of basket in current year} / \text{Cost of basket in base year}) \times 100</math> (1)</li> <li>• Basket of average household in current year ÷ weighted basket in base year (1) <b>OR</b> <u>current price</u>  base year price x 100 (1)</li> </ul> <p><b>OR</b> weight attached to basket of goods (1) and base year chosen = 100 (1)  <b>OR</b> weight attached to basket of goods (1) base year = 100 (1)  x 100 (1)</p>	3	<p>Credit any other correct terminology for the numerator and denominator.</p>



8	<p>Well answered.</p> <p><b>Answer</b>  <b>Identify three reasons why productivity might be higher in a more developed economy.</b>  <b>Kn</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>• Access to advanced capital/technology. (1)</li> <li>• Better infrastructure. (1)</li> <li>• More skilled workforce/good quality. (1)</li> <li>• More stable political/economic environment. (1)</li> <li>• Division of labour. (1)</li> <li>• Employee participation. (1)</li> <li>• Efficient use of resources. (1)</li> </ul>	3	Credit any other correct reason.
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## Section B

Q	Answer	Marks	Guidance
9 (a)	<p>Fairly well answered. Most learners failed to mention value or price of a currency.</p> <p><b>Answer</b>  <b>Define exchange rate.</b>  <b>Kn</b> (Up to 2 marks)  The value/price of one currency (1) in terms of another countries (currency)/e.g. 1 N\$ : 1 US\$. (1)</p>	2	
(b)	<p>Fairly well answered. Most learners could define devaluation, however, other candidates used the depreciation of a currency. The question asked the effect on UK tourism to Türkiye, but most learners wrote about the effect of devaluation on imports and exports instead of tourism.</p> <p><b>Answer</b>  <b>Analyse the likely effect of the devaluation of the lira on UK tourism to Türkiye.</b>  <b>Kn</b> (2 marks)  <b>Devaluation</b> is the deliberate (1) downward adjustment in the official exchange rate by government. (1)  <b>Ap</b> (2 marks)  A key effect of <b>devaluation</b> is that it makes the domestic currency cheaper relative to other currencies. (1)  reduces the value of the currency such as cheaper flights/accommodation. (1)  <b>An</b> (2 marks)  Therefore, more UK tourists will visit Türkiye (1) because it is cheaper to visit Türkiye for holidays. (1)  More tourists can afford to travel to Türkiye. (1)</p>	6	
(c)	<p>Fairly well answered. Most learners misinterpreted the question. Learners mention the balance of payment and not the current account. Learners who scored 2 marks mentioned imports and exports in equilibrium as well as inflow and outflow of money in equilibrium.</p> <p><b>Answer</b>  <b>Explain the aim of achieving stability in the current account of the balance of payments.</b>  <b>Kn</b> (1 mark)  Current account stability refers to a sustainable/limited current account deficit/surplus. (1)  <b>Ap</b> (Up to 2 marks)  The current account records the value of imports and exports (1) between a country and the rest of the world. (1)  <b>An</b> (Up to 2 marks)  Stability is the aim because it indicates that there is enough revenue earned through export (1) to pay for imports. (1) Inflow of money and outflow of money in equilibrium. (1)</p>	5	

	Balancing of imports and exports. (1)		
(d)	<p>Poorly answered. Very few learners scored full marks on the definition of interest rate. Most learners could answer the benefits of high interest rate (investment and reducing of inflation). Most learners paid more attention to the cutting of interest rate in the extract instead of increase in interest rate in the question.</p> <p><b>Answer</b>  <b>Explain why Türkiye might have been expected to increase domestic interest rates rather than cutting them in light of the depreciation of the lira.</b>  <b>Kn</b> (Up to 2 marks)  The rate of interest is the amount charged/received over and above the principal amount by the lender/cost of borrowing/return on saving. (1)  Depreciation is when a currency falls in value/price compared to currencies in other countries. (1)  <b>Ap</b> (Up to 2 marks)  An increase in domestic rate of interest would attract investment funds into the financial system of Türkiye. (1) This would increase the demand for the lira. (1)  <b>An</b> (Up to 2 marks)  The increase in the demand for the lira would appreciate its value when compared to other currencies. (1) This would help to reduce the cost of imports into Türkiye/relieve some of the domestic inflationary pressure. (1)</p>	6	<p>1 mark for definition of interest rate.  1 mark for definition of depreciation.</p> <p>4 marks for correct reasons.</p>
(e)	<p>Poorly answered. Learners could discuss the effect of a depreciation on the trade balance, but failed to evaluate to score full marks. Learners could mention the effect of depreciation on exports and imports.</p> <p><b>Answer</b>  <b>Assess the effects of a depreciation of the Turkish lira on the external trade balance of Türkiye.</b>  <b>An</b> (Up to 4 marks)  <ul style="list-style-type: none"> <li>Reducing the foreign prices of Turkish exports to stimulates exports. (1)</li> <li>Raising domestic prices of imports to decrease demand for imports. (1)</li> <li><math>X &gt; M</math> = increase export on external Trade Balance. (1)</li> <li>Trade surplus. (1)</li> </ul> <b>Ev</b> (Up to 4 marks)  For an assessment of how this might be altered in the light of the PED of exports (X) on imports (M).  <ul style="list-style-type: none"> <li>A depreciation of the Turkish lira will lead to an improvement in its balance of trade. (1)</li> <li>Only if the sum of the price elasticities of its exports and imports is greater than one or vice versa. (1)</li> <li>Thus, the quantity of import demanded decreases in the <i>long run</i>. (1)</li> <li>J-curve effect on the trade balance in the <i>short run</i>, states that the trade balance will first worsen. (1)</li> </ul> <p style="text-align: center;"><u>J-curve</u></p>  </p>	8	<p><b>Ev – L1</b> (2 marks)  For cursory evaluative comment on Marshall-Lerner condition.</p> <p><b>Ev – L2</b> (2 marks)  For developed evaluation that includes correct ML and J-curve content.</p> <p>Reward the correct use of the J-curve graph.</p> <p>If graph is used award maximum 2 marks, indicate worsening of trade balance in current account <math>X - Y \downarrow</math> in short run then <math>\uparrow Y - Z</math> in long run. (1)</p>

(f)	<p>Well answered.</p> <p><b>Answer</b>  <b>There has been a 15 billion Turkish lira increase in investment in the Turkish tourism sector. The marginal propensity to consume (MPC) in Türkiye is 0.5. Based on this information, calculate the total increase in national income in Türkiye.</b></p> <p><b>Kn</b> (1 mark)  Multiplier = <math>1/1 - \text{MPC}</math> OR multiplier measures by how much the NI changes as result of the injections/withdrawals in an economy. (1)</p> <p><b>Ap</b> (Up to 2 marks)  Multiplier = <math>1/0.5 = 2</math> (1)  Thus, <math>2 \times 15 \text{ billion} = 30 \text{ billion (lira) increase in national income. (1)}</math></p>	<b>3</b>	
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### POSITIVE SUGGESTIONS TO TEACHERS

Teachers are advised to go through the syllabus and make their learners aware of the key command words in the questions which will prepare learners for what is expected of them.

Teachers should go through previous examiner's reports, to give their learners better guidance on how to answer questions and what is expected of them.

Guide and advise the learners to update their knowledge on the latest current affairs, news on economics locally and nationally to improve their general knowledge.

Teachers should use different sources, textbooks, internet or newspapers to broaden their learners' knowledge on topics.

## GENERAL COMMENTS

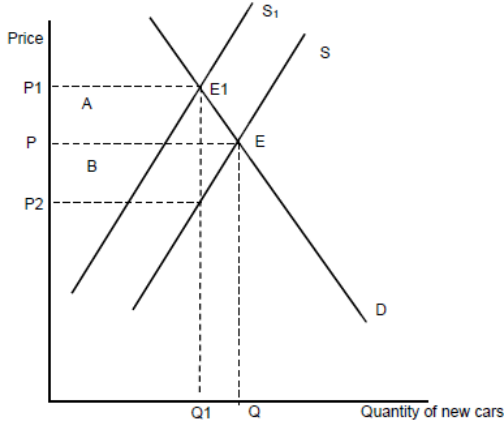
The knowledge part of the questions were answered well, except for Question 1 (c)

There was a slight improvement in how learners applied, analysed and evaluated their answers.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Section A

Q	Answer	Marks	Guidance
1 (a)	Well answered. Some learners defined profit instead of revenue.  <b>Answer</b> <b>Define total revenue.</b> <b>Kn</b> (Up to 2 marks) • Total amount received <sup>(1)</sup> from selling a product. <sup>(1)</sup> <b>OR</b> • The quantity of total sales (Q) <sup>(1)</sup> multiplied by the price (P). <sup>(1)</sup> <b>OR</b> • $TR = P \times Q$ . <sup>(2)</sup>	2	
(b)	The knowledge part was answered correctly. Few learners struggled to apply their answer.  <b>Answer</b> <b>Use the information from Fig. 1 to explain the fundamental economic problem.</b> <b>Kn</b> (2 marks) • Unlimited wants/needs <sup>(1)</sup> • Limited resources <sup>(1)</sup> <b>Ap</b> (2 marks) • Government experiences a shortfall of 1.8 billion, <sup>(1)</sup> 4.3 billion – 2.5 billion <sup>(1)</sup>	4	Accept any correct explanation of limited government funds (N\$2.5 billion) when needing more funds (N\$4.3 billion) for 2 Ap marks.
(c)	Poorly answered as learners did not know the meaning of tax incidence and how it affects the consumers as well as producers. In general, learners obtained one mark for showing the correct shift of the supply curve.  <b>Answer</b> <b>Use a demand and supply diagram to explain the incidence of an increase in the tax on a new car.</b> <b>Kn</b> (2 marks) • Tax incidence refers to how the burden of tax is distributed between producers and consumers. <sup>(1)</sup> • The extent to which the producer is able to pass on the tax by raising the price depends on the elasticity of demand (PED) for the product. <sup>(1)</sup>	6	

	<p><b>Ap (2 marks)</b></p> <p style="text-align: center;"><b>Market for new cars in Namibia</b></p>  <p style="text-align: center;">Area A: Consumer burden      Area B: Producer burden</p> <p><b>An (Up to 2 marks)</b></p> <ul style="list-style-type: none"> <li>The more price inelastic the demand, the easier for the producer to pass the tax on to the consumer in the form of higher prices. (1)</li> <li>Indicating that the new car is a necessity. (1)</li> <li>If the PED is more elastic, the producer will have to carry/absorb a greater part of the tax. (1)</li> <li>Indicating that the new car is a form of luxury goods. (1)</li> </ul>	<p>2 marks for correct diagram</p> <ul style="list-style-type: none"> <li>- Correct shift of supply curve after tax showing new equilibrium/P1E1Q1. (1)</li> <li>- Correct identification of the consumer and producer burden. (1)</li> </ul> <p>Award two marks for a correct diagram showing an inelastic or elastic demand curve. (It will have an effect on the size of the consumer and producer burden.)</p>
<p><b>(d)</b></p>	<p>Learners explaining the advantages and disadvantages of urbanisation did not score any marks. Some learners also referred to public transport as being a public good, which is not correct.</p> <p><b>Answer</b></p> <p><b>Assess the impact that a move from the use of private vehicles to public transport will have on increasing urbanisation.</b></p> <p><b>Kn (Up to 1 mark)</b></p> <ul style="list-style-type: none"> <li>Increasing urbanisation leads to more people living/working in the cities. (1)</li> </ul> <p><b>Ap (Up to 2 marks)</b></p> <ul style="list-style-type: none"> <li>A move from private vehicles to public transport can have positive or negative impacts.</li> </ul> <p><b>Positive impacts</b></p> <ul style="list-style-type: none"> <li>Reduced traffic congestion, fewer private cars. (1)</li> <li>Decrease pollution. (1)</li> <li>Social equity. (1)</li> <li>Easier access to markets, workplaces, educational institutions. (1)</li> <li>Increased standard of living. (1)</li> </ul> <p><b>Negative impacts</b></p> <ul style="list-style-type: none"> <li>Increase in infrastructure costs. (1)</li> <li>Diseases can spread more easily when using public transport. (1)</li> <li>Not as flexible as private vehicles/people not always on time. (1)</li> </ul> <p><b>An (Up to 2 marks)</b></p> <p><b>Positive impacts</b></p> <ul style="list-style-type: none"> <li>Reduced traffic congestion leads to reduced stress/accidents. (1)</li> <li>People can do work while commuting on public transport. (1)</li> <li>Public transport produces fewer emissions/less noise. (1)</li> <li>Higher degree of social equity if high- and low-income earners use public transport/both can benefit from public transport. (1)</li> </ul>	<p style="text-align: center;"><b>8</b></p>

	<ul style="list-style-type: none"> <li>Easier access to markets, workplaces, educational institutions leads to economic growth. (1)</li> <li>Standard of living increases because it becomes safer to walk in cities/more walkable urban development. (1)</li> </ul> <p><b>Evaluation</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>The impact of moving from private vehicles to public transport will depend on how well cities plan for increased public transport infrastructure. (1)</li> <li>Time scale: Usually takes a few years to improve infrastructure (such as new walkways). (1)</li> <li>It will depend on the price elasticity of supply (PES) of public transport and improved infrastructure. (1)</li> <li>Whether people are willing to replace the use of private vehicles with public transport. (1)</li> <li>Control whether public transport is efficient/reliable/on time. (1)</li> <li>Extent to which public transport is affordable/subsidised. (1)</li> </ul>		<p><b>Ev L1</b> (1 – 2 marks) For an answer that shows some limited knowledge of the impact of a move from private vehicles to public transport on increased urbanisation.</p> <p><b>Ev L2</b> (2 – 3 marks) For a developed comment on the impact of a move from private vehicles to public transport to increase urbanisation.</p>
(e)	<p>Fairly well answered by learners who evaluated the effects of the fiscal policy action of the RFA on <b>motorists</b> only and not the economy at large.</p> <p><b>Answer</b> <b>Evaluate the effects that the fiscal policy action taken by the Road Fund Administration will have on motorists.</b> <b>An</b> (Up to 5 marks)</p> <ul style="list-style-type: none"> <li>Fiscal policy action by the RFA includes government spending on road infrastructure/taxes on new cars/toll roads. (1)</li> </ul> <p><b>Effects of increased taxes on new cars on motorists</b></p> <ul style="list-style-type: none"> <li>Increases the price of new cars for motorists. (1)</li> <li>Decrease in demand for new cars. (1)</li> <li>Promotes use alternative transport/public transport/bicycles. (1)</li> <li>Continue to use existing old car. (1)</li> </ul> <p><b>Effects of toll road on motorists</b></p> <ul style="list-style-type: none"> <li>Higher transport costs for motorists who commute daily. (1) Low-income motorists will be affected more than high-income motorists. (1)</li> <li>Motorists may use alternative roads to avoid paying road tolls. (1)</li> <li>Leading to more congestion on alternative roads/less congestion on toll roads. (1)</li> <li>Motorists may change to carpools or use lift clubs/public transport/riding bicycles. (1)</li> </ul> <p><b>Effect of increased government road infrastructure spending on motorists</b></p> <ul style="list-style-type: none"> <li>Improved road conditions/road network/fewer potholes. (1)</li> <li>Less damage to vehicles because of poorly maintained roads. (1)</li> <li>Fewer accidents. (1)</li> <li>Shorter travelling time. (1)</li> </ul> <p><b>Ev</b> (Up to 5 marks) <b>Effect of increased taxes on new cars on motorists</b></p> <ul style="list-style-type: none"> <li>Extent to which increased taxes will lead to higher prices of new cars depends on price elasticity of demand for new cars; more price inelastic demand will lead to higher prices. (1)</li> <li>Margin: bigger tax on new cars will have a bigger effect. (1)</li> </ul> <p><b>Effect of toll roads on motorists</b> <u>The extent to which toll roads will lead to higher transport costs depends on the:</u></p> <ul style="list-style-type: none"> <li>Time scale: more expensive over long run than short-run. (1)</li> <li>Margin: the bigger the amount levied for the use of the toll road, the more transport costs increase. (1)</li> <li>Length of toll roads: levies on longer toll roads usually more expensive. (1)</li> </ul>	10	<p><b>Ev L1</b> (1 – 2 marks) For an answer that shows some knowledge of how fiscal policy can affect motorists.</p>

	<ul style="list-style-type: none"> <li>Road tolls are regressive/low-income motorists spend a bigger proportion of their income on transport, therefore, it will influence them more. (1)</li> <li>Elasticity of demand for toll roads: inelastic demand bigger effect than elastic demand. (1)</li> </ul> <p><u>Other effects of toll roads on motorists:</u></p> <ul style="list-style-type: none"> <li>Availability of substitutes/alternative roads/alternative modes of transport will influence extent to which toll roads affect motorists. (1)</li> <li>Size of road toll operating plan: if more roads become toll roads, it will have a bigger effect on motorists. (1)</li> </ul> <p><b>Effect of increased government road infrastructure spending on motorists</b></p> <ul style="list-style-type: none"> <li>Time scale: spending over long-run, bigger effect. (1)</li> <li>Margin: bigger amount spent will have a bigger effect. (1)</li> <li>Upgrading/maintaining road infrastructure in more regions will have a bigger effect. (1)</li> <li>Control: whether infrastructure is good quality (1) whether funds are used effectively/preventing misallocation of funds/corruption. (1)</li> </ul>		<p><b>Ev L2 (3 – 5 marks)</b></p> <p>For a developed evaluative comment to the extent that fiscal policy might influence motorists.</p>
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## Section B

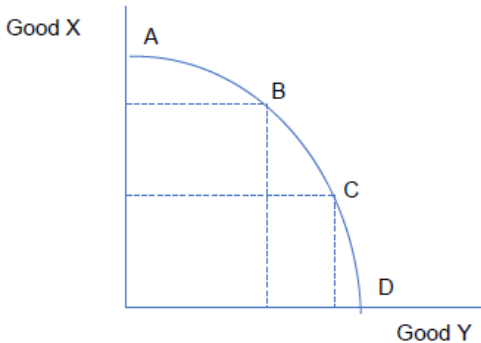
Q	Answer	Marks	Guidance
2 (a)	<p>Well answered. Some learners referred to healthcare as a public good, but because healthcare is excludable and rival, it is classified as a merit good.</p> <p><b>Answer</b></p> <p><b><i>Explain the difference between public goods and private goods. Analyse why profit can be made through the supply of one type of good, but not the other.</i></b></p> <p><b>Kn</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li><b>Public goods are non-excludable</b>/all members of society can consume or benefit from use of public goods. (1)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li><b>Private goods are excludable</b>/it is possible to exclude someone from using a private good. (1)</li> <li><b>Public goods are non-rival</b>/as more people consume public goods, so the benefit for those consuming it is not diminished. (1)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Private goods are rival/consumption by one person or group of consumers reduces availability to others. (1)</li> <li>Private goods are also known as economic goods. (1)</li> <li>Public goods are provided by the government. (1)</li> </ul> <p><b>Ap</b> (Up to 2 marks)</p> <ul style="list-style-type: none"> <li>Because it is not possible to exclude people from using public goods, no price can be charged for the amount consumed. (1)</li> <li>By charging a price for a private good, consumers cannot use a private good if they do not pay for it. (1)</li> </ul> <p><b>An</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>Profit can be made in the supply of private goods but not in the supply of public goods. (1)</li> <li>Public goods are supplied by the government without the aim of making a profit as society is not charged directly for their use. (1)</li> <li>Public goods are indirectly paid by the government from tax revenue. (1)</li> <li>Private goods are supplied with the aim of making a profit by charging consumers directly. (1)</li> </ul>	8	<p><b>No marks</b></p> <p>For examples of public goods and private goods.</p>

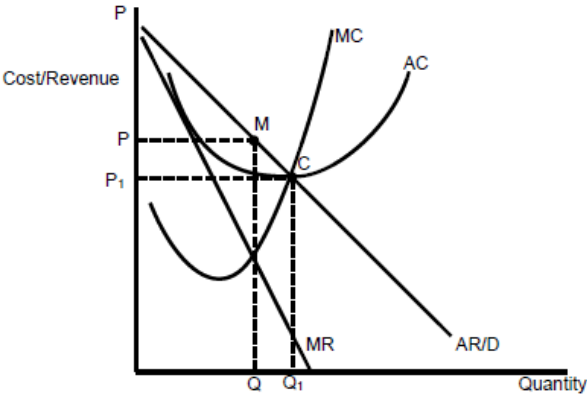


(b)	<p>Fairly well answered. Learners who did not know that maximum prices lead to cheaper merit goods lost marks. Some learners linked information provision to demerit goods instead of merit goods as stated in the question.</p> <p><b>Answer</b>  <b><i>Evaluate whether maximum prices or information provision would be more effective in ensuring that merit goods are not under consumed.</i></b></p> <p><b>An</b> (Up to 8 marks)  <b>Maximum prices</b></p> <ul style="list-style-type: none"> <li>Are set by the government below the equilibrium/market price. (1)</li> </ul> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Makes merit goods more affordable. (1)</li> <li>Increases consumption of merit goods. (1)</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>Leads to shortages/market disequilibrium where quantity supplied is less than the quantity demanded/excess demand. (1)</li> <li>Less is supplied/more is demanded because of fall in price. (1)</li> <li>Producers are discouraged to supply merit goods if they are unable to cover their costs. (1)</li> <li>Producers may compromise the quality of merit goods by using cheaper materials. (1) (3/5/4)</li> </ul> <p><b><u>Information provision</u></b></p> <ul style="list-style-type: none"> <li>Merit goods are under consumed because consumers are not informed of their benefits. (1)</li> </ul> <p><b>Advantages</b></p> <ul style="list-style-type: none"> <li>Educates consumers on benefits of merit goods. (1)</li> <li>Educates consumers on positive externalities/external benefits of merit goods. (1)</li> </ul> <p><b>Disadvantages</b></p> <ul style="list-style-type: none"> <li>It takes time to change consumer behaviour, so impact may be slower than maximum price. (1) (5/4/3)</li> </ul> <p><b>Ev</b> (Up to 4 marks)  Extent to which <b>maximum prices</b> would be more effective depends on:</p> <ul style="list-style-type: none"> <li>Whether the government pays subsidies/gives tax relief to producers of merit goods to increase supply, decreasing the shortage. (1)</li> <li>The price elasticity of supply (PES) of the merit goods. (1) If supply is price inelastic, the decrease in the quantity supplied will be less, leading to a smaller shortage. (1)</li> </ul> <p><b>OR</b></p> <p>If supply is price elastic, the decrease in the quantity supplied will be more, leading to a bigger shortage. (1)</p> <ul style="list-style-type: none"> <li>Whether the shortages lead to black markets/high prices or long waiting periods for merit goods/services such as health care. (1)</li> <li>Extent to which <b>information provision</b> would be more effective depends on:</li> <li>How well the information campaign is designed to change behaviour of consumers. (1)</li> <li>Whether consumers are educated and/or willing to inform themselves about the benefits of merit goods. (1)</li> </ul> <p>Effectiveness of <b>both measures</b> also depend on:</p> <ul style="list-style-type: none"> <li>Margin: extent to which it leads to increased demand for merit goods. (1)</li> <li>Time scale: effect bigger over long run than short run. (1)</li> <li>Costs: Information campaigns cost the government money unlike the implementation of maximum prices. (1)</li> </ul>	<p><b>12</b></p> <p>Do not double award points where elements appear in both analysis and evaluation sections. Marks for evaluation assessing which is the most effective in increasing consumption with due reference to the strengths and weaknesses explained in the analysis. (Up to 3 marks) and providing a reasoned conclusion. (1)</p> <p><b>Ev L1 (1 – 2 marks)</b>  For an answer that provides limited comment on either maximum prices or information provision only.</p> <p><b>Ev L2 (3 – 4 marks)</b>  For a detailed evaluation whether maximum prices or information provision would be more effective in the increased consumption of merit goods.</p>
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3 (a)	<p>Learners who did not link PED with total revenue lost An marks (when explaining the factors that affect elasticity of demand only). Most learners could not analyse unitary elastic demand.</p> <p><b>Answer</b>  <b>Analyse how knowledge of a good's price elasticity of demand can help a business to assess the effect of price changes for that good on its total revenue.</b></p> <p><b>Kn</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>Price elasticity of demand (PED) measures the responsiveness of the quantity demanded <sup>(1)</sup> to a change in price. <sup>(1)</sup></li> <li>Total revenue (TR) is the total amount of money received from selling a product/quantity sold multiplied by the selling price/  <math>TR = P \times Q</math>. <sup>(1)</sup></li> </ul> <p><b>Ap</b> (Up to 2 marks) accurate formula</p> <ul style="list-style-type: none"> <li>Price elasticity of demand  <math>= \frac{\text{percentage change in quantity demanded}}{\text{percentage change in price}}</math>. <sup>(1)</sup></li> </ul> <p><b>OR</b>  <math>\frac{\% \text{ change in } Q_d}{\% \text{ change in } P}</math> <sup>(1)</sup></p> <p><b>An</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>If demand is price elastic (PED bigger than one), reducing the price will increase total revenue (many more consumers will buy the product). <sup>(1)</sup></li> <li>If demand is price inelastic (PED smaller than one), raising the price will increase total revenue (consumers continue to buy the product even if the price increased). <sup>(1)</sup></li> <li>If demand is unitary elastic (PED = 1), total revenue will stay the same (changes in price have an equal impact on quantity demanded). <sup>(1)</sup></li> </ul>	8	<ul style="list-style-type: none"> <li>Two marks for the correct definition of price elasticity of demand (PED).</li> <li>One mark for the correct definition of total revenue (TR).</li> <li>Two marks for the correct formula of PED.</li> </ul>
(b)	<p>Most learners generalised fiscal and monetary policies without linking them to the current account deficit.</p> <p><b>Answer</b>  <b>Evaluate the extent to which expenditure reducing policies will be successful in reducing the deficit on the current account of the balance of payments.</b></p> <p><b>An</b> (Up to 8 marks)</p> <p>Expenditure reducing policies to reduce deficit on current account may be influenced by:</p> <p><b>Fiscal policies</b></p> <ul style="list-style-type: none"> <li>Reducing government spending on imports. <sup>(1)</sup></li> <li>Strict savings measures to control government spending/fiscal austerity. <sup>(1)</sup></li> <li>It can be challenging to implement strict savings measures on government spending/fiscal austerity because of political and social considerations. <sup>(1)</sup></li> <li>Increasing direct taxes to reduce spending on imports. <sup>(1)</sup></li> <li>Import taxes. <sup>(1)</sup></li> </ul> <p><b>Monetary policies</b></p> <ul style="list-style-type: none"> <li>Increasing the interest rate to reduce borrowing and spending on imports. <sup>(1)</sup></li> </ul> <p><b>Other factors</b></p> <p>Factors making expenditure policies less successful in reducing a current account deficit:</p> <ul style="list-style-type: none"> <li>Demand for exports stay low if trading partners experience economic downturns/low economic growth. <sup>(1)</sup></li> <li>Demand for exports stay low if a country is not competitive/has low productivity. <sup>(1)</sup></li> <li>Imports will stay high if a country is dependent on essential imported raw materials. <sup>(1)</sup></li> </ul> <p>Factors that successfully reduce current account deficit:</p> <ul style="list-style-type: none"> <li>Depreciation/devaluation of a currency make exports more competitive/cheaper and imports more expensive. <sup>(1)</sup></li> </ul>	12	<p>Any An point can be awarded up to 2 marks if developed sufficiently. Accept any correct factor that will <b>reduce</b> the deficit. There must be a link from the factor to a reduction in the deficit.</p> <p>Accept any correct factor that will <b>increase</b> the deficit. There must be a link from the factor to an increase in deficit.</p>

	<p><b>Ev</b> (Up to 4 marks) Extent to which expenditure reducing policies will be successful in reducing a current account deficit: Fiscal policies</p> <ul style="list-style-type: none"> <li>Time scale: changes in direct taxes may take some time to implement. (1) Difficult to decrease/limit government spending over time. (1)</li> <li>Political or social reasons: difficult to decrease government spending on capital projects already started, such as building a road. (1)</li> <li>Control: the extent to which a government successfully controls its spending and/or is able to limit the misallocation of government funds/corruption. (1)</li> </ul> <p><b>Other factors</b></p> <ul style="list-style-type: none"> <li>Margin: Extent to which a currency depreciates/direct taxes increase/interest rate increases. (1)</li> <li>Depreciation improves current account on condition that combined elasticities of demand for imports over exports are greater than one (Marshall-Lerner condition). (1)</li> <li>Short term, demand for exports and imports tends to be inelastic. Long term demand becomes more price elastic and current account improves (J-curve effect). (1)</li> </ul>		<p><b>Ev L1</b> (1 - 2 marks) For an answer that provides limited comment on the extent to which the reduction in the deficit will be successful.</p> <p><b>Ev L2</b> (3 – 4 marks) For an answer that provides a developed evaluation on the extent to which the reduction in the deficit will be successful.</p>
4 (a)	<p>This question was well answered, although some learners lost Ap marks by not drawing a PPC curve. Learners should always support their answers with diagrams where applicable, even if it is not requested in the question.</p> <p><b>Answer</b> <i>Describe how a production possibility curve can be used to explain scarcity and opportunity cost.</i></p> <p><b>Kn</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>The production possibility curve (PPC) is a curve which shows the maximum/various possible combinations of two goods/ classes of goods. (1)</li> <li>By the given resources and/or technologies. (1)</li> <li>Resources/technologies are limited in supply which leads to scarcity and opportunity costs. (1)</li> </ul> <p><b>Ap</b> (Up to 2 marks) An accurate diagram of a production possibility curve with appropriate axes.</p>  <p><b>An</b> (Up to 3 marks)</p> <ul style="list-style-type: none"> <li>The PPC shows a trade-off between how many resources were used to produce one good and resources used to produce the other good. (1)</li> <li>Opportunity costs will occur when choosing to produce more of the one good. (1)</li> <li>The production of the other good will have to be given up/ foregone. (1)</li> <li>Producing only Good X and no Good Y at A. (1) <b>OR</b></li> <li>Producing only Good Y and no Good X at D. (1) <b>OR</b></li> <li>Producing more of Good X and less of Good Y at B. (1) <b>OR</b></li> <li>Producing more of Good Y and less of Good X at C. (1)</li> </ul>	8	<ul style="list-style-type: none"> <li>Correct labels indicating any two products (1)</li> <li>Correct indication of points on the PPC (1)</li> </ul>

<p>(b)</p>	<p>Poorly answered. Learners analysing the effects of the merger on the company, the economy or the market economic system, lost marks. The merger should have been linked to a specific market structure. Learners who were able to draw a correct diagram of the monopolistic market structure and explain it, were able to score up to four marks.</p> <p><b>Answer</b>  <b>Evaluate the extent to which such a merger will create a market structure that satisfies the conditions for optimum resource allocation.</b>  <b>An</b> (Up to 8 marks)  <b>Will satisfy optimum resource allocation</b> (3/4/5)</p> <ul style="list-style-type: none"> <li>• Optimum resource allocational/allocative efficiency is an efficient market whereby all goods and services meet the needs and wants of society. (1)</li> <li>• Large firms benefit from economies of scale, lower average cost of production. (1)</li> <li>• Can lead to lower prices if some of cost savings are passed on to consumers. (1)</li> <li>• Greater incentives and resources for research and development, new product improvements, technological advancements. (1)</li> <li>• Elimination of price wars promote stability in industry. (1)</li> <li>• No resources wasted on advertising and branding. (1)</li> </ul> <p><b>Will not satisfy optimum resource allocation</b> (5/4/3)</p> <ul style="list-style-type: none"> <li>• Higher prices, consumers forced to buy from large firms, potentially allocative inefficiency. (1)</li> <li>• Reduced output, not productive efficient, aim to maximise profit rather than maximise overall social welfare. (1)</li> <li>• Barriers to entry: large firms maintain market power such as control over essential resources, high capital requirements. (1)</li> <li>• Lack of consumer choice: reduces consumer sovereignty. (1)</li> <li>• Lower quality and innovation over time, because of lack of competition. (1)</li> <li>• Rent-seeking behaviour: lobbying for favourable regulations from the government. (1)</li> <li>• Income Inequality, excessive profits and unequally distributed. (1)</li> </ul>  <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Allocative efficiency point C (P1Q1). (1)</li> <li>• However, monopolies always produce at point M where MR = MC. (1)</li> <li>• higher price (P) and lower quantity (Q). (1)</li> </ul> <p><b>Ev</b> (Up to 4 marks)</p> <ul style="list-style-type: none"> <li>• The extent to which a monopoly has been created/competition eliminated. (1)</li> <li>• If they were the sole supplier they would always aim for profit maximisation in the short and long run. (1)</li> </ul>	<p>12</p> <p>Up to 4 marks for correct diagram and corresponding explanation.</p> <p>2 marks for diagram</p> <ul style="list-style-type: none"> <li>• All labels correct (1)</li> <li>• Indicating point M and C (1)</li> </ul> <p>Up to 2 marks for explanation.</p> <p><b>Ev L1</b> (1 – 2 marks)  For an answer that provides limited comment on the extent to which monopolies will satisfy optimum resource allocation.</p>
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	<ul style="list-style-type: none"> <li>• Which leads to abnormal/supernormal profits in short run and long run. (1)</li> <li>• Which will benefit all stakeholders if reinvested into the business. (1)</li> <li>• Control: the extent to which government will be able to regulate the monopoly depends on the size of the monopoly. (1)</li> </ul>		<b>Ev L2 (3 – 4 marks)</b> For an answer that provides a developed comment on the extent to which monopolies will satisfy optimum resource allocation.
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### POSITIVE SUGGESTIONS TO TEACHERS

Learners should:

- Know and understand economic terminology and theories.
- Be able to interpret economic data.
- Use the tools of economic analysis and evaluation.
- Express ideas logically and clearly.
- Apply economic understanding to current economic issues from a variety of economies.

# ENGLISH SECOND LANGUAGE

8202  
Paper 1

## General Comments

- The 2024 AS examination was the same as the previous examinations in all respects.
- There was, however, a slight deviation in Section A: Part 2, in that some questions did not direct candidates to answer/respond to the questions in their own words.
- The candidates' overall performance has generally improved in comparison with the previous years.
- In general the candidates did not do exceptionally well in Section A: Part 1.
- In general the candidates performed average to above average in Section A: Part 2. In general they had challenges with answering contrast questions and in their own words where there were clear instructions to do so.
- In general, so many candidates failed to answer in complete, coherent and grammatically correct sentences. The candidates committed many language errors i.e. grammar, spellings, concord (subject verb agreement). One would expect candidates who enrolled for AS level to be competent writers of English as a Second Language and demonstrate a good linguistic foundation.
- Some candidates used **pencil or even correction fluids** in their answer scripts contrary to the instructions to the candidates on the cover page of the question paper. The **use of pencil first, then ink on top** made some scripts untidy and in some instances difficult to decipher the written responses.
- Some candidates **wrote lengthy responses not commensurate with the space provided**; as a result, their answers extended or overlapped into the space for the next question.
- The candidates structured Section B responses (speech) in proper paragraphs which is a continued improvement from the previous years. Some candidates, however, presented the speech in a wrong slant (addressed the wrong audience).

## COMMENTS ON INDIVIDUAL QUESTIONS

### SECTION A

#### PART 1: Multiple Choice Questions

##### Questions 1 to 5

Questions	Answers
1	<b>B</b>
2	<b>C</b>
3	<b>C</b>
4	<b>D</b>
5	<b>A</b>

This section required the candidates to read the passage intently for finer details in order to choose the correct answer to the question.

Candidates performed on average in this part. Quite a few candidates scored full marks. Some candidates did not answer this part at all, **while others encircled more than one option. Some candidates encircled answers in pencil, contrary to the "instructions and information to candidates" on the cover page of the question paper!**

In general, candidates did not choose the correct answer for questions 3, 4 and 5. Coincidentally, they were all "why" questions.

#### Part 2

There was a general improvement in this part of the examination. The majority of candidates scored more than half of the total marks. Candidates, however, lost marks in questions that required a contrast to be shown. Furthermore, despite the instructions in bold letters in some questions, directing candidates to answer in their own words, many candidates failed to do so. Lifting and copying answers directly from the reading passage resulted in extremely poor

performances, with some candidates scoring zero marks in such questions. Some candidates partially presented answers in their own words, which did not make the answer any better. They were expected to write the whole answer in their own words.

6. Identify a word that means the following:

- (a) distinguished
- (b) rich

Question No	Answer	Mark	Guidelines
6	(a) prestigious (b) lush	1 1	NB: Correct spellings required and quotation marks may not be penalised.

The instruction clearly stated that candidates should identify a word. Some candidates, however, responded in full sentences which resulted in loss of marks. Some candidates failed to spell the word “prestigious” correctly. Many candidates wrote “elite” for 6(b) instead of “lush”. “Elite” has a connotation of class in society not richness in quality as was implied by the word “rich”.

7. How is Emmanuel’s situation in his class unusual?

7	He is way older (6 years) than his classmates.	1	
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The majority of candidates were able to score the full mark for indicating that Emmanuel was **way older** than his classmates or that his classmates were **way younger** than him. The key to the answer lay in showing that there was a substantial age difference between Emmanuel and his classmates. Candidates, therefore, did not score a mark for merely stating that he was older than his classmates.

8. Why did some people laugh at Emmanuel?

8	He did not pocket the \$50 000 that he found./ They thought he would die poor because he did not keep the money.	1	NB: ‘Not will die’
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The majority of candidates were able to score a mark.

9. How did the reward of the owner of the lost cash differ from the other rewards?

9	He gave him goods instead of money./ He gave him goods worth \$1 500 instead of money.	1	Any one of the two
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This was a **contrast** question. Most candidates answered the question correctly. However, for the answer to be correct, candidates were expected to show clearly that while other rewards were in the form of money, the owner of the lost money’s reward was in the form of goods. **Both** parts of the answer had to be shown for it to be correct.

10. What helped Emmanuel concentrate on his studies at the school?

10	The academic discipline	1	
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The majority of candidates answered the question correctly.

11. How is the establishment of the Ricks Institute historically a sad reminder?

11	It was set up for the <b>descendants</b> of people who were sold as slaves.	1	
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A fair number of candidates answered the question correctly although they lifted the answer from the passage verbatim. Candidates had to mention that it was set up **for** the descendants of people who were sold as slaves not by the people who were slaves nor their descendants.

12. What fascinates Emmanuel about the Ricks Institute?

12	Extra mural activities(1) and moral discipline (1)	2	NB: one mark for each answer
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The majority of candidates answered the question correctly.

**13. Explain in your own words, why Emmanuel would not normally qualify to enrol at the Ricks Institute.**

<b>13</b>	He was from a poor background while the institute was established for the elite.	<b>2</b>	<b>NB:</b> poor background vis-à-vis elite should both be in the answer to score two marks. Award zero mark if only one of the two is mentioned.
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Many candidates performed poorly in this question mainly because firstly, they did not answer in their own words and secondly, it was a contrast question and, therefore, candidates had to show both sides of the answer.

**14. In what way did the Ricks Institute help Emmanuel catch up with his studies?**

<b>14</b>	They slowly helped him through the enrichment programme.	<b>1</b>	
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The majority of the candidates answered the question correctly.

**15. According to the text, what shows that Emmanuel is both patient and humble?**

<b>15</b>	He will graduate 6 years later than expected at 25 years (1) and does not mind the age gap between him and his classmates. (1)	<b>2</b>	
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The majority of the candidates answered the question correctly. Some candidates, however, scored 1 mark only because they did not answer both parts of the question i.e. to show Emmanuel's (i) patience (ii) humbleness.

**16. In your own words, why does Emmanuel attach importance to the hostel experience?**

<b>16</b>	It is a way of learning to live on your own someday.	<b>1</b>	
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The candidates' performance was below average mainly because they could not express the answer in their own words.

**17. Show in your own words how Emmanuel's character is a direct contrast to that of many other people.**

<b>17</b>	He is prudent and honest whereas the officials are generally corrupt and state resources are stolen.	<b>2</b>	<b>NB:</b> the contrast must be shown to score two marks. Award zero mark if only one of the two answers is mentioned.
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Candidates performed poorly in this question. Firstly, they did not show the contrast between the characters of other people vis-à-vis Emmanuel's. Secondly, the use of own words proved to be a challenge to the majority of candidates.

**18. Explain why Emmanuel's presence at the Ricks Institute is appreciated by his schoolmates.**

<b>18</b>	They described him as loyal, respectful, truthful and he does not steal.	<b>3</b>	All three points
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The majority of candidates performed well in this question.

## Section B: Directed Writing

**19. You are a parent in your locality. You have read an article about helping schoolchildren get more sleep. Present a speech to fellow parents in the neighbourhood and alert them about:**

- the problems of too little sleep;
- solutions and benefits of more sleep;
- problems with how to implement it.

Your speech should be between **220-260** words.

### Possible content from the article

#### 1. Problems of too little sleep

- a) difficult for school going children to wake up in time for school
- b) sleep deprivation/sleep phase delay
- c) harder for students to concentrate

- d) increases the risk of obesity
- e) causes depression
- f) makes students more tired

**2. Solutions and benefits of more sleep**

- g) school should start later
- h) sufficient hours of sleep linked to higher test scores and better behaviour
- i) students would be more engaged
- j) students look more alert
- k) students are not dragging as much
- l) students get through homework more quickly
- m) exercise patience and compromise

**3. Problems of how to implement it**

- n) starting school late might make it harder for parents to get to work on time
- o) harder for working parents to find child care
- p) a lot of kids missing a lot of class because they have to attend sports
- q) shifting the bus schedule would cost at least \$1 million, more than the district could afford

**Marking Grid for Paper 1, Section B - Directed Writing**

**Content**

<b>14-15</b>	Excellent	<p>Entirely relevant, with many aspects of the task explored.</p> <p>Ideas very effectively organised, developed and presented in a form highly appropriate to the task.</p> <p>Strong sense of voice (<b>register/tone/language</b>).</p> <p>Highly aware of audience and purpose.</p>
<b>12-13</b>	Very good	<p>Most relevant, with several aspects of the task explored.</p> <p>Ideas well organised, developed and presented in a form appropriate to the task.</p> <p>Sense of voice. Aware of audience and purpose.</p>
<b>9-11</b>	Good	<p>Relevant, with fair aspects of the task explored.</p> <p>Ideas organised and developed generally clear but lacking coherence in places.</p> <p>Some sense of voice. Some awareness of audience and purpose.</p>
<b>6-8</b>	Satisfactory	<p>Some aspects of the task explored.</p> <p>Limited or unambitious organisation, but with some attempt at development of ideas. Some irrelevant material.</p> <p>Limited sense of voice. Limited awareness of audience and purpose.</p>
<b>3-5</b>	Weak	<p>Limited understanding of the task.</p> <p>Significant lacking in focus and/or repetitive. Ideas and points weakly developed. Few relevant ideas presented.</p> <p>Very limited sense of voice, audience and purpose.</p>



1-2	Poor	Minimal response. Implications of the task only vaguely or not understood.  Very limited relevant content, undeveloped and unstructured.  No sense of voice, audience and purpose.
0		No relevant material presented.

### Language

10	Excellent	Excellent control of an extensive range of vocabulary and complex patterns, with very few minor errors.  Entirely natural and fluent use of language.
9	Very good	Highly accurate with a few minor errors.  Very good control of wide range of vocabulary and complex sentence patterns.  Mostly natural and fluent use of language.
7-8	Good	Generally accurate.  Good range of vocabulary and some complex sentence patterns.  Fairly natural and fluent use of language.
5-6	Satisfactory	Predominantly simple sentence patterns correctly used and some complex language attempted, but with variable success.  Adequate range of vocabulary, but some repetition.  Some evidence of natural and fluent use of language.
3-4	Weak	Simple and repetitive sentence patterns.  Persistent errors may impede communication.  Limited vocabulary.
1-2	Poor	Little evidence of grammatical awareness.  Errors often impede communication.  Very limited vocabulary.
0		No relevant material presented.

This task was fairly well answered by the majority of candidates although a sizeable number had challenges emanating from semantic deficiencies. On the other hand, many candidates responded positively to the demands of the question and could identify relevant ideas from the passage. This is a part of the examination where candidates can score fair to high marks if they base their responses on the information provided in the text. Section B, is a directed part of the examination that is guided by the prompts given in the question. Some candidates however, based their answers on general knowledge and creativity. The disappointing aspect of this part of the examination is that strong candidates in the use of English as a Second language tend to perform poorly because of employing farfetched ideas and creativity in the answer, while weaker candidates, despite weak command of English language, score better marks, because they lift relevant points and statements from the passage.

There were also numerous grammatical errors ranging from poor concord, spellings and sentence structure. Candidates generally did not observe word limit and that was coupled with illegible handwriting.

### POSITIVE SUGGESTIONS TO TEACHERS

Teachers are encouraged to remind learners that there is only one option which is the correct answer in Section A: Part 1 (Multiple Choice). There are always distractors which may make the learners think twice about the choice they made. There is a need for the learners to spend some time thinking the options through.

Learners should be guided to present their responses in their own words where instructed to do so or they should paraphrase. Teachers should expose learners to as many reading comprehension passages as possible. They should

also expose learners to directed writing activities and help them identify relevant content ideas. Teachers should help learners to stick to the word limit of **220 - 260 words** as they usually end up including irrelevant information if they go further than that. Learners should be made aware that their examination scripts represent their ideas and responses and should, therefore, ensure that ideas and answers are clearly organised.

Learners should be helped, guided and taught how to respond to Section B questions to be empowered with the correct techniques of answering the questions. Teachers may also spend more time practising using proper sentence structures with learners. AS Level candidates shockingly struggle to express ideas clearly in meaningful sentences.

## General Comments

The question paper was fair and catered for candidates on all levels. Some candidates scored good marks. However, many candidates struggled to adhere to the implications of the topics. Stronger candidates were able to focus on the topic and successfully developed interesting and clear plots. Weaker candidates wrote mundane essays with little evidence of coherent argument and organisation.

It is evident that some teachers blatantly ignore the previous examiner's reports and this resulted in mistakes being repeated every year as well as little improvement in the candidates' presentations or performance. Teachers should implement the recommendations made in the report.

Most candidates adhered to the word count, but there are still some candidates who simply disregard it. A new tendency was candidates writing very tiny letters in order to fit 500 words into one and a half pages. These candidates preferred not to indicate the word count in order to hide the excessive word count. These lengthy essays often resulted in poor plots. It is of utmost importance to adhere to the word count.

Planning is neglected by most candidates. This leads to poor essay structures. Most candidates could finish their essays within the given time.

Punctuation and the elimination of using the lower case "l" and "u" must be an urgent focus. Punctuation is used haphazardly, leading to impediment of easy reading and understanding. This often results in poor marks.

The use of direct speech is still a concern and should be avoided since only a few candidates are able to use it correctly. The use of the double infinitive was very evident in the essays this year (2023) for example, to go eat, to go meet, to go visit. The continued combination of preposition and word is annoying for example "aswell", "atleast", "eachother", "a lot" or "inlove" etc.

Some candidates failed to number their essays. They should not create their own topics, but simply indicate which topic they are attempting.

Many candidates seemed to have prepared essays beforehand and tried to force them into the topic. This should be discouraged at all times. It was evident that teachers prepared their candidates for a specific field/theme, resulting in candidates ignoring the topic completely and writing a generalised plot.

Candidates should be taught to avoid starting a sentence with a non-related participle. They overuse the present participle and then omit a finite verb. Many candidates wrote their narratives in the third person instead of first. That generally resulted in poor marks.

The use of text language has decreased drastically. Many candidates used appropriate to good vocabulary. Attention should be paid to correct sentence structures. The use of colloquialism and informal language is still a problem. Examples being "wanna", "gonna" or "kids".

**Spelling should be practised.**

## Part 1

### Topic 1 Patterns of daily life

That experience changed me from a very selfish person to someone who feels a new closeness to my family. Tell your story.

The question required the candidates to narrate a story in which they initially revealed selfish behaviour and an incident took place which changed them from a selfish person to someone who felt a new closeness to his/her family. Most candidates presented mundane plots with no unexpected twist or development. A large number of candidates did not understand the concept of selfishness and confused it with a preference to be alone or being an introvert. Some candidates also mistook family for friends or someone in the neighbourhood. They also related their daily routines which resulted in very low or even no marks since it was treated as off the topic. Some candidates missed the aspect of "feels a new closeness to my family and ended the essay quite abruptly. Stronger candidates could provide substantiated plots which were sparked by creativity and originality.

## Part 2

### Topic 2 Globalisation

There should be no restrictions on the global movement of people. What are your views?

This was a very popular topic attempted with variable levels of success. Candidates had to discuss the arguments for or against globalisation concerning the restrictions on the movement of people and how it can enhance or cause harm to nations at large. Good marks were given for plots clearly arguing the advantages and disadvantages of the movement of people. Unfortunately, many candidates resorted to a discussion of globalisation in general which resulted in poor marks or none at all. Some candidates even discussed the movement of people from rural to urban areas, the movement of goods, services and imports versus exports, resulting in essays being marked as off the topic. A few candidates listed their facts or applying cross-curricular subject knowledge, with varied success. Stronger candidates could develop mature and sustained arguments; resulting in good marks.

### Topic 3 Nature

You decided to spend a year on your own in the wild and live off nature. Write about your experiences.

This was a very popular choice. Candidates had to write about a year spent in the wild during which they lived off what nature provided and their survival skills. They had to relate their experiences during that time. Stronger candidates could produce substantiated plots while weaker candidates referred to a year spent on a farm, in a lodge or even a national park. They also missed the fact that they were supposed to be alone in the wild and not accompanied by anyone else. Some candidates wrote about nature in general while some even discussed climate change or gave a lengthy description of their surroundings. Reference was even made to the importance of nature conservation.

### Topic 4 Science

Write an essay in which you give your opinion about the mandatory inclusion of Mathematics in the Namibian curriculum. You may focus on the relevance of Mathematical applications in life after leaving school.

This was a fairly popular choice which related to many candidates' experiences. Candidates were supposed to argue whether Mathematics should be mandatory in Namibian schools, where learners do not have a choice, but must offer it as subject and the need for it in life after school. Some candidates simply discussed the general significance of Mathematics, but could not link it to being a mandatory inclusion in the Namibian curriculum. Many focused on the future usage of Mathematics which still resulted in good marks. Very few focused on whether it is good or bad that it is mandatory in schools. Many candidates simply listed the advantages of Mathematics. Some candidates scored surprisingly low marks, which is a pity since it is a topic that should be relatable to them.

### Question 5 Sport

You attended a sporting event during which you were so amused by the behaviour and actions of the spectators that you almost lost interest in the event itself. Relate your experience.

This was a popular topic and was mostly misinterpreted. Candidates should have related attending a sports event during which the behaviour of the crowd was so absurd that it attracted their attention more than the game itself. Very few candidates could produce sustained and coherent plots. Most candidates related a sporting event and the results of the match. Some referred to the actions of the referee, commentators and some even described a match they played in or their favourite sports codes. It was evident that many candidates did not understand the words "**amused**" and "**spectators**", which on this level is quite worrisome. The majority of plots were poorly and incoherently developed with very little relevant material focusing mainly on the game. The few candidates who could refer to the behaviour of the spectators did so in a very minimalistic way with one or two references to the behaviour of the crowd, waving flags and cheering on the players.

### Positive suggestions to teachers

- Candidates should focus on the question and ensure that they address all the different aspects thereof. Teach them how to interpret the topics.
- Candidates have a choice of four and, therefore, should choose the one topic they understand.
- Allow learners to mark one another's essays and discuss the mark scheme with them.
- Encourage learners to read since this will expand their general knowledge, vocabulary and grammatical skills.
- Write spelling tests on a regular basis. Focus on the elimination of basic errors.
- Emphasise the importance of planning. A lack of planning leads to weak plot as well as poorly developed essays.

## General comments

Candidates understand the assessment objectives

Comments on specific questions

## Section A

### 1. AOA: Define international trade

#### Comments on specific question:

Well answered by most candidates. Most candidates scored full marks.

#### Correct answer:

The exchange of goods and services across international borders.

#### Wrong answer:

Trading of goods and services outside the country.

### 2. AOA and AOB: Explain how Moribix uses the process component of the marketing mix.

#### Comments on specific questions

Well answered by most candidates, however, some candidates defined process as place.

#### AOA

##### Correct answer:

Process refers to the activities involved in delivering products and services to the customers. (AOA)

#### AOB

- Moringa made it into the shelves of health stores and pharmacies
- Moringa App with all the procedures on how to use it and ordering instructions

#### Wrong answers:

- Bibi developed an App with information about the product

### 3. AOA: Define foreign exchange

#### Comments on specific question:

Well answered by most of the candidates, who scored full marks.

#### Correct answers:

Foreign currency refers to the exchange of the currency of one country for another/ the conversion of one currency into another currency.

#### Wrong answers:

The exchange of the value of one currency with another which is exchange rate.

### 4. AOA and AOB: Explain two reasons why a reputable brand is important to Moribix Health products

#### Comments on specific question:

Most candidates scored the knowledge marks, but some candidates could not apply, therefore, only managed to score half marks for AOA.

**Correct answers:**

**AOA**

- Reputable brand create trust
- Attract and retain loyal customers
- Good company reputation
- Attract and retain range of people
- Competitive advantage

**AOB**

- Bibi establishes the Moringa brand to ensure trust in her loyal customers
- Bibi establishes the Moringa brand to attract new customers
- Retain her old customers
- Bibi built a recognizable brand

**Wrong answers**

- Brand makes communication easier.

**5. AOA and AOB: Explain using two pieces of evidence from the case study, why producing Moringa is a viable enterprise in Namibia.**

**Comments on specific question:**

Well answered by most candidates however, some candidates could not use the information from the case study. Some candidates used demand and market size as two different viability principles.

**Correct answers:**

**AOA**

- Demand/market size
- Climate/weather condition
- Cost

**AOB**

- Moringa is a highly demanded health product on the international market.
- Moringa prefers hot and dry conditions
- Moringa's demand keeps on increasing
- Moribix imports fertilisers and machineries from USA

**Wrong answers**

- Raw materials(AOA) : Moringa trees are all over Namibia.
- Availability of funds(AOA) : Moribix can receive money from Go green scheme since they are producing products from natural resources.

**6. AOA and AOB: Explain two effects on Moribix Health Products, when foreign currencies appreciate against the Namibia Dollar(N\$)**

**Comments on specific question:**

Few candidates managed to score full marks. Some candidates only scored knowledge marks and not application marks.

**Correct answers:**

**AOA**

Positive effects

- Exports become cheaper
- Imports become expensive
- An increase in demand
- High sales

**AOB**

- Moringa is highly demanded in the international market
- Moringa's sale went up due to the appreciation of US\$ against N\$
- Price of imported goods would rise, increasing costs of production to the enterprise.
- Moringa is competitive in international market

Negative effects

**AOA**

- Imports become expensive
- Increased costs

**AOB**

- Machinery and fertilizer imported from USA becomes expensive

**Wrong answers**

- Export will be expensive and import will be cheaper
- It makes imported machinery and fertilizers cheap imported from USA more expensive
- Decrease in demand of Moribix Health products, which reduce sales.

**Section B**

- 7 (a) **AOB and AOC: Analyze, using a calculation of receipts per tourist, why receipts may have changed in 2020.**

**Comments on specific question:**

Most candidates scored the application marks, some candidates could not apply them therefore only, managed to score half marks for AOB.

**Correct answers**

Award **one** mark for recognising that receipts have dropped.

Award **one** mark for calculation.

Award up to **three** marks for reasons why.

**Data (AOB) might include:**

- 1.87 m tourists in 2020
- N\$ 155.00 m receipts in 2020
- 1.5% contribution to GNP in 2020
- N\$ 828 receipts per tourist in 2020
- Of the N\$451.00 million (2019), only N\$155.00 million remained.
- This is a 66 percent decrease in Namibia.

**Analysis (AOC) could include:**

- Economic crisis/recession globally contributed largely to low tourism revenue.
- A fall in demand/reduced number of tourists
- Country's lock down during 2020 – 2021 restricted tourist from entering the country, thus reducing the number of tourists entering Namibia.
- Competition with other African countries

**Calculation of tourist receipts for 2020**

$\text{N\$155 m} \div 187\ 100 = \text{N\$ 828}$

**Wrong answers**

- Dependency on tourism has increased substantially.
- Increase in tourism receipts.

- (b) **Evaluate how operational efficiency may boost tourism revenues in Namibia in the long run.**

**Comments on specific question:**

Most candidates could not define operational efficiency, as some gave a basic definition. For application, some candidates copied data from the case study "Development of the tourism sector in Namibia from 2018 to 2020" and gave them as application of operational efficiency. Few candidates could analyse and evaluate.

**Correct answers**

**Knowledge AOA (2)**

Operational efficiency is the ability of an organization to reduce waste in time, effort and materials as much as possible, while still producing a high-quality service or product.

**Application AOB (1)**

Answers should include:

- Any acceptable enterprise in the tourism sector such as: Bed and Breakfast, Guest house, Lodges, hotels or flight attendant. Can be used as an application. (Any enterprise in the tourism sector)

- Enterprises in the tourism sector should offer competitive prices, enhance customers' satisfaction, use resources efficiently, improved tourism marketing
- When tourist's receipts of international tourists drop, rates can be lowered to encourage local tourists to visit tourist destinations to keep the flow of income steady.
- Research is conducted to find out the peak seasons where a high number of tourists enter the country and when the tourism industry is experiencing low tourist receipts.
- Infrastructure development for attractive destination.

### **Analysis AOC (2)**

Analysis could include:

#### **Advantages of operational efficiency**

**Cost reduction** : efficient operation can lower cost allowing businesses to offer competitive prices which will attract more tourists.

**Profits** : bookings made for accommodation and making use of tourist facilities on the internet are faster, and the tourist facilities' information is readily available. Reviews from previous visitors would attract tourists to make use of these online services, which would boost tourism revenues in the long run.

**Customer satisfaction** : a fast response to tourists' needs and issues can lead to more business from current tourists and draw in more tourists from other countries, due to good customer service, which would see boosts in tourism revenues/repeat visits.

#### **Disadvantages of operational efficiency**

**Jobs lost in the long run** : the internet replaces employees, which elderly tourists may not know how to use and may get bookings wrong or may share their experience with other elderly tourists, which will deter future potential tourists, reducing tourism revenues in the long run.

**Not enough tourist facilities in the long run** : more bookings will be done online and there may not be enough tourist facilities such as accommodation, since bookings are readily and easily made from the comfort of tourist's homes, which would keep tourism revenues constant.

**Quality deterioration** : too much emphasis on being efficient can contribute to a reduction in quality.

**Increase in capital requirements** : operational efficiency leads to an increase in capital requirements due to a need to invest in technology, training

#### **Evaluation and decision making AOD (5)**

Evaluation/Decision could include:

Accept any evaluation done on the advantages and disadvantages analyzed

- Profits are increased as costs are reduced and bottom line profits increase as the tourism industry is used to its fullest potential. However this approach may cause the tourism industry to release some of its employees and other staff do not have enough work, which could lead to layoffs or trimming of hours for certain employees.
- Customer satisfaction is increased as efficiency delivers more timely solutions to tourists and there is a fast response time to tourists' needs and issues, which and draws in more tourists, but there may be some stock outs as there will not be enough accommodation facilities as there will be a high number of tourist receipts as customer satisfaction is very high, which improves receipts, which will not change tourism revenues in the long run unless more tourist facilities are provided.

#### **Decision made can be such as:**

Operational efficiency can only boost tourism revenues to a certain extent, because the tourism industry can only take in a number of tourists and, upon saturation, tourism revenues remain constant.

## **8 Evaluate the impacts of 'sustainable use of resources' on the survival of an enterprise in Namibia in the long run.**

### **Comments on specific question:**

Most candidates could define sustainable use of resources, however, some learners focused more on environmental sustainability. Some candidates missed the significance of sustainable use of natural resources in the survival of enterprises in the long run.

The majority of centres used similar application such as harvesting rain water, planting trees after being cut down and solar panels. Most candidates' answers lacked both side evaluation before making a decision. Most of the AOC points that justify the decision were exhausted at the analysis stage.

### **Answers should include:**

- A definition of the term sustainable use.
- Examples from an enterprise to support a candidate's answer
- An analysis of the positive and negative implications of sustainable use practices on enterprises.
- An evaluation and decision on the implications of sustainable use of resources on enterprises.



AO	Description	Marks
D	Effective evaluation and decision made for practising sustainable use of resources in an enterprise	11 - 15
C	Analysis of the implications of using sustainable use of resources to an enterprise	6 - 10
B	Application of sustainable ways of using resources by a chosen enterprise	3 - 5
A	Understanding of sustainable use of resources	1 - 2
0	No creditable content	0

### Knowledge (AOA)

Sustainable use of resources refers to utilising natural resources without destroying the ecological balance of an area and taking into account the needs of future generations.

### Application (AOB)

It will depend upon the enterprise chosen. Award a AOB mark for each point clearly related to actions of an enterprise to a maximum of three marks.

Examples of sustainable use activities: replenish the renewable resources, re use, recycle and reduce the usage of natural resources, use water wisely, use energy/solar power or use the least amount of non-renewable resources.

### Analysis (AOC)

Answers could include:

#### Advantages of sustainable use

- Increase resources efficiency because they only take from nature what they really need to use.
- Improves business reputation as enterprise that minimise waste of our natural resources receive good credit/ image in society.
- Improved brand value and reputation : customer would like to be associated with a good brand/brand identity.
- Provides competitive advantage : these enterprises will be recognised locally and internationally due to their environmental sustainability.
- Cost saving through efficient use of resources like energy, water and raw materials.
- Investors attraction : investors are increasingly looking to support sustainable enterprises

#### Disadvantages of sustainable use

- Requires government intervention/strict rules and regulations to avoid exploitation of resources which in the end will affect the productivity of the enterprise.
- Inability to maximise profit as resources are regulated by law.
- Lack of resource ownership limit enterprise to grow/expand.

### Evaluation (AOD)

A justified evaluation and decision must be made:

Answers could include:

- Enterprises may not be willing to be sustainable for long as it minimise their chance of maximising profit.
- Enterprises may be forced to set their prices too high in order to increase their sales.
- Adapting the three Rs : reuse, reduce and recycle is very efficient way of using limited resources sustainably.
- Running an enterprise unsustainably means there will be time when there will not be enough resources to use in the production of items to be sold, which might force the enterprise to import raw materials from other countries.
- Lack of resource ownership : the state will always be there to regulate the use of natural resources, therefore, some strict measures will be in place such as license to mine, to graze or quotas.

### Decision making

The implementation of sustainable use of resources in enterprises is tremendously important and beneficial to the environment at the expense of people and at the income of an enterprise, so it is financially unsustainable to implement the use of resources sustainably, although environmentally sustainable, but may force enterprises to close down as the costs will be high.

### Identified errors

- Most learners focused on sustaining the environment instead of natural resources
- Missing the significance of sustainable use of natural resources in sustaining the enterprise.
- The majority of candidates used similar applications such as harvesting rain water, planting trees or using solar panels

- Lacking both sides evaluation before making decision
- Most of the analysis points that are supposed to justify the decision are exhausted prior conclusion (on the analysis stage)
- Some candidates focused on sustainable practices instead of sustainable use of natural resources.
- The majority of candidates did not link sustainable use of resources to the survival of an enterprise but to the benefit of the society.
- Some candidates used bullet points when approaching this question instead of essay format
- The majority of candidates gave three applications from three distinct enterprises instead of choosing one enterprise.
- Only a few candidates could justify the survival of an enterprise in the long-run. Instead, they mostly deliberated on the analysis.

#### **Positive suggestions to teachers:**

- Teachers are encouraged to explain the assessment objectives to the learners and the approach to answer them.
- Assess all specific objectives when setting tests and internal examinations to prepare learners for the external examination.
- Provide notes of all specific objectives in the syllabus especially on operational efficiency.
- Encourage learners to write in paragraphs and not to list their answers.

#### **Specific positive suggestions:**

##### **AOA**

- Teachers are encouraged to provide enough notes to learners on all specific objectives for AOA questions.

##### **AOB**

- Teachers should coach learners on how to apply their knowledge to different scenarios presented to them.
- Learners should be given a case study and asked to use data from the case study to back up their analysis.

##### **AOC**

- Teachers should encourage learners to use the following words in helping them to come up with good analysis points because, therefore, leading to, as a result.
- Teachers should inform learners that an analysis is a discussion of both positive and negative effects of a given topic.
- Good analysis points are the ones providing in details.

##### **AOD**

- Teachers should encourage learners not to repeat the analysis points as their evaluation points.
- Learners should make a decision, to be in support or not in support, recommend, agree or disagree on a specific topic, backed up by strong evaluation points.

## General comments

This report is written in consideration of the new format/layout of the task, under a theme “A Greener Namibia”.

Layout of the task is as follow: *Cover page, Introduction (2& 3A), Findings (3b), Analysis of the marketing mix (4), Analysis of sustainable practices (5), Conclusion (6) and Referencing (using APA style)*

In addition to this general report, each centre will receive a specific report on how the centre performed.

There is an improvement in the general performance of learners compared to the previous three years of written coursework.

Teachers are still urged to guide learners on the layout and on assessment objectives especially assessment objective **C** and **D**.

Learners are advised to type their report for it to be appropriately presented and to be neat.

Be on the lookout for plagiarism.

## Comments on individual questions

### 1. TITLE OF RESEARCH

#### Specific comment on question

Well answered as most of the candidates had good research titles.

**How question is marked: The research title does not receive a mark, but the problem and two opportunities stated should relate to it.**

Expected appropriate research title would be structured in this manner:

**An investigation into ways of reducing litter caused by Namibia Breweries in Windhoek.**

- This research title has an instruction: “An Investigation”
- Focus: “Ways to reduce litter”
- Topic: Littering
- Point of View: Positive (reduce litter)

The research title is only addressing one problem which is “Littering” : Candidates should not address two problems at a time, for example,

*An investigation into reducing **litter and air pollution** caused by Namibia Breweries in Windhoek.*

#### Problems experienced and wrong answers:

Examples of research title that are addressing two problems and the two opportunities identified each addressing a problem. For example, An investigation into reducing **litter and air pollution** caused by Namibia Breweries in Windhoek. **Opportunities could be: Namibia Breweries to recycle bottles and selling solar panels.**

## 2. INTRODUCTION

### Specific comment on question

Well answered- Most candidates answered it correctly.

### How question is marked.

#### What is expected in the introduction:

- Definition of the term green/environmentally sustainable enterprise,
- Explain what the task is all about,
- Identify two opportunities the enterprise may use to improve on their environmental sustainable practice.

#### Example:

Green/environmentally sustainable enterprise is an enterprise with minimal negative impact on the global and local enterprise environment, community and economy. My task is going to look at how Namibia Breweries can reduce litter around its business and the community. The two suggested opportunities are for the enterprise to **recycle bottles** and **composting the used grains for agricultural use**.

#### Expected example of a stated problem:

**Problems experienced and wrong answers:** Some of the identified problems were not related to the research title. Unattainable research problem does not exist, it only becomes unattainable in the candidates' application of the solutions. All the environmental problems cannot be fully solved, but they can be reduced. The candidate should state how their identified problem can be reduced by their two chosen opportunities.

## 3. (a) Assessment Objective A: Knowledge and understanding (1 mark)

### Specific comment on question

Well answered- Some of the identified opportunities could not solve the stated problem, meaning they are not in line with the problem stated, leading to candidates losing 1 mark.

### How the question was marked:

The full mark is awarded only if both opportunities are correctly addressing the problem. If one opportunity is wrong, no mark is awarded. Candidates should only state, but are not required to explain their opportunities. The explanation is expected in the next question (application).

Both opportunities should be able to address the stated problem, such as the two opportunities below reduce littering.

#### Expected examples of opportunities solving stated problem:

**Opportunity 1** : Recycling bottles

**Opportunity 2** : Composting the used grains for agricultural use.

#### Problems experienced and wrong answers:

Well answered- Some of the identified opportunities could not solve the stated problem, but if the candidate explain how the opportunity can solve the problem and it is plausible, the candidate will receive a mark.

## 3. FINDINGS (3b)

### Testing assessment objective; AOB (2), AOC (8) and AOD(4): Specific comment on the questions;

#### Application (AOB)

Well answered. The majority of candidates scored two marks by applying how the two opportunities will solve their stated problem.

#### How question is marked:

The description of how opportunity 1 is applied to reduce the stated problem: (1 mark).

The description of how opportunity 2 is applied to reduce the stated problem: (1 mark).

**Expected examples of the application of the two opportunities:**

**Opportunity 1 :** Recycling of bottles : Recycling of bottles will make Namibia Breweries reduce litter as they are going to collect the used bottles and recycle them, which will reduce the number of bottles lying around the streets.

**Opportunity 2 :** Composting the used grains for agricultural use : Instead of disposing of spent grains in landfills, composting converts them into valuable organic material. This reduces the volume of waste that contributes to litter and environmental pollution.

The applications should clearly indicate how the problem will be solved for a candidate to be awarded a mark.

**Problems experienced and wrong answers:**

Some candidates could not indicate how the two opportunities will contribute to the enterprise generating money or saving money which will contribute to its profit increasing. Some of them they could not indicate that they are going to sell the products while some of them went straight into analyzing the opportunities without applying them.

The right application would be that, Namibia Breweries will sell the recycled bottles/ sell the compost made from spent grains 'reducing the number of litter lying around the streets.

**Assessment Objective C: Analysis (8 marks)****Specific comment on question**

Fairly well answered. The majority can analyse, but still their analysis is too basic leading to them only scoring a maximum of 4 marks. For them to score 8 marks, a more detailed analysis should be provided for both opportunities.

**How the question is marked:**

Candidates should give a detailed explanation of the costs and benefits of the two opportunities/practices/solution to the environment, community, global or local environment or the economy.

**Expected examples of the analysis of the costs and benefits of the two opportunities stated.**

Cost and benefit : 1 or 2 marks

**Not detail :** By recycling bottles, Namibia Breweries can lower their waste disposal costs and potentially earn money from recycled materials (1). However, setting up recycling plant/factory can be costly(1).

**Detailed :** Namibia Breweries will lower their waste disposal cost because calculating the existing costs associated with waste disposal, including transportation and landfill fees could be high leading to the enterprise's sale going up as it will earn an income from selling the recycled materials(2). However, it is very expensive to set up a recycling plant because the enterprise will need to purchase sorting machines, crushers and other recycling equipment as well as invest in training staff for them to manage and operate the new recycling systems efficiently (2).

**Problems experienced and wrong answers:**

Most of the candidates did not write in detail; they just gave a basic analysis. Candidates gave the cost price without indicating whether it is affordable to them or not. Some indicated that their suggested opportunities are environmentally friendly without indicating how.

**Assessment Objective AOD: Evaluation, Judgment and Decision making (4 marks)****Specific comment on question**

Fairly well answered. The majority of candidates scored 2 marks, one for making a choice and one for a basic evaluation using only a cost or a benefit to justify why they had made their choice. Candidates should give a more detailed evaluation of why they made their choice by evaluating one cost and one benefit in the detail to justify their choice made.

**How question is marked:**

Making a choice/or choice on which solution to choose or is implied by the evaluation : 1 mark.

Justification using evidence from the cost-benefit analysis for the chosen idea : 3 marks.

**1 mark:** Basic evaluation using a cost or a benefit.

**AND**

**2 marks:** Basic evaluation using a cost and a benefit.

**3 marks:** Detailed evaluation using a cost and a benefit with evidence.

**Expected example of a choice made and a detailed evaluation.**

For Namibia Breweries to reduce litter effectively, they can recycle bottles as it reduces waste and promote sustainability by minimizing their carbon footprint, therefore enhancing the brewery's reputation as an eco-friendly and socially responsible enterprise. As a result this can attract buyers and government interest. Spent grains are high in organic matter and essential nutrients like nitrogen, and potassium, which improve soil fertility, however, effective composting requires proper management of the compost pile, including monitoring moisture, aeration and temperature to ensure optimal decomposition. (see attached proof)

NB: Evaluation should always have a point discrediting why the other idea was not chosen.

**Problem experienced and wrong answers:**

Most of the candidates indicated that opportunity 1 or 2 is viable without any justification. They did not receive a mark if no justification is given. For them to score a mark, justification should be provided.

When evaluating, candidates are not required to present/depict graphs or charts as evidence - Graphs fall under assessment objective C and the question is an assessment objective D which cannot entail assessment objective C skills. The evaluation should be fueled by an in-depth evaluation of the costs and benefits of the chosen and unchosen idea with **evidence**.

**4. Analysis of marketing mix (write a paragraph )**

**Assessment Objective A: Knowledge and understanding (1 mark).**

**Specific comment on question**

Well answered. The majority of candidates were able to describe the marketing mix they had chosen, scoring one mark.

**How question is marked:**

Explanation/description of the chosen marketing mix. (1 mark).

**Expected correct description example of the marketing mix, process.**

**Process** – Process refers to the set of activities that result in delivery of the product or service. This includes how the products or service arrives at the consumers, how fast customers' queries are acted upon and how to handle their complaints.

**Problem experienced and wrong answers:**

Some candidates identified the correct marketing mix component and gave the wrong explanation.

**Assessment Objective B: Application and Investigation (4 marks)**

**Specific comment on question**

Fairly well answered as the majority of candidates scored two marks as they only gave basic application of two examples on how their marketing mix they had chosen to be applied in their enterprise.

**How the question is marked**

First application of the example of the marketing mix chosen. (2 marks)

Second application of the example of the marketing mix chosen. (2 marks)

**2 x 1 mark:** If it is a basic explanation of how the marketing mix choice will be applied to the enterprise.

**2 x 2 marks:** If a more detailed explanation of how the marketing mix choice will be applied to the enterprise.

**Expected correct examples of application of the marketing mix of process**

Namibia Breweries can use **direct channel of distribution** where by the recycled bottles will be sold directly to the consumers without any intermediary involved ( Producer → Consumer).

[No marks awarded for the point "direct channel of distribution" but its application. Candidates should explain in detail to receive full marks.

### **Problem experienced and wrong answers:**

#### **Examples of an incorrect application of marketing mix example.**

Some candidates started writing about how the enterprise will sell products to the consumer but in the application of the opportunities in 3b they did not indicate that the enterprise will also sell the products to the general public.

For example: One candidate stated that in order to save water, the enterprise will install the aerators in the bathrooms without indicating that they will also be sold to the public until at the marketing mix where the candidate mentioned that the company will use delivery vans to distribute the products to the consumers.

Many candidates were challenged with the application for process with regard to developing an APP or Website.

Some candidates would explain that their enterprise will hire an IT specialist to develop an App for customers to obtain information about the prices and features of the product. It is not correct because they are referring to advertising in general and not process (**nothing in the explanation is showing the process of the product moving from the producer to consumer**).

Correct application could be: the enterprise will hire an IT specialist to develop an App for the enterprise where customers can order the products at their own convenient time (in this explanation it is indicated that customers can order, which includes the movement of the product from the enterprise to the customer).

### **Assessment Objective C: Analysis (4 marks)**

#### **Specific comment on question**

Fairly well answered as the majority of candidates know how to analyse, but only gave the basic analysis which can only be awarded one mark, scoring only two marks on average as a detailed analysis has to be provided to score 4 marks.

#### **How question is marked:**

Analysis of the cost (2 marks) and benefit (2 marks) of the marketing mix chosen (people, physical environment or process) (AOA) or one application (AOB).

#### **Examples of basic and detailed analysis of the marketing mix, people.**

##### **1 mark: basic explanation**

Direct selling of recycled bottles offers direct interaction between the producer and the consumers. (1 mark only)

##### **2 marks: a more detailed explanation**

Direct selling of recycled bottles offers direct interaction between the producer and the consumers (1) which allows the producer to understand the customers' preferences and build brand loyalty leading to an enterprise keeping the old customers and attracting new customers. Therefore, Namibia breweries' sales will increase due to an increase in their customer base (1).

However, direct channel of distribution costs can still be incurred as Namibia Breweries will need to manage transportation and storage of the bottles which requires handling of the bottles, customer orders, inquiries and potential deliveries (1). Trucks or delivery vans, drivers, fuel costs will be added expenses of the enterprise reducing the income and profit(1).

#### **Problem experienced and wrong answers:**

Some learners gave a one-sided analysis focusing only on a benefit or a cost, while it should be both. Analysis should be on AOA or AOB, **two** analysis points. (2 x 2 = 4 marks)

## **5. Analyses of sustainable practices**

### **Assessment Objective A: Knowledge and understanding (2 marks).**

#### **Specific comment on question**

Well answered. Most candidates scored full marks for stating two sustainable practices.

#### **How the question is marked:**

First practice to sustain enterprise opportunity in the future stated: 1 mark.

Second practice to sustain enterprise opportunity in the future stated: 1 mark.



**Expected answers:**

Triple bottom line, sustainable use of resources, operational efficiency, good customer service, building a reputable and trustworthy brand.

**Assessment Objective B: Application and Investigation (6 marks)****Specific comment on question**

Fairly well answered as the majority of candidates only scored 2 marks as they gave a basic application of how their stated techniques will sustain their enterprise in the future. They mostly gave general descriptions which form part of AOA and not AOB, leading to them losing marks. Candidates had to apply the AOA and turn it into AOB, personalized to their enterprise and also explaining how they applying this practice to their enterprise will sustain it in the future.

**How question is marked:****First technique to sustain enterprise opportunity in the future stated.**

Application on how the technique under the first practice will be implemented in the solution chosen to sustain the enterprise in the future. (maximum 3 marks)

**Second technique to sustain enterprise opportunity in the future stated.**

Application on how the technique under the second practice will be implemented in the solution chosen to sustain the enterprise in the future. (maximum 3 marks)

2 x 1 mark: basic application: only describes how it will be applied.

2 x 2 marks: detailed application: describes and explains how practice/technique will be applied.

2 x 3 marks: more detailed application: describes and explains how practice/technique will be applied and how this application will allow the enterprise to be a success in the future.

**Expected correct example of an application of a technique.****Application:**

Practice 1: **Social responsibility:** Namibia Breweries will **sponsor (technique)** grade 12 learners to go and further their studies by giving them bursaries. They will pay for their tuition and non-tuition fees. This sponsorship will serve as a good gesture which will be made public and display social responsibility to the public so will attract more customers in the future, as they can see that the enterprise cares for the people in the community, where it operates and not just focusing on making a profit.

***There are no marks awarded for the knowledge: sponsorship. Marks are only awarded for the application, therefore, learners should ensure they explain in detail.***

**Problem experienced and wrong answers:**

Candidates applied one technique only, some only gave a basic description of how they would apply their technique to their enterprises, while some analysed instead of applying.

**Assessment Objective C: Analysis (8 marks)****Specific comment on question**

Fairly well answered as the majority of candidates analysed, but they could not analyse in more detailed, allowing them to score a maximum of 4 marks only.

**How question is marked:**

First practice to sustain enterprise opportunity in the future stated.

Analysis of the cost (2 marks) and benefit (2 marks) of the application on how the practice will be implemented in the solution chosen to sustain it in the future.

Second practice to sustain enterprise opportunity in the future stated.

Analysis of the cost (2 marks) and benefit (2 marks) of the practice being implemented to sustain the enterprise in the future.

1 x 1 x 1 x 1 mark: basic analysis

2 x 2 x 2 x 2 marks: detailed analysis

**Expected correct example of answer:**

Sponsorship can enhance the image of a company as a socially responsible and supportive employer, attracting positive attention and loyalty. Strengthening ties with the local community by supporting education can lead to better community relations and potential business opportunities. There will be retention of customers leading to an increase in sales and profit. As the enterprise makes profits it can be sustained in the long run.



**Indicate how the enterprise will be sustained in the long run. The technique should lead to growth of the enterprise**

The direct cost of sponsoring students, including tuition fees, books, and other educational expenses could be too high for Namibia Breweries and the funds allocated to the sponsorship program could have been used for other business initiatives or investments which could bring money into the business. Therefore, Namibia Breweries will experience a drop in profit which in return will affect the sustainability of the enterprise in the long run.

**Indicate that when an enterprise does not consider the certain technique there is no sustainability**

**NB: Sustainability should focus on the business (how will the enterprise survive over the years) (what is it that business should do to survive in the long run)**

#### **Problem experienced and wrong answers:**

Candidates could not explain how the technique will sustain the enterprises in the long run, but explained how the technique will solve the societal/environmental problem. They should explain how the technique can solve the societal/environmental problem which will lead to the enterprise surviving in the future.

#### **Example:**

Under triple bottom line - when the enterprise plants trees in the community, it will ensure that there will be plants for the future generation. **(This warrants only one mark. Basic analysis.)** The community will see that the enterprise cares about the environment and the welfare of the future generation so the community will continue supporting the enterprise activities, sustaining it in the future. **(This becomes a more detailed analysis of a benefit which warrants another mark).**

## **6. Conclusion**

### **Assessment Objective B: Application and Investigation (2 marks)**

#### **Specific comment on question.**

Well answered. The majority of the candidates scored two marks as they applied the resources to their enterprise operations.

#### **How question is marked:**

First description of how the resource available will be used in the chosen idea. (1 mark)

Second description of how the resource available will be used in the chosen idea. (1 mark)

#### **Expected correct example of application of resources to enterprise.**

**Availability of funds:** There are funds available for green enterprises and Namibia Breweries will apply for funding from Environmental Investment Fund (EIF). The funding will assist Namibia Breweries to pay for their operational costs. (1)

**Availability of labour:** The unemployment rate in Namibia is very high among the youth, therefore, encouraging people to work for the bottle recycling plant will not be difficult. (1)

#### **Problem experienced and wrong answers:**

Some candidates could not apply the two resources and explain how they could easily acquire them.

### **Assessment Objective D: Evaluation, Judgment and Decision making (4 marks)**

#### **Specific comment on question**

Fairly well answered as the majority of candidates scored 2 marks for making a **choice** and giving a basic justification using two resources why they had made their choice. They could not give a justification for them to score all 4 marks.

#### **How question is marked:**

Choice: whether the chosen idea is feasible or not feasible/ or implied that it is feasible or not feasible by evaluation of the resources applied in the chosen idea. (1 mark)

Justification on why your chosen idea is feasible or not feasible using the cost benefit analysis of the resources applied in the chosen solution. (1, 2 or 3 marks)

### **Expected correct example of a choice made and an evaluation using two resources (paragraph)**

**Choice made:** The idea of recycling bottles is feasible. (1)

#### **Evaluation**

Recycling of bottles is feasible because the Environmental Investment Fund (EIF) of Namibia offers grants for initiatives in waste management. Applying for these grants could provide significant financial support. Moreover, acquiring funding for a bottle recycling plant requires certain qualification, licences and collateral for the loan, which in most cases takes time to gain a qualification and takes more time to apply for licences so the necessary collateral to secure funding may not be available.

Namibia faces a challenge with **skilled labour scarcity**, which could impact the efficiency and effectiveness of the recycling project, however, engaging with local communities to create job opportunities and encourage participation in the recycling initiative can work well as well as collaborating with vocational schools and universities to create specialized programmes that align with the needs of the recycling project.

**1 mark:** Basic evaluation using 1 resource

**2 marks:** Basic evaluation using 2 resources

**3 marks:** Detailed evaluation using 2 resources.

#### **Problem experienced and wrong answers:**

The majority of candidates could not evaluate, but only repeated what they had written in the application.

### **7. Assessment Objective B: Application and Investigation (2 marks)**

#### **Specific comment on question**

Fairly well answered. Candidates had three sources that were mostly not in the format of APA referencing and presented their work appropriately.

#### **How question is marked:**

Referencing using APA style: 1 mark

Consistent APA referencing: 1 mark

Using any 3 sources even if not APA referenced: 1 mark

Appropriate presentation of work (if layout has most of the proper headings): 1 mark

#### **Expected correct example of an answer:**

Surname, Initial. (Year of publication). The *title of the book and*. Town publisher.

#### **Problems experienced and wrong answers:**

Most of the candidates do not know how to use APA referencing and did not consistently reference their work using the APA style of referencing.

### **POSITIVE SUGGESTIONS TO TEACHERS:**

- Use the new format/layout of writing a report and use paragraphs instead of mere listing of ideas. AOA, AOB, AOC and AOD as sub-heading should not be seen in the learners reports, instead they should use; *introduction, findings, analysis of marketing mix, analysis of sustainable practices, conclusion and referencing*.
- Guide the learners well on how to choose three enterprises to research.
- Guide learners on choosing opportunities that link to their identified problem.
- Guide learners on how to apply their opportunity to reduce the problem they have stated.
- Guide learners in giving detailed analyses of the costs and benefits of their stated problems, strategies to sustain the enterprise in the future and the marketing mix they have chosen.
- Learners need to cite and provide evidence to support their arguments as well as justifications.
- Give learners the guidelines for APA referencing.

## VERSLAG

### ALGEMENE INDRUKKE

Die skryfstukke wat ingegee is, getuig van volgehoue insette gelewer gedurende die afgelope jaar. Insig in die onderwerpe en entoesiame is 'n bewys van al die harde werk.

Die kandidate is goed voorberei met die vorm en analisering van die onderskeie voorgeskrewe stukke soos uiteengesit in die sillabus.

Die gebruik en skryf van Afrikaans as Eerste Taal moet voortdurend onder die kandidate se aandag gebring word. Alhoewel Engels die medium van onderrig in skole is, móét 'n daadwerklike poging aangewend word om skryfstukke in goeie Afrikaans te skryf.

Onderwysers moet poog om die regmatige tyd aan die skryfwerk-komponent te bestee aangesien dit vyftig persent van die totale punt is. Die waarde van kennis oor aktuele onderwerpe, die analisering en weergee daarvan in skryfstukke moet nooit onderskat word nie – almal word blootgelê aan skryf in die beroepswêreld. Kandidate moet dus hierdie komponent voortdurend en goed inoefen.

Weereens 'n versoek: die kandidate moet asseblief nie van glimpenne gebruik maak nie. Op hierdie vlak is die versiering van 'n skryfstuk nie nodig nie – tyd is 'n faktor. (Sien MOEAC se HANDBOOK FOR CENTRES – Valid for Examinations in 2022 – 2024 p 31, m.)

Al die gegewe onderwerpe is gekies om oor te skryf.

Nogmaals dankie vir 'n suksesvolle 2024!

### AFDELING A

#### VRAAG 1 (VERPLIGTEND)

**Jy het jou skool se leerlingraad verteenwoordig tydens 'n seminaar met die tema: Kinderregte. Gemotiveer deur dié boodskap wil jy 'n bewusmakingspamflet vir die skool saamstel oor die regte van kinders en die gepaardgaande verantwoordelikhede.**

**(a) Skryf die pamflet uit jou perspektief in 400 woorde.**

**[15]**

- Die doel van hierdie skryfstuk is om die leser te bemoedig en te beïnvloed om betrokke te raak. Met ander woorde die leser moet oorreed word.
- Die rolspelers (teikengroep) rakende die skool moet bewusgemaak word wat kinderregte is en ook wat die verantwoordelikhede van die leerlinge is.
- Die onderwerp moet getuig van feitelike kennis en deeglike insig. Die skryfstuk moet so aangebied word dat die leser se belangstelling nie verloor word nie.
- Die skryfstuk moet in die vorm van 'n artikel wees.
- Die opskrif moet vindingryk wees. Sub-opskrifte kan ook effektief aangewend word.
- Die inleiding moet met opgewondenheid hanteer word en dit wat die skrywer wil propageer moet duidelik oorkom.
- Die inhoudelike gedeelte kan vyf tot ses regte en verantwoordelikhede bespreek. Die feite moet korrek wees.
- Die slot sal 'n samevatting wees met 'n sterk laaste oortuiging.
- Analitiese denke is noodsaaklik en die skrywer moet 'n goeie perspektief hê.
- Neem in ag: die skrywer is verantwoordelik vir die skryf van die skryfstuk. Illustrasies is nie nodig nie, want dit is die verantwoordelikheid van die grafiese kunstenaar.

## INLIGTING RAKENDE DIE ONDERWERP

Hierdie inligting is slegs ondersteunend en ter verduideliking.

Ons land se grondwet maak voorsiening vir kinderwette. Enige kind onder die ouderdom, 18, het kinderregte.

Hoekom is daar kinderregte? Kinders is kwesbaar en hulle is ook maklik beïnvloedbaar. Kinderregte is so opgestel om op verskillende vlakke seker te maak dat kinders onafhanklik, gebalanseerd en verantwoordelik ontwikkel.

Ouers, voogde en die gemeenskap is daar om te verseker dat kinders hierdie regte bekom, maar kinders het ook 'n verantwoordelikheid om na te kom.

Vir elke reg is daar 'n verantwoordelikheid:

- Kinders het die reg om deur ouers of binne 'n gesin versorg te word en 'n persoonlike verhouding met hulle ouers te hê, maar die kinders se verantwoordelikheid is om hulle ouers te respekteer.
- Kinders het die reg op opvoeding, maar hulle moet hulle skoolwerk doen en hulle volle potensiaal uitleef. Onderwysers moet gerespekteer word.
- Kinders het die reg op blyplek. Dit is egter hulle verantwoordelikheid om in die huis te help en om dit netjies en skoon te hou.
- Kinders het die reg op gesondheidsorg. Kinders moet hulle liggame respekteer, oppas en liggaamlike higiëne koester as verantwoordelikheid.
- Kinders het die reg om gevoed te word en daarom is hulle verantwoordelik daarvoor om nie met kos te mors nie.
- Kinders het die reg om teen mishandeling, verwaarloos en vernedering beskerm te word, maar om ernstig opgeneem te word en geliefd te wees, moet kinders verantwoordelikheid neem om te luister en liefde te betoon.

### PUNTETOEKENNING:

Punte het gewissel van swak tot uitstekend. Daar was tog kandidate wat nie die onderwerp met die nodige kennis kon hanteer nie.

**(b) Skryf reflektiewe (besinnende) kommentaar op die teks en verduidelik die rol van taalgebruik in die gehalte van jou skryfstuk.**

**Skryf ongeveer 200 woorde.**

**[10]  
[25]**

### VERPLIGTE VRAAG

Hierdie vraag verg kennis oor taalelemente. Met baie inoefening, kan die leerlinge die vraag goed bemeester.

Die leerlinge moet presies weet hoe om hierdie vraag te beantwoord.

Let op die volgende:

- Die gepastheid van die titel en moontlik sub-titel kan hier aangespreek word.
- Skryf oor vorm, struktuur en taal.
- Beskrywende taal kan uitgelig word.
- Die aanwending van modaliteit en retoriese middels is nodig.
- Gepaste woordkeuse, sinskonstruksie en die bewustheid van generiese en formele konvensies kan uitgespel word.

Kandidate word nie gepeenaliseer indien hulle skryfstukke langer is as wat gevra is nie. Die tydsfaktor bepalend.

### PUNTETOEKENNING:

Punte toegeken, het gewissel van gemiddeld tot bo-gemiddeld. Ter voorbereiding vir die beantwoording van hierdie vraag, moet die kandidate aan baie inoefening blootgestel word.

### AFDELING B

Een vraag uit hierdie afdeling moet beantwoord word.

#### VRAAG 2

**Afknoery is 'n werklikheid in ons skole en in die kuberruim. Vertel in 'n opstel die storie waarin 'n leerder van jou skool die slagoffer van so 'n afknoery was en wat die gevolge daarvan was.**

**Skryf tussen 600 en 900 woorde.**

**[25]**

- Dit moet 'n interessante vertelling wees.
- Dit moet 'n storie wees oor iets wat gebeur het.
- Die inhoud moet oortuig.
- Die inleiding, inhoud en slot moet die basis vorm met goeie paraagrafering.
- Daar moet verwikkeling en ontwikkeling wees.
- Die verhaalelemente moet duidelik wees.
- Effektiewe woordgebruik is belangrik.

## INLIGTING RAKENDE DIE ONDERWERP

Hierdie inligting is slegs ondersteunend en ter verduideliking.

Afknoery (boeliery) gebeur wanneer iemand opsetlik (doelbewus) en herhaaldelik (oor en oor) seergemaak word deur iemand/ander se woorde of optrede en dan sleg voel as gevolg daarvan.

Afkno en boelie is vandag gewone woorde in ons woordeskat en deel van ons daaglikse lewe.

Dit is erger as skinder, want dit word 'n openbare debat en baie mense kan betrek word.

Tegnologie maak dit maklik vir 'n afknouer om iemand af te knou of te boelie, want hy/sy hoef nie direk met die persoon wat afgeknou word, te kommunikeer nie.

Dit is maklik om onvanpaste, lelke boodskappe en vals gerugte te versprei.

Die sirkulasie van foto's en verspreiding van vals profiele kan 'n groot verleentheid wees.

Somtyds kan dit die aggressiewe gedrag van die afknouer openbaar. Die boelie se gedrag getuig van ongebalanseerdheid by kinders.

Kuberboelie kom voor op sosiale media, waar kinders dit kan sien en lees.

Kuberboelie versuur die lewe van die persoon wat aangeval word, want dit is die negatiewe, vals inhoud wat seermaak.

Deesdae is dit ook 'n jaloerse optrede onder meisies, want kuberboelie kan op 'n openbare podium uitgebeeld word waar veral facebook die wapen is.

Afknoery begin ook posvat in skole en ouers het die verantwoordelikheid om met hulle kinders te gesels, want kinders hou dit geheim wanneer hulle geboelie word. Hulle wil nie hê dat hul ouers moet weet dat hulle aktief op sosiale media is nie.

### WENKE:

- Ouers moet duidelike reëls oor sosiale media in die gesin neerlê.
- Moenie oorreegeer nie. Raak kalm en bespreek dan die probleem.
- Kinders mag nie hulle wagwoorde deel nie.
- Kinders moet versigtig wees met die uitgee van hulle nommers.
- Kinders moet leer om nooit beledigende boodskappe te stuur nie.
- Hulle boodskappe moet met integriteit en respek geskryf word.
- Nommers van boelies moet blokkeer word.
- Ouers moet durf by hulle kinders aankweek.

### Hoe word boelies gestraf:

- Boelies moet vasgevat word omrede hulle gedrag onvanpas en ongebalanseerd is.
- Hulle moet dissiplinêr aangespreek of verhoor word, want hulle moet leer wat respek en integriteit is.
- Afhangende van die oortreding kan 'n boelie gemeenskapsdiens, suspensie of skorsing opgelê word.

### PUNTETOEKENNING:

Punte vir hierdie vraag het gewissel van gemiddeld tot uitstekend. Dié onderwerp was die gewildste keuse. Wanneer 'n verhalende skryfstuk beantwoord word, moet die bou en kenmerke van 'n verhaal in die skryfstuk teenwoordig wees.

### VRAAG 3

**Deelname aan mededingende sport op skool is noodsaaklike voorbereiding vir die lewe na skool.**

**Skryf twee kontrasterende webjoernale (300 – 450 elk) wat op tieners gerig is.**

**(a) een ten gunste van die siening en**

**(b) een teen die siening.**

**[25]**

- Duidelike struktuur moet teenwoordig wees.
- Titel en datering.
- Duidelike paragrafering is belangrik.
- Argumente moet oortuigend wees.
- Goeie kennis van die onderwerp is belangrik.
- Die skrywer moet passievol wees.
- 'n Paar argumente moet aangevoer word om die standpunte te staaf.
- Objektiewe sienings is nodig om die leser te oortuig.
- Argumente moet eg wees en inspirasie moet deur navorsing gedryf word.
- Bewustheid van teiken gehoor.

## INLIGTING RAKENDE DIE ONDERWERP

Hierdie inligting is slegs ondersteunend en ter verduideliking.

Sport is eintlik 'n basiese mensereg wat van onskatbare waarde is. Dit is verantwoordelik vir gebalanseerdheid in 'n kind se lewe en ook sy lewe daarna.

Sport verminder spanning en depressie. Dit is goed vir 'n kind se gesondheid (bloeddruk en cholesterol) en ook die regulering van gewig.

### TEN GUNSTE VAN DIE STELLING:

- Mededingende sport is van onskatbare waarde vir nou en daaropvolgende jare.
- Die oorwinning en opwinding is wat die jongmense van hou.
- Sport is die vertoonvenster van 'n skool.
- Die wenmotief kan as opvoedkundige gereedskap gebruik word.
- Dit kweek 'n liefde vir sport, help met fisiese ontwikkeling en stimuleer gebalanseerde geestesgesondheid.
- Mededingende sport leer kinders vaardighede soos spanwerk en deursettingsvermoë wat hulle leer dat alles nie altyd volgens plan verloop nie. Vaardighede wat nodig is in die volwasse wêreld word aangeleer.
- Hulle leer krag-vaardighede wat daarop fokus om 'n gesonde selfbeeld te ontwikkel.
- 'n Gevoel van beheer ontwikkel wat kinders trots maak.
- Dit help met konsentrasievermoëns.
- Mededingende sport leer dissipline.

### TEEN DIE STELLING:

- Die fokuspunt moet van mededinging verskuif, want slegs 5% van alle leerders maak later 'n lewe uit sport.
- Die prestasie-lawaaï (prestasie-druk) kan kinders depressief laat, indien hulle nie wen nie, want hulle voel verneder.
- Mededinging kan verwaande kinders kweek.
- Dit kan ook hartseer bring wanneer dit nie gesonde mededinging is nie.
- Wanneer ouers keuses uitvoer om hulle kinders in te skryf by skole, kyk hulle dikwels na die sportprestasies van skole en nie na akademiese prestasies nie.
- Sportbaserings kan lewenslang 'n fisiese- en geestelike impak op kinders hê.
- Sporttoerusting en sportafrigting kan 'n finansiële las wees.

### PUNTETOEKENNING:

Punte toegeken, was gemiddeld. Kennis rakende die invloed van sport op elke mens se lewe was vaag.

## VRAAG 4

**Skryf 'n verslag vir die Ministerie van Onderwys, Kuns en Kultuur oor 'n ondersoek en evaluering wat gedoen is oor die rol van aanlyn speltjies onder skoolleerders en die gevolge daarvan.**

**Skryf tussen 600 en 900 woorde.**

**[25]**

- 'n Goeie perspektief (feitekenis) oor die onderwerp is nodig.
- Skerp beoordeling van gebalanseerde standpunte is nodig.
- Die verslag moet objektief geargumenteer word.
- Die vorm van die verslag sal ondersoekend van aard wees.
- Die doel van die verslag is om probleme te identifiseer.
- Bevindinge, gevolgtrekkings en aanbevelings moet uitgelig word.
- Formele, saaklike taalgebruik moet aangewend word.
- Die teikengroep moet ingedagte gehou word.
- Die leser moet oortuig word.
- Die opinie en persoonlike respons van die skrywer word aanbeveel.
- Die skrywer mag aan die einde tot 'n spesifieke slotsom kom.

## INLIGTING RAKENDE DIE ONDERWERP

Hierdie inligting is slegs ondersteunend en ter verduideliking.

### POSITIEF:

- Aanlyn speletjies is elektroniese speletjies wat op TV, 'n rekenaar of 'n elektroniese video-apparaat gespeel word.
- Dit leer kinders om kreatief te wees.
- Hierdie speletjies is toenemend beskikbaar vir ander toestelle ook.
- Sekere speletjies is gratis bekombaar.
- Tablette en slimfone gee vir kinders opvoedkundige vermaak en hulle loop dan nie vir kwaadgeld rond nie.
- Dit kan karaktervormend wees.

**NEGATIEF (PROBLEME):**

- Kinders speel sonder toesig.
- Kinders speel in die nag, slaap nie en woon skool dan skool baie moeg by.
- Die aanlynwêreld is 'n jagveld vir diegene wat jongmense wil plunder.
- Kinders kan by bendes betrokke raak, seksuele oortredings pleeg, steel, by dwelmsmokkelary betrokke raak en selfs waaghalsige selfmoordspeletjies speel.

**WAT KAN AANBEVEEL WORD:**

- Ouers beveilig hulle huise, maar die deur is wawyd oop om kinders toe te laat om sonder die nodige toesig toe te laat om aanlyn speletjies te speel.
- Ouers moet 'n spesialis in kuberbeveiliging gebruik om kubermure op te stel om 'n tuisnetwerkbestuurstelsel daar te stel.
- Dit is nodig, want kinders verken buite toepaslike grense.
- Ouers moet die kinders se ouderdomme en volwassenheid in berekening hou wanneer hulle toegelaat word om aanlyn speletjies te speel.
- Ouers moet met kinders praat oor toepaslike speletjies.
- Aanlynvriende is steeds vreemdelinge in die regte wêreld. Dit moet kinders weet.
- Ouers moet die tegnologiese omgewing verstaan.

**PUNTETOEKENNING:**

Die kandidate wat hierdie vraag gekies het, het 'n bo-gemiddelde punte behaal. Die onderwerp is geanaliseer en met die nodige kennis goed hanteer. Die kandidate was vertroud met die vorm van die verslag. Probleme is uitgewys en aanbevelings is gemaak.



## ALGEMENE OPMERKINGS

Baie dankie aan alle onderwysers wat met soveel entoesiasme Afrikaans onderrig. Die standaard bly op dieselfde hoë vlak as die vorige jare ten spyte van die normale moeilikheidsgraad van die vraestel. Die leerders was deeglik voorberei en kon met gemak die vrae op literêre wyse beantwoord. Dit blyk wel duidelik uit die antwoorde uit die sentrums of leerders selfstandig literêr dink en skryf en of hulle 'n generiese antwoord gee. Insig blyk duideliker uit antwoorde wat evaluerend en denkend geformuleer word.

## KOMMENTAAR OOR SPESIFIEKE VRAE

### AFDELING A: POËSIE

#### Vraag 1: Gedigte

**A. Kies twee digters uit die voorgeskrewe lys van gedigte. Bespreek maniere waarop die digters die tema van die liefde in hul gedigte uitbeeld.**

- interpreteer titels
- bespreek die maniere waarop die digters die tema van liefde benader
- struktuur en funksie bespreek
- evalueer die taal- en woordgebruik
- identifiseer en analiseer die literêre tegnieke
- bespreek die benutting van leestekens
- aanhalings
- verwysings na ander tekste (intertekstualiteit).

**KOMMENTAAR:** Baie meer leerders het vanjaar die gedigtevrae beantwoord. Die A-vraag was die gewildste. Twaalf leerders het die vraag beantwoord. Oor die algemeen was antwoorde redelik op standaard. Enkele kandidate het verkeerde digtersname gebruik by hul gedigte. Een kandidaat het "Ogilvie Douglas" bespreek wat nie deel van die tema was nie. Alhoewel die liefdestema wel in die gedig uitgewys kan word, het die kandidaat nie by die titel as kern van die gedig en die liefde wat daaruit spreek uitgekom nie. Dit bly belangrik om in die slotparagraaf terug te keer na die liefde en die genuanseerde verskillende perspektiewe daarop uit te wys en die digterlike tegnieke wat daarvoor aangewend is.

**B. Lewer indringend kommentaar op die manier waarop die digter herhaling en progressie in die onderstaande gedig aanwend.**

**"Digter wordende"** Antjie Krog

- verduidelik die titel en moontlike dubbelsinnigheid
- wys op onvolledige sinskonstruksie en effek daarvan
- wys woorde en assosiatiewe begrippe uit wat herhaal word
- bespreek die progressie
- bespreek funksie van beeldspraak in progressie
- verduidelik die struktuur van die gedig en die progressie
- bespreek die leestekengebruik
- verduidelik die krag van die slotstrofe as hoogtepunt
- dui aan hoe die slotstrofe herhaling en progressie tot die hoogtepunt voer.

**KOMMENTAAR:** Twee leerders het die vraag beantwoord. Duidelik selfstandige denke en gemotiveerde interpretasie is aangebied. Dit bly belangrik om op die vraag te fokus. Progressie en herhaling vorm die kern van die vraag. Die belang en funksie daarvan moet uitgewys word by die beantwoording van die vraag.



## AFDELING B: Prosa

### Vraag 2: Kortverhale

#### 2. A Bespreek hoe die twee skrywers van Die vader (Björnson) en Hartseer (Tsjechov) die vaderkarakter uitbeeld.

Inhoud kan die volgende insluit:

- kontrasteer titels
- kontrasterende aanbieding van inhoud en taalgebruik
- karakterisering
- literêre tegnieke, soos beeldspraak, uitbeelding van ruimte en atmosfeer
- vertellersperspektief
- uitbeelding van die tema: vaderskap
- aanhalings om stellings te bewys
- verhoudings.

Geen sentrum het die vrae beantwoord nie.

#### 2. B Lewer indringend kommentaar op die kortverhaal uit Drie kaalkoppe eet tesame van Jan Rabie. Bespreek hoe die skrywer te werk gaan om die verskillende karakters uit te beeld.

Inhoud kan die volgende punte insluit:

- titel en verband met verhaal
- uitwysing van die verskillende karakters en funksie
- uitbeelding van die drie kaalkoppe
- voorstelling van die kelner
- uitbeelding van die restaurantbesoekers
- benutting van surrealisme
- taal- en woordgebruik in beskrywing en ruimtetekening
- literêre tegnieke (bv. beeldspraak en stylfigure)
- atmosfeer, toon en styl
- ironie
- uitwysing van moontlike simboliek.

**KOMMENTAAR:** Geen sentrum het hierdie werke gedoen nie.

### Vraag 3: Roman

#### Die Uurwerk Kantel deur Marié Heese

#### 3. A Bespreek maniere hoe Marié Heese in die roman die tema uitbeeld van hoe die goeie uit die slegte voortkom.

Inhoud kan die volgende punte insluit:

- tipografiese aanbieding van die teks
- verskillende soorte vertellers wat telkens kommentaar lewer
- funksie van die wat vervleg word; agternaperspektief
- wys ander temas uit wat die goeie verbeeld
- verband tussen vertellersverskeidenheid, titel en tema en die goeie
- die funksie daarvan om die volledige leeftyd van die vrou uit te beeld
- verduidelik die rol van die hoofkarakter in die uitbeelding van die goeie.

**KOMMENTAAR:** Geen sentrum het hierdie teks gedoen nie.

#### 3. B Bespreek hoe en met watter effek Marié Heese verskillende motiewe in die onderstaande uittreksel vervleg.

Inhoud kan die volgende punte insluit:

- tipografiese aanbieding van die teks
- verskillende soorte vertellers
- funksies van vertellersverskeidenheid met betrekking tot kommentaar op gebeure
- wys temas uit en bespreek funksies en verband met roman:
  - dood
  - die wingerdstok
  - Maria as beeld van die moeder van Christus
  - dinge wat bly.

**KOMMENTAAR:** Geen sentrum het hierdie teks gedoen nie.

#### **Vraag 4: Roman**

##### **Wildvreemd – Carina Stander**

#### **4. A Bespreek die struktuur van die roman en die effek daarvan.**

**Inhoud kan die volgende punte insluit:**

- verduidelik die struktuur
- bespreek die hoofstukindeling
- verduidelik betekenis van titels en funksie
- wys funksie van lengteverskille van onderskeie hoofstukke uit
- wys op progressie en stadige onthulling
- verduidelik die vernuftige benutting van vertellers
- rangskikking en jukstaponering van vertellers
- andersheid in struktuuraanpak en tydbenutting.

Een leerders het die vraag beantwoord. Geneigdheid tot verhaalherhaling. Dis belangrik om op die verskillende dele en die soort vertellers te wys en die funksie daarvan.

#### **4. B Bespreek hoe die beskrywing van die Byeboer in hierdie uittreksel by haar uitbeelding in die res van die roman aansluit.**

**Inhoud kan die volgende punte insluit:**

- funksie van e-pos in kontras met ander vertellingwyses
- verwantskap tussen Ebro se behoefte aan kunsvonk en Byeboer
- eerste verheffing van Byeboer tot mitologiese figuur
- dui parallels aan tussen die Byeboer se innerlike wêreld in die eerste spreekbeurt en Ebro se spekulاسie oor haar
- die onmoontlike stryd van die mitiese mens
- die taal van die onbewuste en die dier – taal
- die mitologie van die woud/bos/Ruig
- drome
- die nimf of sigeunerskoonheid
- misunderstood genius
- flaunt her otherness
- “die lig in die wapad”.

Ses leerders het die vraag beantwoord. Dis belangrik om die hele roman te betrek by die bespreking. Vermoë die oorvertel van die verhaal. Selekteer die relevante verwysings wat op die Byeboer betrekking het en bespreek die wyer betekenis van die verwysings.

#### **AFDELING C: Drama**

##### **Vraag 5: Kanna hy kô hystoe – Adam Small**

#### **5. A Bespreek hoe Adam Small vir Makiet uitbeeld om by te dra tot die dramatiese effek van die drama.**

**Inhoud kan die volgende punte insluit:**

- Makiet as die samebindende moederfiguur
- Makiet se voortdurende verlange na Kanna
- Makiet as die sterkste teenpeler teenoor Kanna
- Makiet as die sleutel vir Kanna se verbondenheid aan sy herkoms
- Makiet se verhewe en onrealistiese verwagting van Kanna
- Makiet se ervaring van en reaksie op lyding
- Die intense verweefdheid tussen Makiet en die dramatiese effek.

Geen sentrum het hierdie drama behandel nie.

**5. B Bespreek die belang van die onderstaande uittreksel en die dramatiese effek daarvan op die drama as geheel.**

**Inhoud kan die volgende punte insluit:**

- funksie van dialoog tussen Makiet en Kanna
- Kanna word teruggevoer na die verlede en swaarkry
- die uitbeelding van die bepalende rol wat Pang gespeel het
- opofferinge van Pang om Kanna te laat leer
- subtiele aanklag teen Kanna omdat hy hulle verlaat het
- aanbieding van soort hofsaak teen Kanna
- karakters en gebeure subtiele aanklag teen Kanna omdat hy nie daar was
- ironies dat juis Kanna vir Pang namaak
- funksie van toneelaanwysings wat Kanna as strak teken.

Geen sentrum het hierdie drama behandel nie.

**Vraag 6 Drama: My plaas se naam is Vergenoeg**

**6. A Bespreek hoe George Weideman die karakter Altydanders gebruik om tot die dramatiese effek van die drama by te dra.**

**Inhoud kan die volgende punte insluit:**

- benutting van Altydanders in die eksposisie
- karakterverskeidenheid deur Altydanders aangebied
- Altydanders as atmosfeerskepper
- Altydanders as soort hofnar
- tree op as soort gewete
- beklemtoon die waarheid en ontmasker leuens
- bydrae tot vervreemdingseffek
- plek van karakter Altydanders as vormwisselaar
- funksie in eenheid van die drama.

Die vraag is deur die grootste aantal leerders beantwoord – tien leerders. In die algemeen is die vraag goed beantwoord. Enkele kandidate het nie genoegsaam gefokus op die dramatiese effek nie. Kandidate wat bloot die teks opgesom het, het nie goeie punte behaal nie.

**6. B Bespreek die belang van die onderstaande uittreksel en die dramatiese effek daarvan op die drama as geheel.**

**Inhoud kan die volgende punte insluit:**

- Altydanders tree op as duiwelsadvokaat
- beeld die mens ten spyte van groep/ras as bakleier uit
- belang van Petrus as parallel met Jan
- Petrus as kenner van die gesin
- Petrus as waardeerder van Grieta
- Petrus se misplaaste lojaliteit en funksie daarvan
- spanning en konflik tussen Petrus en Altydanders
- Altydanders se subtiele onthulling van die waarheid.

Ses leerders het die vraag beantwoord. Dis duidelik dat die leerders goed bekend is met die inhoud van die drama. Meer klem kan gelê word op die funksie van die gebeure om 'n dramatiese effek te verkry.

**WENKE AAN ONDERWYSERS**

- Die maak van stellings sonder om dit uit die teks te motiveer lei tot lae punte. Fokus in die gang van die bepreking deeglik op die vraag self. Eindig elke paragraaf met 'n verbandlegging tussen die bespreking en die spesifieke vraag wat beantwoord word.
- Dit bly belangrik om redes te gee waarom jou stellings bewys dat die inhoud van die vraag geldig is. Dui telkens die funksie aan van die inhoud wat jy gebruik om die vraag te beantwoord.
- Soos by enige ander opstel is die struktuur van hierdie literêre opstel baie belangrik. 'n Keurige inleiding wat omvattend reageer op die vraag word gebruik. 'n Goeie samevattende slot is noodsaaklik. Dis nie sinvol om in die inleiding ongemotiveerd bloot die vraag na 'n stelling te verander nie.
- Die gebruik van aanhalings as bewyse vir stellings is belangrik om hoë punte te kry.

Die harde werk en moeite word waardeur. Vrede.



## General

I would like to commend all the teachers on a job well done. The accuracy of the candidates' writing has improved tremendously.

However, there are still a few aspects that need attention:

## Discourse markers

A number of learners created isolated paragraphs which hampered the flow of their writing.

## Question analysis

Too many learners missed the purpose of the prompts.

## Register

Candidates were not very confident with the level of formality in their responses. Very often candidates who wrote very informally opted to use generic words like 'nice', 'a lot of', etc. instead of still showing their prowess of proper and more descriptive English expressions in their informal writing. Writing informally does not mean that the responses should lack sophistication.

## Paragraph structures

Not only was Freitag's pyramid ignored in the narrations, but the PEE structure in the letter and review needs more attention. It is also always advisable to be more specific when writing. Generic sentences like "Companies use social media to promote their brand." Miss the elaborative style that the letter expected of them (e.g. "Even though your article states that social media is used to promote immoral content, many companies tend to use social media to promote their brands.").

This needs further elaboration in which the 'how' and 'why' are covered. Being more specific by stating which company/brand can be promoted would definitely improve the response. Thus, specifying the social media platform(s) that companies use may even elevate the mark more.

There were still some candidates who merely listed their pros and cons which is clearly something that should have been eradicated in Grade 12.

## Subject-specific terminology

Using subject-specific terminology will elevate the essays a great deal. Unfortunately, many learners merely used the phrase 'social media' in their response to question 1 (a). The remainder of the essay was void of any social media terminology which made it seem like a generic response.

## Question 1

### (a) A letter to the editor of a newspaper regarding the detrimental effect of social media

The number of candidates who did not know the meaning of the word 'detrimental' was a cause for great concern.

As a result, some learners merely wrote why social media is detrimental to society instead of disagreeing with the newspaper article that stated that social media had a detrimental effect on society.

Many candidates did not clearly establish context. Subsequently, the letter became a mere list of benefits or – at times when incorrectly interpreted – a list of the drawbacks of social media.

Even though most learners were able to develop their points to some extent, most of them lacked proper examples/evidence to create convincing letters.

There was often not even a mention of the newspaper article. Students should remember that the typical introduction of a letter covers (a) previous communication – in this case the article in the newspaper – and (b) an indication of the purpose of the letter. The main aim was to disagree with the letter in the newspaper and not merely write an opinion on social media in the letter to the editor. Thus, the newspaper article should have been the main focus with social media as theme.

Here proper question analysis would have helped to establish the focus. As a result, the audience and oftentimes the purpose were not clearly established by the majority of the candidates. Moreover, it is advisable to teach the candidates to refer to context throughout their writing.

**(b) Reflective commentary**

Candidates should remember to focus on how they used the typical conventions of form, structure and language of their letter to create an effect on the audience and purpose.

On the one hand, some centres taught the candidates very well to write the reflective commentary. On the other hand, some candidates were merely able to provide only the denotation of words or summarise their own writing. This, in no way, constitutes a reflection as required by this question.

The effect the letter has on the reader was often omitted. Merely, stating that discourse markers were used is not a reflection whatsoever and cannot be awarded marks.

**Question 2: narrative**

**Write a story called *The Painting*, about a painting that means a great deal to you. Create a sense of excitement.**

This was, by far, the most popular topic.

Even though some learners wrote engaging and effective narrations, most learners who opted for this wrote a description or merely a train of thoughts which lacked the conventions of a narration.

**Question 3: podcast**

**Your class recently had a heated discussion about compulsory participation in extra-curricular activities. Writes the text for two contrasting podcasts.**

This was the second favourite topic.

Once again, a number of candidates attempted to write appealing podcasts on this topic. However, too many candidates merely wrote an informative piece without any style or indication of an awareness of the conventions of a podcast. Even the typical podcast greetings and conclusions were missing.

It was important to notice that the podcaster is a high school student who wants to persuade his audience of his opinion in each podcast. Too often there was no element of persuasion, but the podcasts merely took on a very informative style where the candidates merely opted to write down the pros and cons of social media. If they had done proper question analysis, they would have known to focus on the 'compulsory participation in extra-curricular activities'. The majority of the candidates focused merely on the 'participation in extra-curricular activities'.

**Question 4: review**

**You have recently read the latest book by a popular writer, and you decide to write a review of it. The review will be published in your school magazine. In your writing, give your opinion of this book, and compare it with the writer's previous books.**

This was by far the most successful of all topics. Unfortunately, only a small number of learners have chosen to respond to this topic.

Even though most candidates were able to respond successfully, some merely wrote a summary of the book that they had read.

Thank you for your hard work. May you all have a prosperous 2025.

### Key messages

- Learners should select relevant material from the whole text and avoid lengthy narrative summaries.
- Answers to passage questions should start with a focused introduction to avoid unstructured feature spotting.

### General comments

The general standard this session was satisfactory with candidates achieving good marks on nearly every text in the paper. However, there were too many rubric errors for the first question on the poetry, occurring most often because some candidates did not completely understand “theme of betrayal”. A few learners did appear to have time management problems, so that the second essay was either rushed or incomplete. All but a few candidates were able to show at least a basic knowledge of their chosen texts and many learners showed evidence of a real engagement with them. There were a few candidates who attempted three questions. Please note that candidates are expected to answer two questions from two different genres only. One centre’s scripts reflected that four genres were studied. This should be avoided as there is too little time to teach four genres successfully.

Poetry remained the most popular genre while the novel, *All the Bright Places* was also a huge favourite this year. The dramas *As you like it*, and *Woza Albert!* as well as short stories were the least favoured. *Life & Times of Michael K* was also only attempted by two centres. Answers reflecting a wide range of performance were seen on each of the texts attempted by the candidates.

There are two general issues to address this session:

1. A number of options (a) essays on the poetry texts in this session started without any consideration of the terms of the question but instead, focused on the two poems they knew best, without considering whether it addressed the question. These essays often focused on the main themes of the chosen poems, instead of focusing on the theme of betrayal.

Similarly, option (b) essays often became a series of statements along the lines of ‘The poet also uses organic imagery’, with some exemplification from the poem, before moving onto the next poetic feature. Candidates are advised to analyse their chosen examples, linking them directly to the actual task and/or their interpretation of the poem. Without this, the statements remain a list of poetic methods, which does not fully answer the question, and therefore cannot go beyond a basic level of achievement.

2. Many learners in this session included in their essays long, narrative summaries or descriptions of only generally relevant parts of their chosen text. This was apparent in answers on discursive (a) questions as well as passage (b) questions. For example, answers to the passage question on *All The Bright Places* often included a detailed summary of the relationship between Violet and her parents, instead of focusing on **how** and **with what effects** the relationship is presented. Learners should be encouraged to select carefully from the whole text the most relevant material to enable them to address all aspects of the task, perhaps as part of their essay planning process.

Learners should use their introductions (thesis statements) to set out generally their interpretation of both the text and the question as a framework on which their analysis can be structured.

Furthermore, **rhetorical questions should be limited** as a literary essay focuses on analyses of the given text. Candidates should focus on the ways the writers use language, form and style to create meaning. If a candidate continuously uses “then” it reflects a narrative summary or paraphrase of the given text. Moreover, the focus should not be confused with writing an analytical essay based on style, structure and language. The focus in a literary essay is always on the way writers present the text, not on who the target audience is or the main purpose of the text.

### Comments on specific questions

#### Section A: POETRY

#### Question 1: Poems

- (a) All the centres opted for poetry as one of the selected genres. Please note that poetry is optional on this level.



Many of the responses discussed poems from the selection which presented the theme of betrayal, of which the most successful were Elizabeth Thomas–*The Forsaken Wife*, and Edna St Vincent Millay – *Sonnet 29*. Less successful poems were Imtiaz Dharker–*These are the Times We Live in*, A.L. Hendriks – *The Migrant*, Carol Ann Duffy– *Foreign*, William Blake – *The Clod and the Pebble*, William Shakespeare – *Sonnet 19* and Imtiaz Dharker – *Blessing*. Weaker answers offered more or less accurate summaries of their chosen poems, with more successful responses at this level, at least implicitly, considering betrayal and how its presentation might be different in each of their chosen poems. Often, the more prominent themes such as loss of identity and love were discussed. When centres encourage students to study two poems off by heart, there is a definite danger that they may not be able to answer this question.

Weak answers were often able to show some knowledge of the basic meaning of the poems. Some implicit sense of the poetic methods, often only listed, to comment on the theme of betrayal, though in many weak essays there was very little evidence of understanding the meaning of betrayal. Comments such as ‘The juxtaposition of the clod and the pebble in the title represents the two types of love’ clearly suggests the theme of love and speculating that these are caused by betrayal cannot score top marks. Often, forced statements such as “The burst municipality pipe is a metaphor for the betrayal caused by the municipality” in the poem “*Blessing*” is a vague and unsubstantiated comment.

More competent responses often had a clear introductory paragraph showing understanding of the theme and were able to offer a comparison of the chosen poems, although it is not expected, often treating each poem separately with a summative, comparative conclusion which most often is the more effective approach. Better responses required not only a secure knowledge and understanding of the poems, but also a grasp of the poetic techniques used. Good responses developed such points into sophisticated interpretations of the poets’ presentations of betrayal, with apt quotations and a use of appropriate contexts. Where this led to a consideration of effects, and how that shaped the reader’s response to the presentation of betrayal, the responses did very well.

- (b) This was a very popular choice. Most learners had at least a basic knowledge and understanding of the poem *Last Lines*, with which to address the task. Weaker answers offered a general summary of the poem’s content, with success determined by the understanding shown in the accompanying personal response. Better answers at this level had a clear view of the poem’s meaning, ‘God’s supremacy is highlighted clearly showing why the speaker does not fear death’, as one suggested. Many at this level could recognise something in the formal structure with ‘the 7 quatrains emphasising ‘the steadfast rock of immortality’, as one essay suggested. Basic answers were often able to spot poetic features such as alliteration “Worthless as wither’d weeds,” and litotes in the first stanza and even though they could exemplify these methods accurately, there was no analysis of the effects or a consideration of why Brontë might have chosen to use these poetic features. Identifying the ‘speaker’ and the situation helped some to explore Brontë’s language and imagery choices while a number of learners adopted a ‘feature spotting’ structure where a poetic method such as hyperbole was listed and exemplified from the text. For this approach to be successful it should be integrated into an interpretation of the poem, showing what nuances that particular choice brings to the overall meaning and context. Too many responses relied heavily on a line-by-line analysis where a more holistic approach might have been a better option. All in all, this question was answered mostly successfully.

## SECTION B: PROSE

### Question 2: Short Stories

- (a) There were too few responses to this question to make a general comment appropriate.
- (b) There were too few responses to this question to make a general comment appropriate

### Question 3: JENNIFER NIVEN: *All the Bright Places*

- (a) There were fewer responses to the question about the ways in which Niven uses water as an important symbol, than to the passage. Most essays on this question showed a good knowledge of the novel and candidates were able to select appropriate incidences where water plays an important role with references to the Blue Hole and the significance of Virginia Woolf. However, many responses to this question were narrative, often mentioning the times Violet and Finch’s journey involved water with little reference to the question’s focus on water as an “important symbol”. Stronger responses considered what the underlying significance of water might be, suggesting that the “symbolism is two-folded: destructive and healing” and commented how Niven shapes the novel in that way. This led them to consider how Niven uses water to foreshadow Finch’s suicide, as well as the cathartic role it



portrays. Some thoughtful answers went on to consider the role of water to portray the growth of Violet as the novel ends with her at the Blue Hole, “flowing and swimming through the water, as she thinks about the epitaph she wrote for Finch, and how her journey will still continue”.

- (b) There were some insightful responses to this question, although most answers were a narrative summary focusing on basic ideas about the relationship between Violet and her parents, without any reference to how and with what effects Niven presents his feelings. There was some acknowledgment of the use of dialogue and inner monologue reflecting the opposing feelings of the characters, but few acknowledged the description of her hotel room and how it reflects her feelings of being trapped. Some thoughtful answers considered how her feelings of guilt reflect on how she perceives her parents’ motivation for protecting her, but few understood that the reader is manipulated by Violet to form an opinion of her parents as we are in her thoughts, seeing a one-sided perception of the relationship. Moreover, there was no comment on the use of complex sentences to highlight her continuous thoughts of Finch or her sister, in contrast to the shorter sentences of the dialogue intensifying her feelings of discontent with her parents, often unfairly. No mention was made to the idea that her thoughts are personal and intimate. Very few successful responses managed to rely on the close observation of the details of the writing of the passage.

#### **Question 4: J.M. COETZEE: *Life & Times of Michael K***

- (a) There were too few responses to this question to make a general comment appropriate.
- (b) The majority of candidates opted for the passage taken from the beginning of the novel and those most successful were the responses which concentrated on the way the moment is described in the passage, rather than paraphrasing it. While there were examples of misunderstanding which suggested a lack of awareness of the novel, there were perceptive answers which explored Coetzee’s description of the desolation experienced by Michael K specifically. Not one student mentioned that the picture of desolation created in this extract, sets the scene for the rest of the novel. Examiners saw some exceptional writing, appreciating ways in which Coetzee’s style here, with its level of detail, suggests a bleak and sombre future for the protagonist. The most successful answers focused on the way Coetzee creates desolation and its effects. As one candidate stated: “This picture of desolation is strengthened when we consider that K and his mother might also become one of them, just another number in the metaphorical “sea of hungry mouths”. By identifying this, and the careful descriptions of the environment, candidates were able to demonstrate Coetzee’s creation of utter desolation. Such discussion was focused on the art of narrative and considered the novel’s concern with the protagonist’s inner thoughts as a crucial tool to create a picture of desolation. However, it was interesting to note that comparatively few of the answers which discussed different types of imagery in detail, failed to identify Coetzee’s use of pathetic fallacy in “gazing out at the rain and the grey sea” and neither did they comment on the image in the last line of the extract: “room sunk in gloom”. Many candidates mistook the repetition of “no work, no accommodation” as litotes.

### **SECTION C: DRAMA**

#### **Question 5: WILLIAM SHAKESPEARE: *As you like it***

- (a) There were no responses to this question.
- (b) There were too few responses to this question to make a general comment appropriate.

#### **Question 6: PERCY MTWA, MBONGENI NGEMA and BARNEY SIMON: *Woza Albert!***

- (a) There were no responses to this question
- (b) There were too few responses to this question to make a general comment appropriate.

#### **Positive suggestions to teachers**

- Teachers should discourage students to use superfluous expressions such as “brilliant author”, “insightful use of imagery” or “the author’s exceptional use of lexis” These expressions are arbitrary and does not constitute a personal response.
- Whenever a reference is made to literary techniques such as the structure of the poem, rhyme and rhythm, imagery or pathos or ethos, it is imperative that the student gives a reason why it is important. They have to focus

on very specific effects created.

- Teachers should instruct students not to start their answers with a quote. It is better to teach students to start their writing with a solid thesis statement, which they then continue to prove by using strong points, evidence and analysis.
- Also note that when analysing an extract or poem, it is imperative to focus on the entire text. If a poem has seven stanzas, the importance of all the stanzas in relation to the task need to be discussed. Moreover, when answering the (b) part of the question paper, candidates should not rely heavily on parts outside the given extract.
- Line references do not suffice. Candidates must quote and explain the effectiveness of the quote.
- It is not necessary at this level to explain literary devices. Rather discuss the effect created by the specific image than wasting time to give a definition of it.
- Responses which rely on summary of the set texts are not successful.
- Successful responses focus closely on the writing of the texts and how the writer presents the meaning and content to the reader.
- Successful responses use analysis of specific references and quotations to support the points made. This is particularly important for the (a) questions, where candidates select their own references to answer the question.

## GENERAL COMMENTS

This was the fourth written external examination for this new syllabus. During the first examination session two learners wrote this paper. In 2022 there were three learners, 2023 five learners and in 2024 only two wrote this paper. The teachers were well-versed and equipped for marking.

The learners delivered the same standard of work as the previous year, thus coping well with the level of difficulty of the paper. No misinterpretations regarding the instructions were picked up by the markers. The spelling of certain words as well as the occasional incorrect formulation were noticed, but not to the detriment of the learners. Learners should definitely be encouraged to read more, not just on their electronic devices.

## COMMENTS ON SPECIFIC QUESTIONS:

### Aufgabe 1

Ihr Freund / ihre Freundin hat eine tolle sportliche Leistung vollbracht. Sie wollen einen Artikel über ihn / sie für Ihre Schülerzeitung schreiben, der auf einem Interview mit Ihrem Freund / Ihrer Freundin basiert.

(a) Schreiben Sie jetzt dieses Interview, das Ihre Fragen und die Antworten Ihres Freundes / Ihrer Freundin umfasst. Der Inhalt Ihres Interviews sollte etwa 400 Wörter lang sein.

(b) Schreiben Sie einen Kommentar zu dem von Ihnen in (a) geschriebenen Interview, in dem Sie reflektieren, wie Ihre sprachlichen Entscheidungen dazu beigetragen haben. Schreiben Sie etwa 200 Wörter.

Bewerten Sie dem Niveau der Antwort entsprechend (siehe Bewertungskriterien in Tabelle A).

### Typischer Inhalt : 1 (a)

Die untenstehenden Punkte dienen als Erläuterung und sind nichtvollständig: Jegliche anderen sinnvollen Merkmale sollten anerkannt werden.

### Antworten könnten folgende Merkmale beinhalten:

- Sportart nennen
- Leistung, die gebracht wurde, erwähnen
- Interviewer / -in könnte nach Trainingsprogramm, Hürden, neuen Zielen fragen, auch woher der der Sportler / die Sportlerin kommt, d.h. Information
- zur Herkunft, Familie, Land, Sportverein u. Ä.
- „Motivation“, „Wann und in welchem Rahmen die Leistung vollbracht wurde“

### Possible answers for Aufgabe 1 (b)

Schreiben Sie einen reflektierenden Kommentar zu der von Ihnen geschriebenen Biografie aus 1(a), in dem Sie erklären, wie Ihre sprachlichen Entscheidungen dazu beigetragen haben, die in Frage 1(a) gestellte Aufgabe zu erfüllen.

Schreiben Sie etwa 200 Wörter.

Bewerten Sie dem Niveau der Antwort entsprechend (siehe Bewertungskriterien in Tabelle B).

### Typischer Inhalt:

Die untenstehenden Punkte dienen als Erläuterung und sind nichtvollständig: Jegliche anderen sinnvollen Merkmale sollten anerkannt werden.

### Antworten könnten folgende Aspekte enthalten:

- Wahl der Form, Struktur und Sprache des/der Kandidaten/-in
- Analyse dessen, wie die Wahl der stilistischen Aspekte sich auf die Zielgruppe bezieht und Bedeutung erzielt
- Der Gebrauch von Modalität, der Pronomen und rhetorischen Mitteln des/der Kandidaten/-in
- Wahl der strukturellen Aspekte und Gebrauch von strukturellen Mitteln des/der Kandidaten/-in
- Das Bewusstsein allgemeiner und formeller Vorgehensweisen, passend zum Ziel und zur Form des vorgeschriebenen Auftrags des/der Kandidaten/-in
- Analyse dessen, wie der/die Kandidat/-in mit seiner/ihrer Auswahl die Reaktion der Zielgruppe erzielt

Question 1(a) and (b) are compulsory. Part (a) is any type of essay. For this examination the topic covered, was an interview with a friend who had an article written about him / her for the local newspaper. One candidate had in-depth questions, while the other candidate kept the questions of the interviewer more general. The task, however, was completed satisfactorily. Part (b) is then a reflective commentary about the execution of part (a). All learners provided a good reflective commentary (b) on their own written work stemming from (a). The trend of delivering differential quality in (a) and (b) was observed this year again, as all learners achieved higher marks for the (b) part of Aufgabe 1. The language skills among the learners were of a similar standard.

Then learners answer either Q2 or Q3 or Q4. Altogether learners answer two questions, with equal length and marks. Both learners coped well with the demands of the paper.

Aufgabe 3 and 4 were not considered by any of the candidates, most probably because they found the contents of Aufgabe 2 more appealing to them.

### Aufgabe 2

„Ich glaube, ich habe die Teenagerphase endlich überstanden.“ Erzählen Sie in **verschiedenen** Tagebucheinträgen von Ihren Konfliktsituationen, die Sie in der Teenagerphase mit Erwachsenen durchlebt haben.

Schreiben Sie zwischen 600 bis 900 Wörtern.

Bewerten Sie dem Niveau der Antwort entsprechend (siehe Bewertungskriterien in Tabelle C).

Die Prüfer/-innen sollten beachten, dass übermäßige Länge nicht der Anforderung entspricht, dass die Kandidaten/-innen ihre Texte spezifischen Zielen und Zielgruppen anpassen.

### Typischer Inhalt:

Die unterstehenden Punkte dienen als Erläuterung und sind nichtvollständig: Jegliche anderen passenden Merkmale sollten anerkannt werden.

Antworten könnten folgende Merkmale beinhalten:

- eine deutlich erkennbare Struktur (Form eines Tagebuchs)
- evtl. zutreffende Sprachmittel, z. B. Redewendungen
- klare Abschnitte
- Krisen, die ein Jugendlicher / eine Jugendliche erlebt hat, spezifisch im Zusammenhang mit Erwachsenen
- mögliche Wendungen beschreiben (an einem anderen Tag vielleicht)
- was ein Jugendlicher / eine Jugendliche für sich erkannt hat und im Leben anwenden kann
- beschreibende Sprache
- zutreffendes Register beachten

Aufgabe 2 required different diary entries, containing experiences / difficulties which a teenager might have had with adults and how they were resolved. The answer could also include what he / she had learned from these situations. Both learners coped well with the format and the contents, one being more specific and the other more general. Paragraphs were generally well observed.

These examination sessions proved not be difficult to the learners, as well as the time frame of the two hours. Generally, learners seemed to be well prepared for the time frame. None of the two learners struggled with using their time wisely. The use of vocabulary, more complex sentences and the structuring of the arguments were presented on different levels. Learners have to be encouraged to cover all aspects of the topics, although the new syllabus allows for a wide range of arguments. Learners should also be guided in providing depth for their arguments. It was pleasing to see that both learners did their planning.

For the first language learners, teachers could revise the use of the letter “v” and when to use “f”, e.g. Fortschritt, Forschung, erfolgreich etc. and the use of the apostrophe in German. The difference between heute Morgen (= dieser Tag) and morgen (= eine Zeitangabe) could also be explained. For additional grammar tips please also consult the report on the Literature paper.

German First Language was written early during this examination session. Languages are practical subjects and with all the other subjects in English, if German is written late, there are greater chances of learners demonstrating “weaker” language skills. Writing the paper fairly at the beginning of the examination timetable was much appreciated.

## GENERAL COMMENTS

The examination paper was set according to the standards as laid down by the syllabus for First Language German. Two candidates attempted to write this paper.

In this paper candidates are presented with 12 (twelve) questions. The examination paper consists of three sections. Section 1 offers an A and a B question with regard to the prescribed poems. Section 2 offers six questions, two questions (A and B) covering the prescribed short stories, two questions (A and B) covering “Die verlorene Ehre der Katharina Blum” and two questions (A and B) covering “Homo Faber”. Section 3 offers the candidates four questions. The first two (A and B) cover the drama “Der gute Mensch von Sezuan” and the other two (A and B) cover the drama “Die Physiker”. Altogether candidates have to answer two questions, coming from two different sections. Each answer has to be between 600 and 900 words in length, although the question paper does not mention it specifically to allow for a creative approach. The A questions in each section are without any text extract, whereas all the B questions have an extract of the prose, drama, short stories or poem.

Both candidates chose the A question for the prose “Die verlorene Ehre der Katharina Blum” whereby both candidates struggled to substantiate their approach with suitable quotations. To be able to obtain good marks in the A questions, it is necessary to learn a repertoire of quotations by heart to possibly use them to substantiate the answers.

Paragraphs were only partially observed and the learners should be reminded, that a new thought always implicates that a new paragraph should be used. The candidates struggled with the length of the answers.

Both candidates chose to answer the questions of the drama “Die Physiker”, whereby one chose the A question, the other the B question. Both candidates managed to start their essays with a suitable introduction as well as a conclusive paragraph to end the essay properly. The candidate who chose the B question could include suitable quotations and was successful in aligning the interpretational essay in sequence of the extract while including the personal response in the concluding paragraph.

The time factor plays a vital role and it is necessary for the candidates to space their time to use one hour for each essay.

The A section required the analysis of the comedy in relationship to the themes of “Politik, Wissenschaft und Medizin”. To benefit the content mark, all three aspects should be mentioned in the analysis. With the B section it is easier, when the question is answered in sequence of the extract to take out the vital information and quotes to substantiate the analysis.

Some advice to language:

Bei Namen wird kein Artikel gebraucht, z.B. Werner Toetges schrieb... / oder Toetges schrieb... **NICHT: Der** Werner Toetges schrieb...

Unterschied zwischen Mann (die männliche Person) und man (jemand)

Partnerworte “Je” ... , “desto”, z.B... **Je** mehr er schreibt, **desto** mehr glaubt man ihm. **NICHT: Wie** (Je) mehr er schreibt, wie (je) mehr glaubt man ihm.

Unterschied zwischen Wäsche (gehört in die Waschmaschine) und Kleidung (ist sauber zum Anziehen).

Bedeutungsunterschied bei dem Gebrauch von Artikeln: „klopfte an der Tür“ = wahllos, „klopfte an die Tür“ = ziellorientiert

In general, it can be said that the candidates must be aware of the question and refer back to it while writing their essays to avoid to concentrate only on the sequence of events in the storyline. Both candidates had their own approach to analyze the texts, which shows that the method of teaching used were open and allowed for personal responses to the literature.

It is benefitting the students if the subject German is written early in the examination session. Languages are practical subjects. Since all the other subjects are written in English, the chances of demonstrating “weaker” language skills are given, if the other languages are scheduled later in the examination time table. Writing the paper early in the examination session was much appreciated and the open individual approaches were lively and refreshing to mark.

See mark scheme:

### Teil A: LYRIK

#### Frage 1 Gedichte

Frage	Antwort	Note
<b>A</b>	<p>Wählen Sie zwei Dichter aus Ihrer vorgeschriebenen Liste zur Thematik „Weltbild“. Vergleichen und analysieren Sie, wie die von Ihnen gewählten Dichter sich mit dem Weltbild ihrer Zeit auseinandergesetzt haben.</p> <p><b>Bezeichnender Inhalt:</b> Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden /treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• literarische Stilmittel erkennen und beschreiben</li> <li>• verschiedene Aspekte der unterschiedlichen Weltbilder erkennen / beschreiben</li> <li>• einen Vergleich treffen zwischen den Dichtern und wie sie das gleiche Thema behandelt haben</li> <li>• einenganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente</li> <li>• breitere Referenzen bringen</li> </ul>	<b>25</b>

#### Zerstörte Liebe-verstörtes Vertrauen – Elke E. Irlé

Frage	Antwort	Note
<b>B</b>	<p>In dem Gedicht <i>Zerstörte Liebe – verstörtes Vertrauen</i> hat die Dichterin eine häufig vorkommende Realität von Liebe beleuchtet. Setzen Sie sich deatilliert mit dieser Aussage und dem Gedicht diesbezüglich auseinander.</p> <p><b>Bezeichnender Inhalt:</b> Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden /treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• nennen, welcher Aspekt von Liebe hier beschrieben wird</li> <li>• erwähnen, wie das Herzeleid aussieht, bzw. verarbeitet wird</li> <li>• sich zu der Wortwahl der Dichterin äußern und detailliert analysieren</li> <li>• eine themenorientierte Gliederung der Strophen bieten</li> </ul>	<b>25</b>

## TEIL B: PROSA

### Frage 2: Kurzgeschichten

**Das Trockendock** – (Andres) und **Deutschstunde** - (Blume)

Frage	Antwort	Note
<b>A</b>	<p>Untersuchen Sie die Beobachtungsgaben des jeweiligen Protagonisten in den Kurzgeschichten <i>Das Trockendock</i> (Andres) und <i>Deutschstunde</i> (Blume).</p> <p><b>Bezeichnender Inhalt:</b> Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen können folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• literarische Stilmittel erkennen und beschreiben</li> <li>• Eigenschaften der Protagonisten erarbeiten</li> <li>• sich dazu äußern, wie die Protagonisten beobachten</li> <li>• beschreiben, ob und wie die Beobachtungen Veränderungen mit sich bringen</li> <li>• einen Vergleich treffen zwischen den Autoren und wie sie das gleiche Thema behandelt haben</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

**Gottesurteil** – Heinz Risse

Frage	Antwort	Note
<b>B</b>	<p>Äußern Sie sich zu dem Auszug von <i>Gottesurteil</i> von Heinz Risse. Erörtern Sie, wie Gerechtigkeit in dieser Kurzgeschichte dargestellt und aktualisiert wird.</p> <p><b>Bezeichnender Inhalt:</b> Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten</b></p> <ul style="list-style-type: none"> <li>• Einordnung in den Kontext</li> <li>• möglicherweise eine Definition von Gerechtigkeit bringen</li> <li>• das Jurasystem beleuchten</li> <li>• die Aktualität von Ungerechtigkeit ansprechen</li> <li>• auf das Ende der Kurzgeschichte hinweisen breitere Referenzen bringen</li> </ul>	<b>25</b>



**Frage 3: Roman: Die verlorene Ehre der Katharina Blum – Heinrich Böll**

Frage	Antwort	Note
	<p>Analysieren Sie, mit welchen Methoden Tötges versucht, den Fall „Katharina Blum“ für die Zeitung zu recherchieren.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• möglicherweise eine Definition von Sensationsjournalismus geben</li> <li>• gezielt die Unterschiede aufweisen, zwischen was Personen gesagt haben und was die Zeitung geschrieben hat</li> <li>• die Telefonate mit Katharina Blum und Else Wolters nennen und beschreiben</li> <li>• die Poststücke erwähnen, die gezielt von Toetges kamen</li> <li>• seinen „Besuch“ im Krankenhaus untersuchen</li> <li>• wann Toetges wen unter welchen Umständen interviewt</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

Frage	Antwort	Note
<b>B</b>	<p>Untersuchen Sie, welche Art von Menschen sich plötzlich für Katharina interessieren und wie sie sich in dem folgenden Textauszug darstellen.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• Einordnung des Textauszuges und was passiert</li> <li>• detaillierte Analyse der Poststücke in Katharinas Postfach</li> <li>• somit wird erwähnt, wer sich für Katharina interessiert, u.A gläubige Menschen, Männer, die etwas von ihr wollen, politisch kritische Menschen</li> <li>• Personen aus dem Textauszug beschreiben / analysieren</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

**Frage 4: Roman: Homo faber – Max Frisch**

Frage	Antwort	Note
<b>A</b>	<p>Beurteilen Sie in dem Werk von Max Frisch die Einstellung, die <i>Homo Faber</i> (Walter Faber) zu natürlichen Vorgängen in der Natur hat, insbesondere auch die Vorgänge von Geburt, Wachstum und dem Tod.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• Einstellung zu natürlichen Vorstellungen in der Natur erwähnen</li> <li>• untersuchen, wie Faber Geburt sieht</li> <li>• untersuchen, wie Faber Wachstum (bei Pflanzen, Menschen, Tieren) sieht</li> <li>• untersuchen, wie Faber mit dem Thema Tod / Selbstmord umgeht</li> <li>• beschreiben, wie Homo Faber seine eigene Krankheit beurteilt und seinen möglichen Tod</li> <li>• einenganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

Frage	Antwort	Note
<b>B</b>	<p>Erörtern Sie anhand des folgenden Textauszugs, wie man das Verhalten zwischen Hanna und <i>Homo Faber</i> (Walter Faber) verstehen kann.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• Einordnung des Textauszuges</li> <li>• frühere Beziehung zwischen Walter Faber und Hanna beschreiben</li> <li>• unter welchen Umständen sie sich wieder treffen und wie sie da aufeinander zugehen</li> <li>• beschreiben, dass Faber sich im Krankenhaus befindet und wie Hanna sich um ihn sorgt</li> <li>• welche Rolle Sabeth in dem Verhältnis zwischen Hanna und Faber spielt</li> <li>• wie Faber das Verhältnis aus männlicher Sicht beurteilt</li> <li>• wie Hanna das Verhältnis aus weiblicher Sicht beurteilt</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

## Abteilung C: DRAMA

### Frage 5 Die Physiker – Friedrich Dürrenmatt

Frage	Antwort	Note
<b>A</b>	<p>Dürrenmatt nennt sein Drama <i>Die Physiker</i> eine Komödie. Untersuchen Sie, inwiefern die Themen der Politik, Wissenschaft und Medizin in dem Drama im 21. Jahrhundert immer noch zutreffend sind und beurteilen Sie, wo die Komik in diesen Bereichen liegt.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• möglicherweise eine Definition zu Komik und Komödie bringen</li> <li>• nennen, wo in dem Drama die Themen Politik, Wissenschaft und Medizin angeschnitten werden</li> <li>• die Realität mit dem Inhalt des Dramas vergleichen</li> <li>• versuchen herauszuarbeiten, wo die Komik in den obengenannten Bereichen liegt</li> <li>• eventueller Bezug auf den geschichtlichen Hintergrund</li> <li>• einenganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

Frage	Antwort	Note
<b>B</b>	<p>Setzen Sie sich kritisch mit der Rolle von König Salomo in dem Drama <i>Die Physiker</i> von Friedrich Dürrenmatt auseinander. Beziehen Sie sich auf den folgenden Auszug.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• Einordnung des Textauszuges</li> <li>• möglicherweise erklären, wer König Salomo ist</li> <li>• möglicherweise erläutern, wo die Komik liegt, indem Möbius und Fräulein Doktor von Zahnd behaupten, dass er ihnen erscheine</li> <li>• beschreiben, wann und wo „das Erscheinen“ Salomos genannt wird und mit welcher Auswirkung</li> <li>• auf das Ende hinweisen, wo Möbius behauptet, er sei nun selbst dieser weise König</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

**Frage 6 Der gute Mensch von Sezuan – Bertolt Brecht**

Frage	Antwort	Note
<b>A</b>	<p>Das Thema der Armut ist in dem Drama von Brecht sehr anwesend. Erörtern Sie, was es mit der Armut in Sezuan auf sich hat und überlegen Sie, wie dieses Übel gelöst werden könnte.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• möglicherweise eine Definition zu Armut bringen</li> <li>• kurz erläutern, was Mutter Theresa mit ihrer Aussage gemeint hat</li> <li>• die Armut anhand der einzelnen Leute in Sezuan beschreiben (u.A. Shen Te, Wang, Yang Sun, die Witwe Shin, die achtköpfige Familie, der Teppichhändler und seine Frau)</li> <li>• beschreiben, wie Shen Te als Shui Ta versucht hat, der Armut im Dorf entgegenzuwirken</li> <li>• die Aktualität des Dramas erarbeiten</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

Frage	Antwort	Note
<b>B</b>	<p>Die drei Götter sind auf der Suche nach einem guten Menschen. Erörtern Sie, ob es den Göttern gelingt, solch einen Menschen zu finden. Beziehen Sie sich auf den folgenden Auszug.</p> <p><b>Bezeichnender Inhalt:</b></p> <p>Beurteilen Sie nach den Kriterien im Erwartungshorizont. Die nachstehenden Punkte dienen nur als Hinweise und zur Illustration und sind nicht vollständig erschöpft. Jegliche anderen passenden/ treffenden Punkte sollten zugunsten des Schülers/der Schülerin bewertet werden.</p> <p><b>Antworten der Schüler/Schülerinnen könnten folgende Punkte enthalten:</b></p> <ul style="list-style-type: none"> <li>• Einordnung des Textauszuges</li> <li>• möglicherweise eine Definition von „einem guten Menschen“ bringen</li> <li>• beschreiben, was sich die Götter zu Beginn des Dramas unter „einem guten Menschen“ vorgestellt haben und welche Abstriche sie im Verlauf der Geschichte gemacht haben</li> <li>• überlegen, ob ein Mensch gleichzeitig „gut und böse“ sein kann und ob das eine realistische Vorstellung ist</li> <li>• überlegen, warum die Götter sich zum Schluss nicht einig waren, und dann einfach das Dorf schnellstmöglich verlassen haben</li> <li>• einen ganzheitlichen Ansatz nehmen</li> <li>• eine sichere Begründung der gebrachten Argumente breitere Referenzen bringen</li> </ul>	<b>25</b>

## GENERAL COMMENTS

There is a slight improvement in the way the candidates answered the questions on the style and language of the author. Candidates could not only answer the language used but could link the style to the question in the (a) questions for example: how the message is conveyed to manage anger. However, there are some centres where candidates could not even identify the styles and language in the message that the author is trying to convey. There is still room for improvement on the understanding of instructions and effective execution in the (b) questions that seem easier but where candidates tend to lose marks as they misunderstood the question.

Spelling errors are still a big challenge with our candidates who are unable to express their thoughts accurately. It seems there is a confusion between what the candidate wrote and what is understood by the marker.

As previously mentioned numerous times, the candidates still answer the questions in bullet form or in very short sentences, with no reference to the author's intention. Some candidates would repeat the question, "Comment on the language and style of the author to convey..." Some candidates would start with, "the author uses language and style" without naming which language or styles were used. The author's intention carries most of the weight of this question paper and if the candidates do not appreciate the content, they are unable to understand the ideas given in the text.

Some candidates from one centre wasted time by imposing new ideas on the authors existing ideas with the use of suitable figurative languages or biblical statements, for example: "*God requires us to forgive and talk to each other*" ("Elobgelûbagutsî da nî !hoa-ugu !khaisara#hâba") which is not related to the author's views. No other view points should be added except the main ideas and views by the authors to support their messages. Grouping of the author's language and styles apart, should be discouraged and rather be commented on, as it is mentioned in the reading texts. Some candidates first comment only on the language of the author and after that write another paragraph for the styles, which may contradict the true intentions of the author when different thoughts are linked to one idea. For example, "*I had no hygiene whatsoever*" could also show his regrets and that he only realised now how bad he was into the game and the effects of it.

Our candidates upgraded on the appreciation of the author's style and could effectively explain the different styles the author used to show the disparity thereof in support of the questions.

Candidates should consider the marks allocated to the questions, especially in the (a) questions, where some of the candidates' work was very short and showed very little appreciation of the author's work. A few candidates were unable to finish the last question (b) which might be due to mismanagement of time.

The candidates should acquaint themselves with the rules of the booklets or answer books provided by DNEA, to avoid skipping pages and rather write on both sides of the page as well as to start each question on a new page.

## COMMENTS ON INDIVIDUAL QUESTIONS

- 1 This question was compulsory. This was a polemic/persuasive piece that aimed to convince the reader that anger is poison that harms the angry person and not the person anger is intended for.

It consists of two parts:

- (a) The candidates were required to comment on the style and language of the author to convey her views on how anger should be managed.

This compulsory question was understood by some candidates well, however, only a few could have related to the question on how anger should be managed and not what the effects of anger are. Most candidates were able to understand and analyze the effect that the author was creating.

However, some candidates only understand and list the indicative content in the reading texts without explanation as to why the author uses them and how it contributes to anger management.

At the Advance Subsidiary level, there are still candidates who do not understand the author's language and style thus are unable to recognise why it is used. Instead they copy the original texts.

- (b) A directed writing task to write a letter to a friend suggesting how he/she can manage conflicts with her colleagues.

Most of the candidates wrote the letter and copied the authors ideas without giving advice to their friend and could not execute the instruction well. There were some candidates who did exceptionally well in this question, because, the advice given to the friend and was kept close to the author's ideas.

Some candidates wrote the letter with its full layout and exceeded the number of words required thus could not finish the second (b) question as they took a longer time on this question.

- 2 This was the least popular question and was only chosen by five (5) candidates from all our candidates. It consists of two parts:

- (a) The candidates were required to comment on the style and language of the author to convey extreme changes of feelings.

This question was well answered, as the candidates understood the anxiety of the young karateka and could related to the strong language that was used by the author to show fear and uncertainty. The author uses belittling language to create suspense and in the same vein to introduce his opponent to the readers by using a strong language. The candidates were also able to capture the recognition of the young karateka's feelings as intended by the author and to suggest his victory over his fears to reassure himself that he is ready.

- (b) A directed writing task to write the main part of an email to a friend, sharing his/her thoughts before the evening of the concert.

The candidates understood and did exceptionally well in this question; some candidates could relate to the previous question of the karateka to the anxieties she had before the big day, which showed they were able to create the same effects needed by the question. Some candidates added personal touches to show "twinge of excitement" by creating behaviours that showed great fear like telling the friend how they were biting their nails and could feel their bones.

The few candidates who chose this question, did very well and clearly understood both questions.

- 3 It was the most popular question that was chosen by the majority of the candidates because it referred to similar experiences perhaps and created known factors of the gaming world. This story was a narrative piece of writing in which the author narrated the dangers of the gaming world from his own experience.

It consists of two parts:

- (a) The candidates were required to comment on the style and language of the author to convey how powerful the gaming addiction has been throughout his life.

The candidates could clearly relate to the views and ideas of the author and could appreciate the language that was used by the author, to describe all his life's journey misfortunes from a young age to adulthood on the addiction of the game. The main character was clearly understood and support based on the styles that were portrayed by the author. Once again, similarly our candidates in their daily lives struggle with parents and not fitting in with other friends. They found the author's language reflects the author's life and could clearly give an analysis on the use of the content or language used.

- (b) In the directed writing task, candidates needed to write the main part of a speech to a group of students about the potential dangers of gaming.

Most candidates misunderstood or forget the instruction, that required them to write a speech to the student about the potential dangers of gaming. Some candidates had a speech written for the community adults, for example, as they gave advice or recalled days where they neglected their children and family. Candidates lifted the same information in the original texts and change of audience was not seen in most of the speeches. Candidates should be discouraged from paraphrasing from original texts and read questions first before rushing to attempt an answer. This is the question that most of the candidates did not manage to finish answering as well.

## POSITIVE SUGGESTIONS FOR TEACHERS

- The number of candidates at a centre should not determine our dedication to the candidates. Some centres especially where candidates are few, show lack of understanding of basic language used by authors and were unable to support the required questions. The candidates will be able to demonstrate most of the skills required in their written responses to this question paper if the teachers train them well with the content of the marking scheme or grid, explaining each band with its bullet points.
- Make use of previous question papers to make candidates aware of how differently authors may express their views and ideas.
- Candidates should be taught how to express themselves when addressing various people: friends, family members/ parents, officials: teachers or principals, in formal and informal writings to allow candidates to write various types of letters to various types of people/officials to be able to appreciate different audiences.

- Although spelling errors do not discredit the candidates in this question paper, teachers should frequently correct spelling errors:
- Candidates should be guided to read with understanding to interpret the questions correctly and not to rush to answer question based on what they think is expected. Teachers must also try to train the candidates on how to identify keywords in different types of questions.
- Teachers must seek assistance from Senior Education Officers at Regional level or well experience teachers in our regions to improve on the quality of the candidate's work regarding this question paper. Remember, practice makes perfect. Allow candidates to read, summarise and answer the questions from various sources or question papers.

## 1. GENERAL COMMENTS

- Most of the candidates could understand and answer the question paper to the best of their abilities, although some of them have limited vocabulary and could not expressed themselves very well. Some of the learners could not interpret some of the questions well – refer to Comment on specific questions
- Some of the candidates start answering the questions with unnecessary narration and only attempt answering the question in the last two paragraphs.
- Most of the candidates did not use different types of sentences, paragraphs and punctuation marks correctly.

## 2. COMMENTS ON SPECIFIC QUESTIONS

### SECTION A

- 1 This question was a popular choice among candidates, and the majority demonstrated a strong understanding of the task. Most effectively created a mood of tension and surprise, as required. However, a small minority struggled to effectively convey the intended sense of surprise. The question demanded that candidates construct a narrative where an unexpected event or action created fear and anxiety, culminating in the protagonist informing their father. This should have resulted in a heightened sense of tension leading up to the revelation and a clear depiction of the father's reaction. Possible outcomes included the father's anger, a more measured response, or perhaps a dismissive attitude with a warning against repeating the action.
- 2 Candidates who selected this question often failed to effectively portray a teacher who significantly impacted their learning. Instead of focusing on the teacher's influence, they merely narrated a general story about the teacher, resulting in a superficial portrayal of the individual and a lack of emotional depth. The question required candidates to describe the teacher's character and demonstrate how the teacher's actions specifically shaped the candidate's learning experience. This involved detailing the teacher's methods, their unique qualities, and the specific ways in which these aspects positively influenced the candidate's academic and personal growth.
- 3 This question was not a popular choice among candidates. While some attempted to describe two distinct times of day, they often failed to effectively analyze the contrasting moods created by these periods. The question required candidates to select two specific times within a single day and explore how the weather, events, or other factors influenced the atmosphere of a particular place. They were expected to create a vivid description of opposing moods – for example, the vibrant energy of a bustling morning market contrasted with the serene tranquility of the same location at dusk.
- 4 This question was highly popular among candidates. However, many devoted excessive attention to the planning and preparation for the trip, leaving insufficient space to adequately address the core aspects of the question. Consequently, many candidates lost marks due to an imbalanced focus. While most successfully evoked feelings of expectation and surprise, the primary focus should have been on describing the experience of arriving in the big city. This included detailing their initial impressions, observations of the cityscape, encounters with people and their lifestyles, and experiences with the city's unique features – its architecture, transportation, and overall atmosphere. Candidates were expected to compare their initial expectations of the city with their actual findings.

### SECTION B

- 5 This question was a popular choice among candidates. While they generally succeeded in writing an article offering advice on navigating hostel life, many struggled to effectively convey a sense of optimism and opportunity. The question required candidates to highlight the benefits of hostel living for incoming students, emphasizing the valuable services and resources available within the hostel environment. Furthermore, candidates were expected to encourage new students to make the most of their hostel experience by emphasizing the importance of responsible behavior and a positive attitude.



- 6 This question was chosen by few candidates and most of them did not offer different views about the topic, in addition, they did not create a sense of a thoughtful and balanced point of view. Candidates were supposed to give different thoughtful views on the topic by arguing for and against the topic in the same composition.
- 7 This question was a popular choice among candidates. While many presented strong arguments and compelling evidence in the first letter, the quality of arguments often diminished in the second. This imbalance in argumentation resulted in lower scores for the second letter, consequently affecting the overall mark for the question. Candidates were expected to maintain a consistent level of argumentation and evidence throughout both letters. While valuable insights and critical thinking were evident in many responses, a more balanced approach would have significantly improved overall performance.
- 8 This question was the least popular choice among candidates. Many responses lacked persuasive power, suggesting a limited understanding of the target audience. While some candidates demonstrated a strong grasp of recycling concepts, their writing failed to effectively convince the audience of the importance of recycling household waste. The question required candidates to write a persuasive piece that effectively communicated the value of recycling, generated enthusiasm for recycling initiatives, and ultimately convinced the audience to embrace a change in their recycling habits.

### POSITIVE SUGGESTIONS TO TEACHERS

- The teachers should teach learners how to write different paragraphs, short sentences and use punctuation marks correctly.
- The teachers should teach learners to interpret different questions correctly, as most of the candidates only understands one part of the question and start to answer the question;
- Give learners training on how to identify keywords in different questions;
- The marking scheme/grid should be used to train the candidates on expected standard on how each section (**Section A Imaginative writing and Section B writing for audience**) should be answered.
- Learners should be exposed to different type of reading materials for them to be able to answer longer pieces, and to make their writing pieces more interesting and stronger in vocabulary as well. Learners should move away from using ordinary language and starts writing creatively and imaginatively when writing essays.
- Practical exposure to questions should be done at centre's, so that candidates can be familiar with writing of two (2) contrasting pieces for one question.
- To minimize grammatical errors, adhere to the Khoekhoegowab Orthography Latest Edition in conjunction with the syllabus and other available learning resources;
- Teacher should train their learners on all different types of tasks that are likely to be asked in **Section B**.



## GENERAL COMMENTS

**Overview performance:** This was the fourth examination to be taken as NSSCAS First Language Oshikwanyama, which demonstrated a notable increase in candidate participation this year. While some centers exhibited significant improvement and exceptional responses, disparities persisted across different regions, evident in the way candidates approached the questions. However, it was evident at some centers that they could not meet the expectations of the syllabus. A common challenge was the candidates' ability to explore beyond superficial comprehension of the passages and provide nuanced analyses of language and style. Again, it was prevalent that some centers put little or no effort to prepare candidates for this demanding examination. This is regrettable! The centers and teachers who put more efforts in their teaching are applauded.

**Exceptional responses:** This year, we witnessed a remarkable display of exceptional responses from a selected group of candidates. These candidates demonstrated a profound understanding of the language, coupled with a strong ability to articulate their thoughts in a clear and convincing manner. The dedication and expertise of their teachers at these particular centers are truly commendable. To highlight the competence of these exceptional responses, we have included excerpts from their work as examples of "strong responses".

**Passages:** Most candidates understood the three passages, but their understanding was often limited to the surface level. Of the two optional (elective) questions, question 3 was the most popular choice among candidates. A few number of candidates also attempted Question 2. However, those who chose Question 2 generally performed less well than those who opted for Question 3.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Question 1

- (a) This question required candidates to comment on how the author uses language and style to convey her/his views on anger management. Many candidates struggled with this, focusing too much on the quote "Anger is a poison ..." and neglecting the broader context. Some even misinterpreted the question, focusing on the destructive effects of anger rather than the author's specific language choices. Additionally, some candidates made irrelevant comments about punctuation and insignificant phrases, which did not contribute to their overall analysis and were not credited.

The following are excerpts from strong and weak answers:

**Weak:** Omushangi okwa longifa elaka la tova, li na omayeletumbulo ngaashi ta ti, "okatumwalaka ka nika oipa yombwa". Omushangi okwa longifa yo omushingo womondjila. Ehokololo la shingwa nawa, okudja petameko, a tameka netwalemo, olutu la tukulwa moutendo, nexulifo la holola kutya ehokololo ola finda pexulilo.

**Strong:** Pehovelo lela lokaleshwa, omushangi ota xwaxwameke kutya omunhu ngeenge we lihangwe mehandu, ou na okukotokela omanyamukulo oye. Osho osha hololwa apa eshi ta ti, "... nokukotokela omanyamukulo oye ngeenge to nyamukula omuholike woye a handuka". Pakuxwaxwameka ngaha, omushangi okwa hala okuitavelifa ovalashi kutya alushe ngeenge wa handuka, kala wa konakona nawa omanyamukulo oye opo uhe ke lihangwe wa popya nokuula mukweni omalaka taa dulu oku mu udifa nai ile taa shololifa. Ota yelifa kutya, ino efa ehandu li ku tete ko opo uhe ke livele eembedi konima yomanyamukulo oye. Eshi oshi li tashi hongo nghene omunhu e na okuliumbatela omuholike woye pefimbo mwe lihandukila.

Candidate should be prepared to give a holistic commentary instead of bits and pieces (isolated fragments of meanings of phrase and individual words with no effects on the question). Again it is reiterated that candidates should focus their answers to those details that support the key concept in the question instead of dwelling on general responses on every small detail on "language and style".

- (b) Candidates were asked to write the main part of a letter to a friend who has frequent conflicts with colleagues in office to suggest how he/she can manage anger in order to handle the conflicts. This question was well-attempted by a number of candidates. Some candidates however, reproduced chunks of the original passage and lost marks. Centres are advised to attend to the following:
- **Stick to the word limit (120 – 150 words) – only the main part was needed!** Alikana! Ovahongi nava deule ovahongwa va kale have liufa komwaalu woitya wa yandjwa. Epulo eli, omuhongwa ina teeelwa a shange oshinyolwa she lixwa po, na shange ashike a shoneka oshitukulwa shoshinyolwa osho a pulwa.

- Attend to the context, audience and purpose (oshikalimo, ovapwilikini nelalakano). Epulo eli ihali lalakanene ashike komutungilo woshinyolwa ndele ohali lalakanene unene nghene elaka la longifwa tali wapalele oshinyolwa osho sha pulwa. Hol. Ombilive ngaho tai yandje omaye ele ei a shanga? Oku shi ngaho ou ta shangele? Elaka la longifwa otali wapalele tuu oshinyolwa eshi? (elaka lopaukaume).

The following are excerpts from strong and weak answers:

**Weak:** Ngeenge mwe lihandukila alushe, tamu litalele ashike koxulo yominwe, nena eshi kashi na eshi tashi kwafa. Kala alushe ngeenge to ka mbeshitela omananga nongeenge to penduka fimbo ino ya koilonga alushe inda momailikano osheshi pamba ote ku kwafa shaashi oye ha kandula po omaupyakadi aeshe monghalamwenyo yomunhu. Omakondobolo ohaa li ehete, nena ngeenge kapu na ombili pokati keni ninga etokolo u ye kuye ndele tamu i naye meenghundafana ponhele yonhumba, mu ke lifufile omadu.

**NB:** Omuhongwa ina nyamukula epulo e likwatelela kokaleshwa. Okwa yandja ashike omaye ele momumbwalangadjo oo itaa wapalele okupangela ehandu. Ovahongwa nava deulwe nghene ve na okunyamukula epulo eli. Ovahongwa ova teelelwa va kufe/tofe omanyamukulo taa di mokaleshwa, ndele tava kwatakanifa kumwe omanyamukulo aa noitya yavo vene ndele hakweeta po oikalimo yavo vene.

**Strong:** Kahewa manga Hamatambo inali dongala, alushe kala wa kwashilipaleka kutya owa kotokela omanyamukulo oye pefimbo to popi novanailonga pamwe naave. Livangeka okufaduka po ile okumwenena oupyakadi wonhumba we ya pokati keni, ponhele yaasho, alushe kendabala okushiivifila ovanailonga pamwe naave kutya owa pumbwa efimbo opo u dule okungungumaneka omadiladilo oye. Shi yelifa yo kutya, ou wete sha fimana opo mu twikile eenghundafana deni pefimbo la wapala, nye mu dule okukandula po omukundu oo. Alushe kala wa kwashilipaleka kutya amushe omu li mwi limwe nomwe lilongekida okupopya panghulunhu. Likaleka yo kokule nokuningila omunailonga mukweni omatilifo omolwaashi otashi dulika u tile omundilo omahooli ponhele yokukandula po oupyakadi. Luhapu, oshiwa ngeenge to kala u na oshinakuwanifwa shokupangela omaliudo osho yo omadiladilo oye mwene. Eshi otashi dula oku ku amena komaupyakadi pokati koye novanailonga pamwe naave. Lwaxuninwa, kendabala u fude kanini mokule ndele to tula onhulo pefimbo wa handuka.

## Question 2

- (a) Candidates were asked to comment on the way the author uses language and style to convey extreme changes of feelings. This one was the least popular of the optional (elective) questions. It was attempted by about a third of all candidates who sat for the examination with the majority not producing good answers. However, there were a few who attempted the question successfully. The key concept in the question: **extreme changes of feelings** was understood by many of those who attempted the question. Many however did not address the demands of the question and lost marks.

The following are excerpts from strong and weak answers:

**Weak:** Omushangi okwa longifa omututulombo. Eshi a shanga ta ti: “eemhadi daye oto ti okashelu, neenyala daye oda fa oluvadi ngomunhu oto ti ekodi tali vakula okaxuxwena”. Eshi oshili sha pititila ile tu tye oipupulu yongaho molwaashi kape na omunhu e na eemhadi dokashelu. Eshi omushangi okwe shi shanga e tu shiivifile kutya, omufiyafani okwa li a tila mukwao nokwa li te lipula neenghono.

**NB:** Omuhongwa ina nyamukula epulo e likwatelela kokaleshwa, ashike okwa fatulula ashike omututulombo momumbwalangadjo, nonande itashi wapalele etengauko noshikalimo shokaleshwa.

**Strong:** Omudanikarate ou nonande kwa li ta kendabala okulitwa omukumo, omaliudo elimbililo onghee ngaho kwa li tae mu livakele. Eshi omushangi okwe shi holola eshi a longifa eyelakanifo ta ti: “Omadiladilo ombada okwa li tae livakele momutwe wange ngeyoka tali lipweda”. Eshi otashi holola nghene omushangi a li e na omadiladilo taa kondjifana, eshi ta kendabala okulitwa omukumo, mo otamu uya vali omadiladilo oo ta kendabala oku mu etela ombada. Eendululo loshitya “onda efa” lwoikando ihapu mehokololo, otashi lalakanene nghene omhepo yedopo ya li tai mu tu omukumo opo a pondole sha monghalamwenyo yaye, a kale omunhu e shi okupopiwa mokati kavakwao ngaashi naanaa omudani John Doe, oo e shiivike nokokadila. Onghalo ei otai hongo ovalashi vahe lifye ounye vo vaha sholole, ndele va kale ve na omukumo nelineekelo muvo vene.

Candidate should be prepared to give a holistic commentary instead of bits and pieces (isolated fragments of meanings of phrase and individual words with no effects on the question). Again, it is reiterated that candidates should focus their answers to those details that support the key concept in the question instead of dwelling on general responses on every small detail on “language and style”.

- (b) This question proved to be accessible to many candidates. Candidates were asked to write an email to a friend as a young musician who plays solo in an important concert, sharing his/her thoughts on the evening before the concert. The nature of the task made it difficult for many candidates to heavily use the passage that they read.

Weak answers were those:

- who wrote as if they were the friend motivating the young musician
- as if, they have already attended the concert instead of the night before it
- ignored the ideas from the passage.

Strong answers were those:

- which were written from the point of the young musician who played solo in an important concert.
- which built their responses on the extreme changes of feelings, bringing in anxiety and eventually resolve and determination.

The following are excerpts from strong and weak answers:

**Weak:** Kaume kange, ondi wete ou li nawa. Oshinima nda hala, okuyandja ashike omaliudo ange kombinga yanghee to ka shika eengalo koshiifanene okupendukila efiku to ka imba. Ame ongokaume koye, ondi udite etumba nehafo eshi to i koshinima wa li we shi hala nale monghalamwenyo yoye. Onda hafa shambishi meumbo mwa tomwa molwomwene e shi a wanifa po ehala loye, nonande wa kala noku mu twila eengolo. Omwene na hambelelwe.

**Strong:** Omutima wange otau anye okuitavela kutya mongula olo efiku lakula monghalamwenyo yange. Fiyo opapa omadiladilo ange otaa tengauka, ehafo li li mumwe noumbada. Osha ningila nge shidjuu mokuungaunga nomadiladilo aa taa ingaana momutwe wange. Onda kendabala okulidimbulukifa nghene nde lilongekida nelitulemo, ashike omadiladilo aeshe oo inaa pumbiwa oumbada nokuhapondola sha onghee ngaho tae livakele nge, notaa dengifa omutima wange neenghono.

What many candidates appeared to be lacking is exercise – classroom exercise. Provide enough exercises, give feedback. Practice makes perfect!

### Question 3

- (a) Candidates were asked to comment on the way the author uses language and style to convey how powerful the gaming addiction has been throughout his life. This one was the most popular of the optional (elective) questions, and it was the most well-attempted of the two. A number of candidates attempted it and produced good answers. Candidates could easily spot instances of addiction to gaming and produced some good answers. Some candidates strayed on the importance of computers in general (and hence games) in the modern era without language and stylistic evidence from the text and lost marks.

The following are excerpts from strong and weak answers:

**Weak:** Omushangi ou okwa longifa oileshifo ngaashi eenhenendada petameko letumbulo keshe nosho yo oitwa kexulilo letumbulo keshe. Omushangi okwa longifa elaka lipu olo tali dulu okuudiwa ko kukeshu umwe, hano kamu na sha naanaa oikulutya. Okwa longifa oityadinalela ngaashi “Run Escape” hano oudano nee ou hau danwa kokompiuta oyo tuu oyo. Ashike okwa longifa mo oityalonga ihapu ngaashi “dana, shanga” naikwao ihapu.

**Strong:** Shotete, omushangi okwa holola kutya onghalo ei yokudana oudano kokompiuta okwa li e i fimaneka unene komesho yaishe monghalamwenyo yaye. Eshi okwe shi holola eshi a ti: “... nokape na vali shimwe sha li shi na oshilonga kwaame”. Apa omushangi ota yelifa ashike kutya onghalo yokudana oudano ou wokompiuta oye mu ninga a kale iha ningi sha vali shimwe shi lili shihe fi oudano ou monghalamwenyo. Mokuhololola ngaha, omushangi ota londwele ovadani voudano wokompiuta kutya omunhu ngeenge oho dana omaudano okeekompiuta inava pumbwa okukala ve litula mo unene, shaashi otashi dulu okuya onghalamwenyo yaye moshipala.

- (b) This question asked candidates to write the main part of a speech by a teacher to a group of students about potential dangers of gaming. A significant number of candidates attempted this question successfully. However, it was noted that candidates at some centres could not reach here as a result of notable time constraints which may be attributed to: (1) reading speed (slow), and (2) spending a lot of time answering Question 1 (a) and writing wayward long answers for Question 1 (b). A number of candidates did not take the purported audience into consideration while started off introducing themselves as Teacher so-so who teaches at ... This was not necessary and leads to some candidates to be caught in time.

The following are excerpts from strong and weak answers:

**Weak:** Vanhu nye, omukulu wonale okwa tile ngaho, oinima ihai pu ko efiku limwe. Hano oudano ou, ohau kongolola, ove u kombe meumbo mwa kaka. Inashi fimana ne okufudika eengava mbali oshita, shaashi osha nika oshiponga vahongwa pamwe naaime, onghee otwa pumbwa okukala twa vaakala, shaashi oudano ou oko twe u hanga ko oko hatu u fiye.

**Strong:** Ovahongwa oshinima eshi shi holike kuvahapu nanye otashi dulika yo mu shi hole. Nande okudana oudano kokompiuta haku denge po omadiladilo oinima aishe ii tai linyenge monghalamwenyo yomunhu noshi li omukalo muwa okuninga omakwatafano nookaume ile ookahewa keni, otau dulu yo oku mu etela omaupyakadi meenghalamwenyo deni. Otau dulu oku ku etela oupyakadi wokuhaninga oifiilwalonga yoye yokofikola, osho yo okuwanifa po oinakuwanifwa yeni yokomaumbo. Natango otashi dulu yo oku ku etela u kale ito file oshisho olutu loye noidjalomwa.

## POSITIVE SUGGESTIONS

- 1 Ovahongi nava leshe nokuuda ko nawa omifindahongo nomalalakano ado, opo va shiive okudeula ovahongwa va dule okuhanga omalalakanofikilo.
- 2 Nava honge ovahongwa omifindahongo PETAMEKO LOSHIKAKO, manga inava honga sha nande-nande, opo va kwashilipaleke kutya ovahongwa ova uda ko nokukwata koomataloshiivo va teeelwa okushiiva momukokomoko wodula.
- 3 Nava honge ovahongwa omaludi ouleshwa nokunongela elalakano linene mouleshwa.
- 4 Nava deule ovahongwa okunyamukula omapulo meyukililo.

## GENERAL COMMENTS

- While most candidates demonstrated an understanding of the question paper and answered to the best of their abilities, some exhibited limitations in vocabulary and struggled to express themselves effectively. Furthermore, some candidates demonstrated difficulty in interpreting certain questions, as evidenced by specific comments within the individual question analyses.
- A notable observation was the tendency of some candidates to preface their answers with lengthy and irrelevant narratives, delaying their direct engagement with the question until the final paragraphs.
- Additionally, many candidates demonstrated a limited command of sentence structure, paragraphing, and punctuation.

## COMMENTS ON SPECIFIC QUESTIONS

### SECTION A:

- 1 This question was a popular choice among candidates, and the majority demonstrated a strong understanding of the task, effectively creating a mood of tension and surprise in their narratives. However, a small number of candidates struggled to effectively convey the intended sense of surprise. The question required candidates to construct a scenario where an unexpected event or action would cause significant fear and anxiety for the character upon disclosure to their father. The narrative should have culminated in a heightened sense of tension as the character prepared to reveal the news and effectively portrayed the father's subsequent reaction, whether it be anger, disappointment, or another appropriate emotional response.

*Epulo eli okwa li la hoololwa po kovahongwa vahapu. Vahapu vomuvo ove li nyamukula nawa nova eta mo oiwikitwa va pulwa kepulo (onghumwe noumbada), nonande vashona va dopa okweeta mo omaliudo onghumwe noumbada momanyamukulo avo. Ovahongwa okwa li va teeelwa va hokolole oshiningwanima shonhumba shii osho ye mwene e shi ninga nove shi shi ovo aveke nokamwainamati, ashike oshe mu udifa nai.*

- 2 Many candidates who selected this question focused on narrating anecdotes about a specific teacher rather than analyzing the teacher's impact on their learning. This approach limited their ability to effectively portray the teacher's character and the profound emotional impact they had on their lives. The question required candidates to delve deeper, exploring the teacher's distinctive qualities and pedagogical approaches, and analyzing how these factors contributed to their own personal and academic growth.

*Epulo eli ola hoololwa po kovahongwa vahapu. Vanini vomuvo ova ndjodjomona oukwatya nomalihumbato omuhongi oo e va hongwa shihapu. Vahapu vomuyo ova hokolola ashike kombinga yomuhongi wonhumba, ashike inava holola nande oukwatya nomalihumbato omuhongi osho yo osho ve lihonga. Vamwe ove li kwatelela ashike koshikalimo shoshihongwa shonhumba ve shi hongwa komuhongi wonhumba.*

*Ovahongwa ova li va teeelwa va ndjodjomone oukwatya nomalihumbato omuhongi wonhumba oo e va hongwa shihapu, kutya nee oshonghalamwenyo, ile oshomufyuululwakalo ye ta holola omaliudo aye kombinga yomuhongi oo.*

- 3 This question was selected by a limited number of candidates. While many attempted to describe two distinct times of day, they struggled to effectively articulate the contrasting moods associated with each period. The question required candidates to identify two contrasting times of day and then vividly depict how the prevailing weather, events, or other environmental factors influenced the mood and atmosphere of a specific place. This contrast in mood was expected to be a central element of their descriptive writing.

*Ovahongwa vashona ashike va hoolola po epulo eli, ndele inava eta omalunduluko oo haa holoka pomafimbo oo avalu efiku osho yo eenghalo da yooloka. Ovahongwa okwa li va teeelwa va ndjodjomone kombinga yonhele yonhumba nghene hai kala pomafimbo avalu efiku a yooloka osho yo omalunduluko oo hae uya po pomafimbo oo. Hano ovahongwa okwa li va teeelwa va yandje eembinga mbali tadi pingafana, hop: **Onhele yomanwino.** Omuhongwa na ulike moshinyolwa shotete kutya ongula ohapu kala pa mwena, kapu na omalinyengo mahapu, ovanhu ohava kala tava valululwa omanga moshinyolwa oshitivali omuhongwa okwa teeelwa a tye ohapu kala omaweelelo, ope na omalinyengo novanhu vahapu itava dula okuvalulwa. **Hano oinyolwa ivali nai kale i na omadiladilo taa pingafana moshitukulwa.***



- 4 This question was the most popular choice among candidates. However, many candidates devoted excessive attention to the planning and preparation stages of the trip, delaying their direct engagement with the core aspects of the question until the end of their narratives. This resulted in a significant loss of marks. While most effectively conveyed feelings of expectation and surprise, candidates must carefully analyze the question prompt and address its requirements directly from the outset. The question specifically required candidates to describe their arrival in the big city, focusing on their sensory experiences (sights, sounds, tastes, smells), observations of the people, lifestyle, architecture, and transportation. Furthermore, candidates were expected to explicitly compare their initial expectations of the city with their actual findings.

*Epulo eli ola kufwa po kovahongwa vahapu. Ovahongwa vamwe ova mana po efimbo mokuhololola olweendo lavo, osho yo olweendo loo vene nova ka nyamukula epulo kokatendo kaxuuninwa lela osho sha eta vahapu va kanife oitwa. Ovahongwa okwa li va teeelwa va nyamukule epulo meyukililo. Omuhongwa okwa li a teeelwa a hokolole okufika kwaye moshilandopangelo shonhumba, osho a mona mo she mu kumwifa mokufika kwaye, naasho a li a timhaumbwila. Hop: A mona omatungo male, omindilo, eepate da londafana, ovanhu vahapu vomihoko da yooloka, ovanhu tava li meendoloma nosho tuu. Vamwe ove li momaumbo mawa a tungwa pashinanena vamwe ove li moubashu voipeleki.*

## SECTION B:

- 5 While this question was a popular choice among candidates, many struggled to effectively convey a sense of optimism and opportunity in their advice to incoming hostel residents. The question required candidates to write an article that encouraged new students to prioritize their time and utilize the unique opportunities presented by hostel living. This advice should have emphasized the potential for personal and academic growth within the hostel environment.

Epulo eli ola nyamukulwa kovahongwa vahapu. Ovahongwa vahapu ovo ve li nyamukula, ove li nyamukula xwepo nonande vamwe ovo ve li nyamukula ova kumaida ashike ovahongwa vakwao nghene ve na okukala momuhandjo ndele hanghene efimbo li na okulongifwa nawa momuhandjo. Ovahongwa okwa li ne va teeelwa okweeta po omanyamukulo ngaashi:

*#okuninga oungudu vokulihonga novakwao  
#okuuya po nokawilikifimbo kokulihonga  
#okupula omakwafo kovahongi  
#okufimaneka efimbo lokulihonga.  
#okukonga omauylelele a wedwa pokongulumbo/mointerneta nosho tuu*

- 6 This question was chosen by a limited number of candidates, and most responses lacked the depth and nuance required for a successful analysis. The majority of candidates failed to present a balanced perspective, presenting only one side of the argument. This question demanded a thoughtful exploration of the topic, requiring candidates to present both supporting and opposing viewpoints in a well-reasoned and insightful manner.

*Epulo eli ola hoololwa po komwaalu wovahongwa wonhumba. Ovahongwa vahapu ova nyamukula eembinga adishe mbali nova nyamukula xwepo. Ovahongwa vashona ova nyamukula ombinga imwe ponhele yokunyamukula eembinga adishe. Vaninielela ova shanga oinyolwa ivali ponhele yokushanga oshinyolwa shimwe.*

*Ovahongwa okwa li va teeelwa va shange oarticle omo tava yandje omatomheno kombinga yeembinga adishe mbali kutya ovahongi nava futwe she likwatelela koidjemo yovahongwa, osho yo tava popile kutya ovahongi inava futwa she likwatelela koidjemo yovahongwa vavo. Hop:*

### **Ou ta popile:**

*#tava pyokola ovahongwa noukonakono noinyangadalwa i li pamufika tau wapalele  
#ohava hongo va tula ombuda moshixwa, omutenya noufiku  
#otashi etele ovahongi etwomukumo lokuhonga noudiinini*

### **Ou ita popile:**

*#ovahongwa vamwe oohamutwemukukutu  
#otashi eta ondubo nedundakano moilonga*

- 7 This question was the most popular choice among candidates. While candidates presented compelling arguments supported by strong evidence in their first letter, the quality of argumentation often diminished in the second letter, resulting in lower scores for that section and consequently impacting their overall performance on the question. Despite this, valuable insights and critical thinking skills were evident in many responses.

*Epulo eli ola kufwa po kovakonakonwa vanini lela. Mwaavo ve li kufa po ova eta oitwa nomatomheno e na ongushu mombilive yotete. Mombilive onhivali ova yandja oitwa yanafangwa tava kendabala okupingakanifa nomanyamukulo omoshinyolwa shotete osho itashi dengele moshitukulwa shaB. Ovahongwa okwa li va teeelwa va ete po oitwa yongushu keembinga adishe, keshe ombinga ye lifikamena po. Hop:*

### **Ombilive yotete**

### **Okufu:**



#okupenduka ongula  
#omikifi  
#outalala  
#okulya okufu  
#okuyakula mo ovadali moilonga yomepya

**Ombilive onhivali**

**Okwenye:**

#oupyu  
#omikifi (omukota, etelele) olendu  
#elitulemo la nghundipala  
#va ka kwafe ovadali moilonga  
#omutenya mokweenda eendjila dile

- 8 This question was selected by a limited number of candidates. Many responses lacked a persuasive tone, suggesting a lack of awareness regarding the intended audience. While some candidates demonstrated a strong understanding of recycling concepts, their writing failed to effectively motivate the audience to embrace recycling practices..

*Epulo eli ola kufwa po kovakonakonwa vomwaalu munini nove li nyamukula mondjila. Ovahongwa okwa li va teeelwa okuudifa ko nokukumaida ovanhu vaha ekele shi oimbodi oyo tai dulu okulongululwa ngaashi: eenailona, oindooxa, oitenda, omakende neembapila.*

*Ova kwatela mo etwomukumo nelineekelo kutya oimbodi otai dulu okweeta elunduluko moshwana ngaashi okweeta oyuyemo, eyandjo loilonga, onhele ya yela nosho tuu.*

#### POSITIVE SUGGESTIONS TO TEACHERS

- The teachers should teach candidates how to write different paragraphs, short sentences and use punctuation marks correctly.
- The teachers should teach candidates to interpret different questions as candidates only understood one part of the question.
- Give candidates training on how to identify keywords in different types of questions;
- The marking scheme/grid should be used to train the candidates on expected standard on how each section (**Section A Imaginative writing and Section B writing for the audience**) should be answered.
- Candidates should be exposed to different types of reading materials for them to be able to answer longer pieces, and to make their writing pieces more interesting and stronger in vocabulary as well. Candidates should move away from using ordinary language and start writing creatively and imaginatively when writing essays.
- Centers should ensure candidates have sufficient practice, writing two contrasting pieces per question to prepare them for the exam.
- The syllabus, along with other available resources and the current Oshikwanyama Orthography, should be integral to teachers' efforts to enhance candidates' writing abilities.
- Teachers should train their candidates on all different types of tasks that are likely to be asked in **Section B**.

Thank you.



# FIRST LANGUAGE OSHINDONGA

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8192  
Paper 1

## GENERAL COMMENTS

### Performance

This marked the fourth NSSCAS First Language Oshindonga examination to be taken this year. A notable increase in candidate registration was observed this year. While significant improvements were noted in some centers, others exhibited underperformance. A positive trend was observed in the increased use of figurative language by some candidates, reflecting a heightened sensitivity and awareness of language and stylistic nuances. Centers and teachers who consistently demonstrate a strong commitment to teaching and learning are commended for their efforts.

### Time constraint:

Some candidates could not complete question (b) of either question 2 or 3, potentially due to excessive length in their responses to the unrestricted question (a). It was also observed that some candidates provided incorrect responses for questions 1(b), 2(b), and 3(b), which have word limits of 120-150 words.

### Passages

Analysis indicated that candidates generally demonstrated a strong understanding of the first and third passages. Among the elective questions, question 3 was the more popular choice. Candidates who selected question 3 generally performed better than those who chose question 2. However, overall performance on question 2 was lower compared to both question 1 and question 3.

## COMMENTS AND INDIVIDUAL QUESTIONS

### Question 1

This question has two parts: (a) analyzing the author's use of language and style to express their viewpoint, and (b) writing a letter outlining strategies for managing anger and resolving conflicts.

- (a) This question assessed candidates' ability to analyze how the author employs language and stylistic devices to express their views on anger management. Specifically, it examined their understanding of how the author conveys their opinions regarding the state of the African continent through their chosen language and writing style.

**Successful** responses required candidates to demonstrate their comprehension of the passage and the author's intentions by effectively employing similar language and stylistic techniques in their own writing. The passage itself was characterized by a formal and persuasive tone, yet also conveyed a sense of relaxed confidence. The author effectively utilized a rich vocabulary, incorporating strong and persuasive language to convey their message. High-performing candidates recognized that the author's primary objective was to offer practical guidance on managing anger and resolving conflicts within relationships.

**To** effectively answer this question, candidates needed to identify and analyze specific words and phrases that possess persuasive power and reassure the reader. These observations should then be linked to relevant quotations from the passage that directly support the author's viewpoint.

Aalongwa opo ya mone iitsa yomupondo mepulo ndika, oya pumbwa okuyamukula epulo kondandalunde, mpono nee taya kutha mo elaka nomuhingo gwa longithwa komushangi ngoka tagu kwatakanitha oshikalimo shokareshwa nepulo, e ta yelitha niitya nenge omaiyuvo ge mwene i ilikolelela kelalakano lyomunyoli, opo a ulike euvoko lyokareshwa osho wo epulo.

**Weak:** Aalongwa inaya tegelelwa ya yamukule ngaashi tashi landula:

Omushangi okwa longitha elaka lyopambelewa ndyoka tali vulu okuuvikiwa ko kaaleshi. Elaka lya longithwa tali hokitha, tali londodha, tali ngungumaneke, notali shololitha.

Aalongwa yamwe oya gandja omayamukulo itaga yamukula epulo ngaashi: Okuninga othilu yi mana, shono sha hala okutya uuna aahokanathani ya geelathana nena oya pumbwa okuninga othilu yi mana, oshoka mbululu konda omulungu, dho odhindji omukolo.

Aalongwa yamwe oya ndopa okuuva ko elalakano lyomunyoli.

Oshiholelwa: “**Limwe lyomomasiku omwa pumbwa okupopya. Shika itashi ti nee omwa pumbwa okukuutumba nokukandula po omukundu ngoka pokathimbo mpoka manga amuhe mwa lya moonyandi natango**”. Yamwe oya yamukula kutya omukundu ogwa pumbwa okukandulwa po pethimbo mpoka manga amuhe mwa geya opo kehe gumwe a mone epuko lye.

**Strong:** Aalongwa oya tegelelwa ya yamukule epulo ndika momukalo ngaashi tashi landula:

Omunyoli okwa holola nkene ongeyo yi na okukandulwa po uuna aayihokanathani taya kundathana. Shika osha hololwa sho kwa tiwa: ‘... ne mu ye mu inike komilungu.’ Mpaka omunyoli okwa hala okutya aayihokanathani oya pumbwa okukala haya kongo ompito/ethimbo lyo opala opo ya tule uulungu kumwe. Sha yela kutya kehe gumwe okwa pumbwa a dhiladhile nawa yo ya ninge omatokolo ga sinwasinwa ngoka taga kandula po omukundu yo ya adhe etsokumwe, moka mwa kwatelwa wo edheminathanopo, e taya ekele kekothi ayihe mbyoka ya li ye etitha ongeyo.

- (b) Candidates were asked to write the main part of a letter to a friend who has frequent conflicts with colleagues at the office to suggest how he/she can manage anger in order to handle the conflicts. This question was well-attempted by a number of candidates. Some candidates, however, reproduced chunks of the original passage and lost marks. Centres are advised to attend to the following:

**Stick to the word limit (120 – 150 words) – Only the main part was needed.** Epulo ndika inali pumbwa aalongwa ya shange oshinyolwa shi ihwa po, ashike omulongwa okwa tegelelwa ashike a nyole oshotopolwa shoshinyolwa shoka a pulwa. Alikana, aalongi naa dheule aalongwa ya kale haa iyutha komwaalu gwiitya.

Attend to the context, audience and purpose (oshikalimo, aapilakeni nelalakano). Epulo ndika ihali lalakanene ashike komutungilo goshinyolwa ndele ohali lalakanene unene nkene elaka lya longithwa tali opalele oshinyolwa shoka sha pulwa. Hol. Ombili otayi gandja ngaa omaye? Oku shi ngaa ngoka ta nyolele? Elaka lya longithwa otali opalele tuu oshinyolwa shika? (elaka lyopaukuume).

The following are excerpts from strong and weak answers:

**Weak:** Ngele owi iyadha mwa geelathana nakautu goye dhenga po ashike omweelo e to ningi othilu yimana opo wu yande ongewo. Kambadhala aluhe wu lombwele omuholike goye kutya owa pumbwa okathimbo wu ngungumane. Inda ashike mondunda yoye ndele to mwena, oshoka odhindji omukolo. Ngele owa dhimbwa esiku mwa hokanene ndele ye ta geye, mu lombwela kutya owu mu hole opo ashike a yande ongeyo.

Mpaka omulongwa ina yamukula nande epulo oshoka ina ikololela komalakano gomunyoli. Okwa tapa ashike iitumbula itayi opalele mokaleshwa. Aalongwa naa longwe okulongitha omadhilaadhilo gokaleshwa ngoka taga opalele oshinyolwa nelalakano lyomunyoli. Ishewe, naya longwe wo okulongitha omadhilaadhilo gokaleshwa miitya yawo yene.

**Strong:** Tango nandi pandule kontumwafo ndjoka wa tumine ndje, moka wa hokolole ndje kutya ngoye naanilonga pamwe nangoye ohamu ipumu mumwe kiilonga. Kuume onda hala wu tseye kutya omuntu aluhe owu na okukala omwiidhidhimiki, onkene ino tula omutse kepepe. Uuna wa geela omuniilonga omukweni, tseye kutya aantu ihaa kandula po nande omikundu uuna ya lya moonyandi, onkene ngungumaneka tango omadhilaadhilo goye opo wu wape wu mone okathimbo mu kandundathane nomuntu ngoka konima wa pepelelwa. Uuna wu wete wa pumbwa okuya moonkundathana, shi ya hololela, ashike ino ya kondjitha mu ye noonkundathana, ya pa ompito, opo waa tile omulilo omaholi.

## Question 2

- (a) Candidates were asked to comment on the way the author uses language and style to convey extreme changes of feelings. This one was the least popular of the optional (elective) questions. It was attempted by about a third of all candidates who sat for the examination with the majority not producing good answers. However, there were a few who attempted the question successfully. The key concept in the question: **extreme changes of feelings** were understood by few of those who attempted the question. Many, however, did not address the demands of the question and lost marks.

The following are excerpts from strong and weak answers:

**Weak:** Omunyoli nguka okwe tu etele etangauko lyomadhilaadhilo sho a ti omadhilaadhilo agehe ngoka inaga pumbiwa oga tameke okwi yakela momutse gwandje ngeyoka tali ipwedha taga tyololokitha ndje. Ndika eyelelekanitho omunyoli ta yeleke omadhilaadhilo ge neyoka tali ende. Ota hololola okutla oshoka eyoka ohali shololitha aantu.

Omulongwa mpaka inaya mukula naana epulo oshoka oshitsa shoka eta osha gama ashike ombinga yimwe yomunyoli. Ishewe omulongwa nguka ke na euveko kelalakano lyomunyoli. Omulongwa oku na okuulika oombinga adhihe (okusholola nokwiitsa omukumo opo ya ulike etengauko lyomadhilaadhilo.

**Strong:** Omunyoli okwa nyola ta holola a shololola ihe nando ongaaka iti ipe omukumo pethimbo limwe alike opo a holole etengauko enene lyomadhilaadhilo sho a ti: “Omutima gwandje ogwa gwa pevi sho inima ayihe mbyoka inaandi pondola yi iyakelemomutse gwandje”. Mpaka omunyoli ota holola kutya okwa li isa uunye, nokwa li uuvite kutya otashi vulika a kale ine shi pondola methigathano ndika. Mokutengauka komadhilaadhilo okwi itsu omukumo ta ti: “Ashike ethigathano ndika otali ti sha kungame.” Omunyoli mpaka a zi ko ishewe komadhilaadhilo geshololo, nokwa li ti tsu omukumo kutya nonande pe na iinima mbyoka inaa pondola, methigathano ndika ote ke shi pondola.

Candidate should be prepared to give a holistic commentary instead of bits and pieces (isolated fragments of meanings of phrase and individual words with no effects on the question). Again, it is reiterated that candidates should focus their answers to those details that support the key concept in the question instead of dwelling on general responses on every small detail on “language and style”.

- (b) This question proved to be accessible to many candidates. Candidates were asked to write an email to a friend as a young musician who plays solo in an important concert, sharing his/her thoughts on the evening before the concert. The nature of the task made it difficult for many candidates to heavily use the passage that they read.

Weak answers were those:

- Who wrote as if they were the friend motivating the young musician.
- As if, they have already attended the concert instead of the night before it.
- Ignored the ideas from the passage.
- Who wrote a report.

Strong answers were those:

- Which were written from the point of the young musician who played solo in an important concert.
- Which built their responses on the extreme changes of feelings, bringing in anxiety and eventually resolve and determination.

The following are excerpts from strong and weak answers:

**Weak:** Omuhikingalo okwa li a ka imba koshithanene shoongalo. Okwa li e na omadhilaadhilo taga tengauka oshoka okwa li omumbanda. Omuhikingalo nguka kali e na sho ha vulu oshoka okwa ti okwa li omudhanitanga ndele okwa etha. Omadhilaadhilo oga li taga ipweyele momutse gwe ga fa eyoka sho a dhilaadhila iinima ayihe mbyoka inaa pondola monkalamwenyo.

**Strong:** Ngula esiku lya simana kungame nonande omadhilaadhilo gandje ge li po taga ningi nankali koho nangombe kombanda. Nonande ku na aahikingalo yalwe, mboka inandi ya tila kakele owala kuKaboyi Kamakili ngono oye ha imbi nawanawa. Ashike, nando na kale nee ha imbi, ondi shi shi kutya ondi na okusindana oshoka ngame ondi ilongekidha kaku na we. Onda kundana kutya ye Kaboyi Kamakili aniwa iha ilongekidha oha yi owala a ka imbe. Nonande omadhilaadhilo gayihe mbyono inandi pondola taga piyaganeke ndje, itandi shuna nande omutse miipeta, oshoka ethigathano ndika olyandje.

### Question 3

- (a) Candidates were asked to comment on the way the author uses language and style to convey how powerful the gaming addiction has been throughout his life. This one was the most popular of the optional (elective) questions, and it was the well-attempted of the two. A number of candidates attempted it and produced good answers. Candidates could easily spot instances of addiction to gaming and produced some good answers. Some candidates strayed on the importance of computers in general (and hence games) in the modern era without language and stylistic evidence from the text and lost marks.

The following are excerpts from strong and weak answers:

**Weak:** Omunyoli okwa longitha elaka lyongaga sho a ti “ondi iyadha tandi zala omuzalo gumwe uule woshiwike, e tandi tameke tandi undumuka ezimba”. Shika osha hala okutya omunyoli kali hi ikosho okwa li a kaka.

**Strong:** Omunyoli nguka mokuhololola onkalo ondhigu yokupikwa kuudhano wokompiuta, ota holola kutya ohe ka dhana ethimbo kehe nopwaa na ezimbuko “ohandi dhana omutenya nuusiku ...” shika otashi ulike kutya kehe tuu okampito ta mono, ohe ka longitha po mokudhana okaudhano ke hoka. omunyoli ota holola hala kutya uuna omuntu a pikwa kuudhano mbuka, oha kala owala a hala kehe ethimbo ota dhana, ano iha kala e na oluthuwo.

- (b) This question asked candidates to write the main part of a speech by a teacher to a group of students about potential dangers of gaming. A significant number of candidates attempted this question successfully. However, it was noted that candidates at some centres could not answer this question as a result of notable time constraints which may be attributed to: **(1) reading speed (slow), and (2) spending a lot of time answering Question 1 (a) and writing wayward long answers for Question 1 (b).** A number of candidates did not take the purported audience into consideration while started off introducing themselves as Teacher so-so who teaches at ... This was not necessary and leads to some candidates to be caught in time.

The following are excerpts from strong and weak answers:

**Weak:** Aantu ne, omukulu wonale okwa tile ngano, iinima ihayi pu ko esiku imwe. Hano uudhano mbuka, ohawu kongolola ngoye wu kombe megumbo mu na ongaga. Inashi simana ne okufudhika oongawa mbali oshita, shaashi osha nika oshiponga. Aalongwa pamwe nangame, onkene otwa pumbwa okukala twa vakala, oshoka uudano mbuka oko twe wu adha ko oko tatu wu thigi.

**Strong:** Aalongwa oshinima shika shi holike kaantu oyendji nane otashi vulika mu shi hole wo. Nande okudhana uudhano wokompiuta haku dhenge po omadhiladhilo iinima aihe iwinayi tayi inyenge monkalamwenyo yomuntu noshi li omukalo omwanawa okuninga omakwatathano nookuume nenge ookahewa keni, otawu vulu yo oku mu etela omaupyakadhi moonkalamwenyo dheni. Otawu vulu oku ku etela uupyakadhi wokuhaninga iilongadhalwa yokegumbo yaalongwa yokosikola, osho wo okuwanitha po iinakuwanithwa yeni yokomagumbo. Natango otashi vulu wo oku ku etela wu kale ito thile oshisho olutu lwoye niizalomwa.

## POSITIVE SUGGESTIONS

Aalongi naa longe omusindalongo petameko lyoshikako.

Naa longe aalongwa omunyolelo gu li mondjila

Naa longe aalongwa omaludhi guuleshwa, nokudhimbulula omalalakano gomunyoli.

Aalongwa naa dheulwe okuyamukula omapulo meukililo.

Thank you

## GENERAL COMMENTS

- While most candidates demonstrated comprehension and responded to the best of their abilities, some exhibited limited vocabulary and struggled with clear expression.
- Difficulties in interpreting specific questions were also observed, as detailed in the individual question analyses.
- A common issue was the inclusion of lengthy and irrelevant narratives at the beginning of responses, with direct engagement with the question occurring only in the final paragraphs.
- Furthermore, many candidates demonstrated a limited command of sentence structure, paragraphing, and punctuation.

## COMMENTS ON SPECIFIC QUESTIONS

### SECTION A:

- 1 This question was a popular choice among candidates, and the majority demonstrated a strong ability to create a mood of tension and surprise in their narratives. However, a small number of candidates struggled to effectively convey the desired sense of surprise. The question required candidates to construct a scenario where an unexpected event or action would cause significant fear and anxiety for the character upon disclosure to their father. The narrative should have built suspense leading up to the moment of revelation, and effectively portrayed the father's subsequent reaction, which could range from anger to unexpected calmness with a warning against repetition.

*Epulo ndino olya li lya hogololwa po kaalongwa oyendji, oyendji oye li yamukula nawa, noyendji oya li ya eta mo iwilikitsa ya pulwa kepulo, (onkumwe nuumbanda), nonande aashona ya ndopa ku eta mo omayiuvu gonkumwe nuumbanda momayamukulo gawo. Ano omulongwa okwa li a tegelelwa a holole oshiningwanima shontumba oshwinayi shono oye mwene e shi ninga na oye owala e shi shi nokamwayinamati, shono omuhokololi a li a tila kutya ngele he okwe shi iyuvile kokamwayinamati, nena otashi uvitha ge nayi shi vulithe oye mwene e shi mu lombwelele. Omulongwa na holole omayiuvu gahe gonkumwe kombinga yoshiningwanima, molwaashi he hasho a li a tegelela, omayiuvu gahe otaga vulu ga kale gongeyo nenge pamwe e shi taambe ko, e te mu kumagidha kee shi ninge we.*

- 2 Candidates who chose this question did not describe a teacher who taught them a lot. Instead, they just narrated a story about that specific teacher, without creating a detailed sense of the person and emotions. Candidates were supposed to describe the teachers' character and show how it impacted his/her life. What did the teacher do and how that helped you in your life?

*Aalongwa mba ya hogolola epulo ndino aashona owala mboka ya ndjondjomona uukwatya nomaihumbato gomulongi ngoka e ya longa oshindji, oyendji yomuyo oya hokolola ashike kombinga yomulongi gwontumba, ashike inaya holola nando uukwatya nomaihumbato gomulongi. Yamwe oyi ikwatelele ashike koshikalimo shoshilongwa shontumba ye shi longwa komulongi gwontumba.*

*Aalongwa oya li ya tegelelwa ya ndjondjomone uukwatya nomaihumbato gomulongi gwontumba ngoka e ya longa oshindji, kutya nee oshopankalamwenyo, omuthigululwakalo nosho tuu, na holole omayiuvu ge kombinga yomulongi ngoka.*

- 3 Very few candidates chose this question, they wrote about two different times of the day but they could not clearly write about their effect and contrast in mood. Candidates were expected to come up with two different times in one day and describe how the weather or events changes etc. during those two different times of the day. In their writing they were supposed to create opposing moods e.g. it was hot in the morning and it was very cold in the evening etc.

*Aalongwa aashona yowala ya hogolola epulo ndi, ndele inaya eta mo omalunduluko ngoka haga holoka pomathimbo ngoka, osho wo oonkalo dha yooloka. Aalongwa oya li ya tegelelwa ya ndjondjomone kombinga yehala lyontumba nkene hali kala pomathimbo gaali gesiku ga yooloka nosho wo omalunduluko ngono hage ya po pomathimbo ngoka. Ano aalongwa oya li ya tegelelwa ya gandje oombinga mbali tadhi pingathana, hol: Ehala lyomanwino, ongula ohapu kala pwa mwena, kapu na omainyengo ogendji, aantu ohaa kala taa yalulwa, ihe kongulohi ohapu kala aantu oyendji noonkondo nomakudhilo ogendji. **Ano iinyolwa nayi kale yi na omadhiladhilo taga pingathana moshitopolwa shika.***

- 4 Most of the candidates chose this question. Candidates wrote more on the planning and preparation of the trip, and only started answering the question towards the end of their writing, as the result, they lost marks. Most of them created feelings of expectation and surprise. Candidates must always understand what the question wants them to do and start answering the question straight away. Candidates were supposed to write about arriving in the big city, how they felt, what they saw and eat, describing the people, lifestyle, building, cars in the big city etc. They were supposed to include what their expectation and their findings in the big city.



*Epulo ndika olya yamukulwa kaalongwa oyendji. Aalongwa yamwe oya mana po ethimbo lyawo nokuhokolola omailongekidho golweendo osho wo olweendo lwo lwene, na oya ka yamukula epulo kokatendo kahugunina lela, shono sha eta oyendji ya kanithe iitsa. Aalongwa okwa li ya tegelelwa ya yamukule epulo meukililo. Omulongwa okwa li a tegelewa a hokolole okuthika kwe moshilandopangelo, shoka a mono mokuthika kwe, shoka kwa li she mu kumitha naashono a li a tegamena.*

*Hol. A mono omatungo omale, omililo, oopate dha londathana, aantu oyendji yomihoko dha yoolokathana, aantu taya li moondoloma, nosho tuu.*

## SECTION B:

- 5 This question was answered by most of the candidates, they wrote an article advising and encouraging others to make the most of hostel life, however, it was difficult for candidates to create a clear sense of optimism and opportunity. Candidates were supposed to tell the new students what are the benefits of staying in the hostel, how they should balance their time wisely.

*Epulo ndika olya yamukulwa kaalongwa oyendji. Oyendji mboka ye li yamukula oye li yamukula hwepo, nonando yamwe oya li taya kumagidha aalongwa yakwawo nkene ye na okukala momuhandjo, ndele hankene ethimbo li na okulungithwa momuhandjo. Aalongwa oya li ya tegelelwa ya nyole nkene omulongwa e na ku longitha ethimbo nawa manga e li momuhandjo, hol. okweeta po okawilikithimbo, okweeta po uungundu wokwiilonga naalongwa yakwawo momuhandjo nosho tuu.*

- 6 This question was chosen by few candidates and most of them did not offer different views about the topic, and they did not create a sense of a thoughtful and balanced point of view. Candidates were supposed to give different thoughtful views on the topic by arguing for and against the topic in the same composition.

*Epulo ndino olya hogololwa kaalongwa yomwaalu gwontumba. Aalongwa oyendji oya yamukula oombinga adhihe mbali noya yamukula hwepo, aashona yowala ya popila ombinga yimwe. Yamwe yomuyo ya nyola iinyolwa iyali peha lyokunyola oshinyolwa shimwe. Aalongwa oya li ya tegelelwa ya nyole oartikela mono taya tompele oombinga adhihe mbali **moshinyolwa shimwe ashike**, kutya aalongi naya futwe shi ikwatelela kiizemo yaalongwa yawo osho wo naya popile kutya aalongi inaya futwa shi ikwatelela kiizemo yaalongwa yawo.*

- 7 This question was chosen by few candidates. They argued with more and strong facts in the first letter than the second one, as the result, they scored more marks in the first letter only which eventually affected the total marks for the whole question. Valuable comments were shown that demonstrated the higher thinking skills of the candidates.

*Aalongwa owala aashona ya kutha po epulo ndi, mwaamboka ye li kutha po oya eta iitsa nomatompelo gongushu mombilive yotango omanga montiyali oya gandja iitsa yanathangwa taya kambadhala okuyelekanitha niitsa yomoshinyolwa shotango, shono **itaashi dhengele moshitopolwa sha B**. Aalongwa ya li ya tegelelwa ya gandje iitsa yongushu koombinga adhihe mbali, kehe ombinga meithikameno lyawo.*

- 8 This question was the least chosen one. The candidates did not write it in a persuasive manner, it was evident that they did not know their target audience too. There were candidates who have shown great understanding of the concept of recycling of rubbish. Candidates were supposed to convincingly persuade the people to understand the importance of recycling the household rubbish, create enthusiasm in the process of recycling and eventually make people believe in the change of the recycling of rubbish.

*Epulo ndino olya kuthwa po kaalongwa aashonashona lela, noye li yamukula mondjila. Aalongwa oya li ya tegelelwa okuuvitha ko noku kumagidha aantu yaa ekelehi we iiyagaya mbyoka tayi vulu okulungululwa, ngaashi oondooa, iitenda niplastika. Ya kwatela mo etsomukumo neinekelo kutya iiyagaya otayi vulu kweeta elunduluko moshigwana hol. Aantu otaya vulu ku imonena iiyemo, omudhingoloko otagu kala gwa yela, nosho tuu.*

## POSITIVE SUGGESTIONS TO TEACHERS

- Improve Question Interpretation: Provide thorough instruction on interpreting and analyzing different question types to ensure candidates address all aspects of the prompt. Conduct training sessions on identifying and understanding key keywords within questions.
- Familiarize Candidates with Assessment Criteria: Utilize the marking scheme/grid to familiarize candidates with the expected standards for both Section A (Imaginative Writing) and Section B (Writing for Audience).
- Expand Reading Horizons: Encourage candidates to engage with a diverse range of reading materials to enhance their vocabulary, writing style, and ability to analyze longer texts.
- Develop Creative Writing Skills: Foster creative and imaginative writing skills among candidates through regular practice and targeted instruction.
- Provide Practical Experience: Centers should provide ample opportunities for candidates to practice writing two contrasting pieces within a single question to prepare them for the exam format.
- Adhere to Language Standards: Utilize the syllabus, available resources, and the latest edition of the Oshikwanyama Orthography to minimize grammatical errors.
- Comprehensive Instruction: Teachers should ensure comprehensive instruction across all aspects of the Oshindonga First Language syllabus.



## 1. GENERAL COMMENTS

**Performance:** This one was the fourth examination to be taken as NSSCAS First Language Otjiherero. The number of candidates who wrote the examination has increased slightly. Although a slight improvement could be observed at some centres, some centres did not perform particularly well. It was evident at some centres that they could not meet the expectations of the syllabus. Disparities among centres was evident in the way candidates approached the questions. Again, it was evident that some centres had put little or no effort into preparing candidates for this demanding examination. This is regrettable! Those centres and teachers who put more effort into their teaching are applauded.

**Exceptional responses:** This year again saw some responses that were so exceptional, presented in such an excellent manner. Those centres and teachers are applauded for their hard work. Some excerpts from these responses are included as examples of the “strong responses”.

**Passages:** The three passages on which the questions were set were understood by the majority of the candidates although mostly at a superficial level. Of the two optional (elective) questions, Question 3 appeared to be the most popular for many candidates. A sizeable number of candidates also attempted Question 2. There was a significant difference in performance between those who opt for Question 2 and those who opt for Question 3 with those who opted for Question 2 performing more poorly.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

### Question 1

- (a) This question asked candidates to comment on how the author uses language and style to convey her views on how anger should be managed. This proved to be the most difficult question. A number of candidates dwelled for too long on the quote “anger is a poison that can do more harm to the container in which it is stored than to anything on which it is poured” and did not fully address the question. Some candidates answered the question as if it was “onyoneno ndji yetwa i yomapindi” (destruction caused by anger) with little or no textual evidence (language and style) so lost marks. At some centres candidates still commented on punctuation marks and insignificant phrases which could not be credited.

The following are excerpts from strong and weak answers:

**Weak:** Nyamukurira kokutja omutjange ma ungurisa vi eraka. Omutjange ma ungurisa eraka momwano wokuraera imba ovarese eye tji ma tja “omapindi ouanga” pu ma yarisa okutja ongaro omundu mbwe ritjita komundu kwa suvera nu wina amauyarisa omeritjitiro keheri nawa. Omiano vyokutjanga okuraisa oumune we kutja u sokuritjaera vi komapindi. Omutjange ma ungurisa omiano vyokutjanga eye tji ma tja “Tjii hapo me paha ombatero poo me paha omundu umwe ngu ma i kumwe na ami?”

**Strong:** Omutjange ma vanga kutja omurese ma mune kutja tjotjiri “omapindi ouanga”, owo maye yenene okuteya ovandu mba suverasana. Ovatengauye va tjere pokati kovasuverasane kape kondwa i omundu. Nungwari nga omapindi maye yenene okupitira po – owo ngambeno ouanga mbu ha munikire kokeho. Munai okuritjaerera kuwo, okuungurisa ouruvyu notjiuru tjoye uriri. Nao yemwe ye pupurukwa uriri nu noruveze tji rwa hemenwa otja komutjange ape pupara pu pa ri oupyu. Okutja otji u sokuripura ngunda au hi ya zira ... rira omukotoke, mu kotokera, riraera rira omuriraere omuini tjinga ovandu tji twa ungurwa nai atu ha sanene.

Omapindi ye ka sana kouzera tji wa tondjara mbu ha puratene komapomborero. Omutjange opu ma tjere tjeri kutja muri kaapokuzengurura ondjemeno tjinga “pouvari weṅu ngunda amamu suma”. Mwe ura nomapindi. Rutenga mamu hepa okuripuratena otja komutjange. Ripee oruveze orundu auhe meu zuu tji mau tono (omutima). Mau hepa okuyarurwa pehi. Rumwe tji wa porimana oripuratene mo haṅa omeripura woye okuisira ku imbi omukweṅu mbi ma hungire.

Candidates should be prepared to give a holistic commentary instead of bits and pieces (isolated fragments of meanings of phrases and individual words with no effect on the question). Ovarorwa ngave zire epuriro nda purwa “okuraisa oumune we kutja omundu u sokuritjaera vi komapindi”. Ave keritira oviṅa vyavovo veni vyarwe. Ya ri ouhimise kutja otjingi tjovarorwa kaave zuu poo okupeyeta kutja “otjipwikiro owo mu u pwikirwa” ma rire ngwi omunamapindi omuini.

- (b) Candidates were asked to write the main part of a letter to a friend who has frequent conflicts with colleagues in the office to suggest how he/she can manage anger in order to handle the conflicts. This question was well-attempted by a number of candidates. Some candidates, however, reproduced chunks of the original passage and lost marks. Centres are advised to attend to the following:
- Stick to the word limit of 120 to 150 words! Only the main part was needed! Arikane, arikane oviṅa vyomaha kavi hepwa! Tji kwa zu orupa ndwi ohongora nga rire orupa ndwo uriri, isee omakorisiro nokuwondjorora ku ku hi nohepero.
  - Attend to the context, audience and purpose (otjito, ovatjangerwa nondando). It is the appropriate language used that determines whether the text is well-written and not the so-called “format” of the text.

The following are excerpts from strong and weak answers:

**Strong:** Nu eṭe otjingi tjo mitanda twa suvera okukambura ovandu ongone. Okutja rira omukata, rira eyova nu rira omundu nguhina omuhimwatima ku avihe mbi mave hungire. Ove tji wa rire owokuranda ovandu aruhe momapindi, ovo kunoo kamana okupindika, mo rire owomapi uriri. Mo rire omusekise womambo. Mo rire omuhindwa womambo omavi. Mo ryangisa ozondjungo. Kuno kurira omundu nandarire. Pindika kaove omuini, oriri aruhe wakatupuka okukapaha ombatero. U nonyama nombinḁ nuu? U nouzeu woye omuini, ovo ve nowao oveni. Nungwari o tura ngo – kau karerere nuu.

**Weak:** Mundu uamama oriheke kovandu mbe hupa move. Vazewa pokuhara mave jamba opuwo ongwae ove tjisokuriheka kuu. Metjiua kutja ove unomutima omuzupi okutja tjimavekuhungire nokujamba ove zapo ngovazo kukarira uokurya kunovandu mbehi nonḁeku joe. Otjivetjita tjambo akuvarapua moviungura. “Omapindi ouanga mbu mau yenene okutukutura hi otjipwikiro owo mupwikirwa komeho yangamwa tjiṅa owo ku wa tirirwa”. Oyo ongaro yakauriri ndja ungurwa momuinyo womundu ndji kara po momakarero wapamwe.

Candidates should be given exercises on how to re-use any language from the original passage.

## Question 2

- (a) Candidates were asked to comment on the way the author uses language and style to convey extreme changes of feelings. This one was the least popular of the optional (elective) questions. It was attempted by about a third of all candidates who sat for the examination with the majority not producing good answers. However, there were a few who attempted the question successfully. The key concept in the question: **extreme changes of feelings** was understood by many of those who attempted the question. Many, however, did not address the demands of the question and lost marks.

The following are excerpts from strong and weak answers:

**Weak:** Omutjange eye ma raisa kutja wari mohakana tjinene tjinuna tji ma ku zu “Ouyenda wotjihauto okuyenda kombatanano yokarate wa kambura ozoiri mbari ozonde.” Orundu kape nomundu ngu vanga okukavaza poṅa ndoovazu ke notjiṅa tjima kaungura. Omutjange ma yalisa ongaro yomatemeni omengi, orundu omundu wa pi ngu sasaneka ouripura we puno’ wonyoka uriri ndoovazu kenokuripura okukatjita otjiṅa otjivi. Maku zu “Ouripura ouhayakurwa wa uta okukunguzukiramo mouruvi wandje mba tji hi nokuriyeura, okuyeta ongamburiro nouporo mu ami.

**Strong:** Imba mba, ombambairi ondjitona. Omeripura nga rungasana nga tji ya sana owovivara vyouta wombura ombya wanekwa mouripura womutjange. Eye ma handjaura otjomundu omutenga nu indji ongaro yomourekoto we otjimai munika nawa. Ouripura oowoposo nomerimwino wamundomuwa mau undurasana mourekoto we. “... omakuiya wondjoroka ... ouripura ouhayakurwa wa uta okukunguzukiramo otjonyoka mouruvi wandje ...” Indi eeraka omutjange ndi ma ungurisa okuraisa omarundurukiro omanene mongaro yomerimwino mourekoto.

Again it is reiterated that candidates should focus in their answers on those details that support the key concept in the question, instead of dwelling on general responses on every small detail on language and style.

- (b) This question proved to be accessible to many candidates. Candidates were asked to write an email to a friend as a young musician who plays solo in an important concert, sharing his/her thoughts on the evening before the concert. The nature of the task made it difficult for many candidates to use the passage that they had read.

**Weak answers were those:**

- which wrote as if they were the friend motivating the young musician.
- which used a huge chunk of information from the passage replacing karate with concert.

**Strong answers were those:**

- which were written from the point of the young musician who played solo in an important concert.
- which built their responses on the extreme changes of feelings, bringing in anxiety and eventually resolve or determination.

The following are excerpts from strong and weak answers:

**Strong:** Inga okaingina kandje make nana oungeundi, ami tji me ripura na inga ozongurova ndu mba rora okuramo norupa okukaimbura. Ovingi vyo viya mba rora okukaramo norupa navyo nu mbi wesa hi ramanga nga komaandero. Kurama, vandu omundu hi wami omundu otjovandu are? Hi wami erike ngu merire omutenga okukaimbura, nu ihi atjiyerike otji matji ndji vandiparisa, mukwetu. Omuinyo nouripura mbe vikwizike okukambura omakara omapyu. Tjapo me kambura tjiri!

**Rarwe oro ndi:**

Ami okuza keyuva ndi mba nangerwe, mu ami omwini mamu utuka ondundu yomeripura notjijitwa otjimbawangoma tji tje ndji kuramene hi! Tjiritjiri me undju nomutima mbwa paturuka nu mbu mau kandakanda. Mukwetu, mo zemburuka tog? Mba ri noturoto pekepeke ohunga neyuva ndi. Mbe riyaruka momwinyo nu eripura nouyenda wandje mbu mbe ya na wo – ondjira ndji mba etere nga mba utire okwiimbura. At ... mba pitira movingi, mba kara movimbumba ovingi pekepeke, ami pee munu kutja mba ri notjiungurisiwa otjiwa: omuhuva womutati uriri. Mbwa, owami ngwi ndinondi, mbe kura, mbe rikuramena.

**Weak:** Ouruma orikende kara nongamburiro move omuini, tji ta tjimuna ko ri pu novandu ove erike metuuo roye.

Oripurire komambo wovandu orundu oyo ongeteya out yaveze tovandu, tji wa kutja omambo yovandu kaye topora mave hungire uriri posi yokutja kave na tji mave rundurura.

Moviungura avihe mbi mounyura kaondje puna Mukuru, orundu nokuhina ye ete ka weye oviya. ongu ma tji wa ouvi nouwa. Ongu me tu tji wa, ka pe namundu warwe ngu me tu tji wa nawa kombanda ye.

What many candidates appeared to be lacking is exercise – classroom exercise. Provide enough exercises, give feedback. Practice makes perfect!

### Question 3

- (a) Candidates were asked to comment on the way the author uses language and style to convey how powerful the gaming addiction has been throughout his life. This one was the most popular of the optional (elective) questions, and it was the most well-attempted of the two. A number of candidates attempted it and produced good answers. Candidates could easily spot instances of addiction to gaming and produced some good answers. Some candidates strayed on the importance of computers in general and hence games in the modern era without language and stylistic evidence from the text so lost marks.

The following are excerpts from strong and weak answers:

**Strong:** Eye we rimanga mu imbwi ounyando womozokombiuta narire epanga rawo enene ndiha nyinganyinga. Ozoiri ozengi zeyuva re aa nyanda mbwi ounyando nga tjaa hai kosikore omayuva tjiva. Omutjange ngwi wa horera na harere pounyando mbwi owondera pomai nga tja zembire kutja uso kurikoha poo naa nangarire okurundurura nga ozombanda! Tara omundu omutiiti nao okurira omborero porwe uriri. Ondjenda. Imba ovemukundure mave tjiti vi, ave to kurihahiza opuwo. Ingo watarango. Nga komambo ngaa tenwa iyo zomitiiri yari omungandjo uriri. Watara kwarwe. Vandu nounyando wozokombiuta! Satana wokomband' ehi uriri.

**Weak:** Omutjange wa ungurisa eraka etenise momwinyo vyo varese indu eye tja tja “mevanga okuhangasana kuna ene ehungi ehihamise nomuinyo wandje otjomunyande wounyando womozokombiuta. Iho tjari otjikendise nu otjinana mbango yomitanda, tjinga omitanda omingi avyasuvera omanyando omengi nu pekepeke popengi aveungurisa oviungurisiwa vyo uye wakandino. Nu kakutja omambo ne raka romutjange

rari etemise poo ekumise komitanda pupeṭapi, mara ovo avevanga okutjiwa kutja hapo ekenyando ndi hihamisa ovandu indu tjeri maveungurisa ozokombiuta.

- (b) This question asked candidates to write the main part of a speech by a teacher to a group of students about potential dangers of gaming. A significant number of candidates attempted this question successfully. However, it was noted that candidates at some centres could not answer the question as a result of notable time constraints which may be attributed to: (1) reading speed (slow), and (2) spending too much time answering Question 1 (a) and writing unnecessarily long answers for Question 1 (b). A number of candidates did not take the purported audience into consideration while started off, introducing themselves as teacher so-and-so who teaches at ... This was not necessary and led to some candidates to be caught in time.

The following are excerpts from strong and weak answers:

**Weak:** Okombiuta yarira otjiṅa otjinahepero mouye wakandino. Nokuhinayo kapena tjiṅa tjitjiungurwa. Ounyando womozokombiuta ovanatje ovengi tjinene mba vomovihuro omuverihongera ozokombiuta okutja marire ouzeu okuvetjaera kozokombiuta. Ongo omerizirira wovanene okutjaera ovanatje vavo okurikuta kounyando womozokombiuta nokuhina viṅa mbivevatera ponganda. Tjiva verara amave nyanda uṭuku nu mutena opuveuhara.

**Strong:** Vanatje vandje ovasuverwa ... omanyando womozokombiuta omaumise wounongo nomeripura womundu. Owo ye tjita kutja oheripurire kokuungura otjiṅa tjarwe tjomeṅe kaparukaze uriri.

li, tjtjiri owo otjiṅa otjipaturure tjounongo, orundu u rihonga oviṅa ovingi pekepeke mokuungurisa ozokombiuta. Nungwari ongondoroka na wo mu nounyakuvi mbuyependura mu imba ovanyande owo mbuhe ri ouzerwa. Tjiwe rikutu ko tjevera, mo zembi kutja ku riwa, ku rikohwa, ku ungurwa oviungura vyosikore ... otjiṅa tji we riiririsa rumwe tji karira ouzeu okuzako tjapo atji ku tezere nga moukururume noukurukaze.

### 3. POSITIVE SUGGESTIONS

Pe munika aayo omaningira nga kaku ungurirwa kaparukaze. Vandu voyetu kamaatu ungura oviṅa omuano umwe okuza kombura nga kombura nokuundjirako omarundurukiro. Aruhe omapu nga popengi maye kara amaye kotoka omuano mbwi nga tji pa soroka.

1. Me yarukire po rukwao kutja, rutengatenga orapota ndji ngai haamenwe otjepu ariyerike rombongarero yotjirihongwa kutja oposikore oini, opondondo yozosikore ṅda kutwa kumwe poo kutja opondondo yorukondwa.
2. Ombongarero yotjirihongwa ndji ngai tare mouṅṅdune mbu ri po nu i zikamise o **Plan of Action** ku maku ungurirwa ndji nomayuva **Due Dates**.
3. Otjiṅa tjiṁwe tji tja munika momahongero nomerihongero woverihonge pondondo yo-AS okwo ngwi okutja ozomitiṛi ze pereitekera overihonge uriri, tj. “tji maku zu nyamukurira komaungurisiro weraka nomiano vyokutjanga okuraisa ... nana omikoka kehi yomuano eraka mbu ra ungurisiwa tjazumba arire mbi wa nyaturura tji mo tjanga”. Mu sokutara pamwe kutja (i) ovi oviṅa mbyo tji mavi raisa ... nokutja (ii) mave twa po vi momatjangwa. Ngave ungurire metuwo romahongero mu tare pamwe. Overihonge nambano va yaruka okunyamukurira koviṅa kangamwa avihe na mbi hi na indji ohambwarakaṅa (ongeṅena) komazuvakero waindi ehungi. Ohoṅi onene koverihonge vetu okutja “omutjange wa ungurisa ondja kutja omurese ma hekane ... wa ungurisa onḁe okuraisa kutja omuhewo wa yanda”. Omu vya ri tjiri!
4. Overihonge ngave pewe orapota ndji wina kutja ve hungirire ko ku na Miṭiri. Omarorero woposikore, nge pwikirwa ozombapira zomarorero tjiṁuna ndji, kaye nombatero ndoovazu mba overihonge kave hongerwe poo kave hongerwe nawa. **NB.** Omitiṛi ndji ha yenene okupura ombapira yomarorero yondondo oyo ndji i honga okutja ngunda mai hepa okuripangiṅa (nokupangiṅiwa).
5. Otja kosirambesa ehungi ndi etenga aruhe mari rire **ezuvisse (epoporore)**, inga oyevari maye yenene okurira kutja **ehandjaure** poo **eserekarere**. Okutja overihonge ve sokukara amave ripura nao rukuru ave ha karira ovokutambatamba.
6. Kape vatere overihonge okutja “omutjange ma ungurisa eraka ekande, oukahu ...” ndoovazu eye ke na imbwi ouhatoi ouzuvakwa na wina kutja oro ri **nongeṅena** yatjike okuraisa mbi mbya tamunwa mepuriro.
7. Pa ri otjivarero otjingi tjooverihonge mba kakatera **komaungurisiro woviraise vyokuresa** opuwo – nangarire mbi hi na indji onḁengu ovyo ndji vya weza ku indi ehungi. Ngamwa epuriro arihe opuwo nambano mari yende amari rire **epuriro ku ku ha undjirwa eziriro!**

8. Okuhepa kutja mwa zuva kutja: “pondondo yo-AS, ovarorwa kave sokutetera (list) oviṇa mozombureta (*bullets*) kaparukaze”. Wina mwa zuva kutja ave tjanga kutja: Omaungurisiro weraka peke, tjazumba arire Omiano vyomatjangero peke. Nga rire eziriro rimwe **embomba nda haṇewa moutukondwa**. Arikane ohonṇi nondondo yokehi omurorwa wo-AS okuhina okuhaṇa eziriro re moutukondwa. Eziriro ngari hungame **OTJIZO** tji tjā yandjwa mepuriro, a rire okunyamukurira koviṇa kotjimwetjimwe: ngari rire **OTJIMUMBUBWA**.
9. Oviungura vyo-AS vi sokumanuka momakweze yevari nga omatenga – oruveze orusupi! Okutja ngatu ute rukuru, atu ka temba kozosikore zomayuva womasuviro. Wina katu nokutjiwa oviṇa mbi rityakaṇa momakaendisiro wotjiungura tjomahongero.
10. Epuriro ndi ku ku ha undjirwa eziriro ndi (rhetorical question – **epuriro eume** momambo warwe) mari yende amari piti momuhunga. Ngamwa epuriro ndi ri mehungi nambano ra rira ndo opuwo nokuhina maraisiro omasemba wohambwarakaṇa yaro komazuvakero wehungi.
11. Eraka kari rihongwa motjiuru! Omahungi ya panguka, arihe ri noviṇa vyaro. Ndoovazu omutjange wa tjanga “otjomundu omutenga, outjavari poo outjatatu” tjā tūnu vi komazuvakero waindi ehungi? Kaku yandja ovihorera vya “ami, ove eye” otjomapingenambo nge ri mehungi nokuyandera mbo opuwo.
12. Me mu zerire po omaunguriro omawa kutja tu kapite pomaunguriro wo-2025 nu tu tizire ondondo yomahongero wOtjiherero kombanda otja pu tu vanga.

## 1. GENERAL COMMENTS

- Most of the candidates could understand and answer the question paper to the best of their abilities, although some of them have limited vocabulary and could not expressed themselves very well. Some of the learners could not interpret some of the questions well – refer to Comment on specific questions
- Some of the candidates start answering the questions with unnecessary narration and only attempt answering the question in the last two paragraphs.
- Most of the candidates did not use different types of sentences, paragraphs and punctuation marks correctly.

## 2. COMMENTS ON SPECIFIC QUESTIONS

### SECTION A

- 1 This question was a popular choice among candidates, and the majority demonstrated a strong understanding of the task. Most effectively created a mood of tension and surprise, as required. However, a small minority struggled to effectively convey the intended sense of surprise. The question demanded that candidates construct a narrative where an unexpected event or action created fear and anxiety, culminating in the protagonist informing their father. This should have resulted in a heightened sense of tension leading up to the revelation and a clear depiction of the father's reaction. Possible outcomes included the father's anger, a more measured response, or perhaps a dismissive attitude with a warning against repeating the action.
- 2 Candidates who selected this question often failed to effectively portray a teacher who significantly impacted their learning. Instead of focusing on the teacher's influence, they merely narrated a general story about the teacher, resulting in a superficial portrayal of the individual and a lack of emotional depth. The question required candidates to describe the teacher's character and demonstrate how the teacher's actions specifically shaped the candidate's learning experience. This involved detailing the teacher's methods, their unique qualities, and the specific ways in which these aspects positively influenced the candidate's academic and personal growth.
- 3 This question was not a popular choice among candidates. While some attempted to describe two distinct times of day, they often failed to effectively analyze the contrasting moods created by these periods. The question required candidates to select two specific times within a single day and explore how the weather, events, or other factors influenced the atmosphere of a particular place. They were expected to create a vivid description of opposing moods – for example, the vibrant energy of a bustling morning market contrasted with the serene tranquility of the same location at dusk.
- 4 This question was highly popular among candidates. However, many devoted excessive attention to the planning and preparation for the trip, leaving insufficient space to adequately address the core aspects of the question. Consequently, many candidates lost marks due to an imbalanced focus. While most successfully evoked feelings of expectation and surprise, the primary focus should have been on describing the experience of arriving in the big city. This included detailing their initial impressions, observations of the cityscape, encounters with people and their lifestyles, and experiences with the city's unique features – its architecture, transportation, and overall atmosphere. Candidates were expected to compare their initial expectations of the city with their actual findings.

### SECTION B

- 5 This question was a popular choice among candidates. While they generally succeeded in writing an article offering advice on navigating hostel life, many struggled to effectively convey a sense of optimism and opportunity. The question required candidates to highlight the benefits of hostel living for incoming students, emphasizing the valuable services and resources available within the hostel environment. Furthermore, candidates were expected to encourage new students to make the most of their hostel experience by emphasizing the importance of responsible behavior and a positive attitude.



- 6 This question was chosen by few candidates and most of them did not offer different views about the topic, in addition, they did not create a sense of a thoughtful and balanced point of view. Candidates were supposed to give different thoughtful views on the topic by arguing for and against the topic in the same composition.
- 7 This question was a popular choice among candidates. While many presented strong arguments and compelling evidence in the first letter, the quality of arguments often diminished in the second. This imbalance in argumentation resulted in lower scores for the second letter, consequently affecting the overall mark for the question. Candidates were expected to maintain a consistent level of argumentation and evidence throughout both letters. While valuable insights and critical thinking were evident in many responses, a more balanced approach would have significantly improved overall performance.
- 8 This question was the least popular choice among candidates. Many responses lacked persuasive power, suggesting a limited understanding of the target audience. While some candidates demonstrated a strong grasp of recycling concepts, their writing failed to effectively convince the audience of the importance of recycling household waste. The question required candidates to write a persuasive piece that effectively communicated the value of recycling, generated enthusiasm for recycling initiatives, and ultimately convinced the audience to embrace a change in their recycling habits.

### POSITIVE SUGGESTIONS TO TEACHERS

- The teachers should teach learners how to write different paragraphs, short sentences and use punctuation marks correctly.
- The teachers should teach learners to interpret different questions as candidates only understands one part of the question and start to answer the question;
- Give learners training on how to identify keywords in different type of questions;
- The marking scheme/grid should be used to train the candidates on expected standard on how each section (**Section A Imaginative writing and Section B writing for audience**) should be answered.
- Learners should be exposed to different type of reading materials for them to be able to answer longer pieces, and to make their writing pieces more interesting and stronger in vocabulary as well. Learners should move away from using ordinary language and starts writing creatively and imaginatively when writing essays.
- Practical exposure to questions should be done at centre's, so that candidates can be familiar with writing of two (2) contrasting pieces for one question.
- In conjunction with the syllabus and other available materials plus Otjiherero Orthography Latest Edition should be used to avoid unnecessary grammatical errors;
- Teacher should train their learners on all different types of tasks that are likely to be asked in **Section B**.





## 1. GENERAL COMMENTS

- As during the previous examination, candidates were able to demonstrate their ability to analyze the texts. These candidates managed successfully to make a statement, quote from the text and supported their statements with good reasons.
- Many candidates were able to tell from their writing that they knew the kind of text they were writing. Most of them started their introduction by first indicating as to what kind of passage it is, for instance, whether is a polemic, descriptive or narrative passage.
- On the other hand as indicated in the examination report 2023, it came to light again during the examination marking of 2024 that quite a number of candidates did not finish writing. This mostly affected the optional question (b), in which the candidates started writing and left it halfway or left it completely blank.
- It was also noted that there is also a number of candidates who were able to identify the figure of speech, make a statement and qualify it with good reasons. However, there were also candidates who managed to identify the figure of speech, but could not manage to explain the effect it has on the situation.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

### EPURO 1

- 1 (a) This question was compulsory for all candidates, therefore, all candidates attempted to tackle it. The question expected learners to comment on the way the author uses language and style to convey her view on how anger should be managed. There were candidates who answered it correctly because they understood what was expected of them, for instance, having in mind one of the key words in the question “how”. Below are some of the answers of the candidate who answered the question correctly as expected:

Mosireswa esi sopayengwerero mutjangi kwa ruganesa mo sisewe esi “mukurona kunwa mema gontutu” a likide kuhamena omu ehandu nava ligendesa, eyi yina kutanta asi nsene muntu ana handuka ga hepa kulitura a didimike moudigu owo yipo hena a ligazare eyi yina horoka nomu na vhura kugwana makohonono goudigu owo ga hana kuretesa po malilimbo hena gamwe. Sinzi sovantu sinene vana handuka awo kapi ava vhuru kudina mahandu gawo, awo kufura ngwendi kuna va pombere. Kapi ava gazara asi omu mehandu kuvhura ni rugane yininke eyi nayi twara nge kokakero ka hura ko. When you examine this paragraph, you will realise that it contains all aspects that the candidates were expected to include in their answer such as formulate a statement, quote from the text or give a reason to support the quotation. So, all the candidates were expected to do that and be awarded the marks from the appropriate band.

However, there were candidates who attempted to answer this question, and did not do well. Below is an example of the question where the candidates did not earn good marks. Those candidates seem not to have understood the question and then answered the question generally, therefore, disregarded the question instruction.

“Mutjangi ogu kwa ruganesa yidivisoereseso, age hena kwa yi ruganesa pomavega gayo. Mutjangi kwa ruganesa nonkango dononderu yipo vantu navenye va yi zuvhe kapi ga ruganesa nonkango doudigu unene muuyungi ogu ezwi lyendi kwa zuvhika nawa sili. ”When you look at this answer and aligned it to the question you will see that it did not answer the question. The question expected the answer to address ways on how anger should be managed. Instead of answering the question, candidate talked about the punctuations as used by the author, as well as the choice of vocabulary that made it easier for readers to understand. A number of candidates also answered the same way even though they differ in their approach. Some candidate also defined words literally, so could not add anything with regards to the effects it may have had on how anger should be managed. Some of the words that were defined are as follows:

- Kahanu
- Kuhukumana
- Valitundakani

There were also candidates who identified these words as an idiomatic expression, which explains that teachers are not doing much with regards to the teaching of figures of speech. It was also noted, that the candidates despite the fact that they identified the figures of speech correctly, did not know what to do with it, for example to discuss the effect it has on the situation. Mutjangi kuna ruganesa epuro lyoritolika omu ana ku dira kundindira elimbururo.

Ponhi tapa sikura muzaro gomalimbururo hambara ngano ngomu va vhulire kugalimburura vakandidate (Below are the answers that guided the markers as expected from the candidates)

### Ediwonekwatogano

Magano gomutjangi kuna kara asi:

- Ehandu kwa kara mwankenye muntu, nye lya hepa kulipangera.
- Ehandu lya hepa kulipwagesa monzira zouhunga

Uwa	Udona
Ono hepa siruwo yipo o liture	kulimwenenena
Kugazara yokuvhura kurugana	Kupa ko ekosi
Kumuzegwilira mutjima nokuruganana kumwe	Kuuyunga siruwo oso kuna kufusagana
Kukeverera magazaro getu	Kusinika muharwa goge a uyunga
Elituro pwanamoge	Kutjilisa
Likida ukurona	Kuligava pamusiniko

Eraka noMpi

Mpi

- Evhongavhongo lyompi
- Kuvareka nerongo (Kutemwinina mutjangi ga fumana)
- Kuvhonga vhonga nombuyungo zopahasikwamo (Kuuyungisa muresi “ove...” nevhongavhongo lyombuyungo zopasikwamo/hambara ngwendi mulirongi (ngwendi muungimwenyo ndi mudiviyumaana kuuyunga.)
- Elihuguvaro/Ezedagwiro pambili.
- Egwanekero nomuresi kupitira moyihorokwa yankenyezuva, ntani ku kumburura kumwe nokufwaturura.

Eraka

Pahasikwamo

- “Ove.../yogengo.ngo
- Nompangera (Heteka kutantera.../kambadara.../Kambadara ku ka gu reta mo../Diworoka.../Lipura nyaamoge...)
- “Ose... (Vantu ava twa hara...)
- Euyungopuru (“Ame kuna kupapara mbatero..?”)

Yisewe nonombuyungofano

- Ehandu kureta kahanu-etjiliso
- Kumwenenena-kunyoka kuliuyungisa
- Kupako ekosi-kutunda po nehandu pangenderera
- Kugetuka-kuyipa
- Mukwawo gopomutjima-muharwa
- Kutengwida udona koudona-kuresapo/kuhorokesa
- Kapisi gu ku sige po-kumbahamena
- Ukurona kunwa mema gontutu-kulipangera.
- Kungwandjwira muvero-ehandu
- Kufusagana- ehandu

Paveta /Paunamberewa

- Ehandu kwa kara kwankenye muntu.
- Panger ehandu...
- Kukorangeda ezuvhoko noukurona
- Kutara asi siruwo sokuhura kupi
- Eligusiropo lyopangenderera
- Kukara nedidimiko
- Kuretesapo nkohankoyi
- Nongendeseso dangesi rusesu a di siki mouta wa kora.

Eraka lyokugava magano

Sihoro sosinene mobvalihali kapi sina kutanta asi...

Ngendeseso zongwa...

Eyi kapi yina kutanta asi...

Ono hepa kulimwenenena...

Hetekera ko kutantera muharwa goge

Diworoka asi...

Lipura nyaamoge...

Lirugwida nyaamoge

Egwanekedeso magano kumwe nomankondopeko mosintokorwa

- Erugururo (sih. ehanduyilyo...ehanduyilyo...ehandu yilyo.../ehandu yilyo narunye.../panger ehandu.../muharwa gokuhanduka.../kara ono litura.../kambadara kulitura.../nakanderere litura.../ukurona.../pasikurona
- Eruganeso lyononkangotwikakano: (siho: nampili nsene, mvhongwa.../nye.../ngwendi.../kapi yina kutanta asi.../mevango lyoku.../ano nye...)
- Nongwedankangorugano (Ehudi lyeli asi.../nsene asi/ yiyo tupu hena)

- (b) Epuro eli kwa ndindilire vakandidate mokutjanga mbilive yipo va pe mukwawo magano kuhamena ngapi omu na vhura kugendes ehandu. Nonkango kwa kere dina hepa kusika pokatji ko-120–150 ntani moruhatjango rumwe tupu. (This question explored candidates to write a letter suggesting how anger can be managed here below is what came to light during the marking.

Sinzi sovarongwa va kambadarere kulimburura epuro lina ntani hena va yi sikisire mo. Varongwa vamwe va kweme marawiro va tjenge mbilive, va ruganesere magano gomosireswa pokuganinka ga kare ngagawo. Va likidire nawa-nawa yokuvhura kurugana muntu nsene kuna handuka unene pevango lyoyirugana ngamoomu kulitura, kuligava, kupapara siruwo souhunga yipo mu kohonone udigu. Ekohonono kapi li kare pangenderera, kapi lihoroke age muntu haga handukira. Ndimbwiliso zina yimo za ndindilire kovakoreki. Ano pwa kere hena vakandidate vamwe, ava va tjangwilire ngamoomu tupu yina moneka mosireswa, siruwo esi epuro lya ndindilire vakandidate ngano va tjangwe tupu ruharwenenene rombilive, ano vamwe kwa tjenge nkenye tupu eyi va diva yina hamene ehandu, va hana kuruganesa magano gomosireswa. Siruwo oso awo vamwe kwa tjenge mbilive nazinye moomu azi moneka nomaruha gazo aderese, mbarekeso, rutu kumwe nehageso. Teacher should encourage the candidates to read and follow instruction every time.

## EPURO 2

This was an optional question. It has question (a) and (b). Some candidates opted to tackle this question. Here is what they attempted:

- (a) Many candidates opted to answer this question and answered it successfully. They provided answers as expected. They were able to make a statement as well as quote from the passage including, supporting their statement and quotation with good, acceptable reasons. Below is an extract of the good answer as provided by the candidate:

Nani muntu nsene kuna ku za oka lihamesere momarumbasano, nye ono diva asi yilye nkore zoge narunye kukara nelimbiliro, eyi kuna pwaga ngangesi:... "ame kwa kere nelizuvho lyedona asi ga pitakana nge". Muntu nsene to ka gwanekera nomuntu ogu wa diva asi narunye kufunda marumbasano gendi ndi wa mu diva asi age ependa tau kugwana woma, morwa ono diva nare eyi yina ku ku ndindira mpili ngano yi kare kuvhura omu funde. Nani nye muntu ono hepa kulihuguvara nyamoge mwankenye yimwe eyi ono hara kurugana, li zuvha asi kuvhura o yi vhure."

If one examines the extract, one can see that it contains a statement, quote from the passage and also the support. That is what was expected of all the candidates.

However, there are candidates who attempted to answer the question but could not produce good answers. These candidates formulate a statement and find a quote, but reasons they provided to support their statement are far from accurate and could not be accepted. Vakandidate va hepa ku yi diva asi nsene tava nkondopeke, enkondopeko lya hepa kuliza kumwe nositurwapo (Esingonono), yimo tupu etemwinino...

Ponhi tapa sikura muzaro gomalimburo hambara ngano ngomu va vhulire kugalimbura vakandidate (Below are the answers that guided the markers as expected from the candidates)

Mutjangi kuna kuruganesa yina kukwama ko yipo a tunture:

(a) Ediwo nekwatogano

Elisinto lyomalizuvho ga tuntura mutjangi

1. mahwili
2. Magazaro gosihorokwa sosiwa
3. kwa rere nawa
4. kwa hefe hena
5. magaro gokudira kuwaperi monzira
6. muhoverera kwa kere nomukumo
7. kwa gazarere John Doe asi munankore gomuwa
8. Elihuguvho lyomusininiko
9. Ta diworoka sirwiso somokahorehore: Elideuro (Lyenene)-ehuguvho
10. kwa zumbanesere ehuguvho (ta diworoka marumbwangeri gendi)
11. kutengura kousili: kusika usimbu
12. Ta litutumike, ana liwapayikire moku ka rumbasana

Eraka noMpi

Mpi

- Pahasikwamo, pamundinda, esingonono malizuvho noyigazo.
- Kuna kara pasimwiti
- Eraka lyopaundambo.
- Ediworoko

Eraka

Eraka lyomalizuvho

- Ruhafo, kuhuguvho, utjirwe.
- Ga fundire magano gomadona.
- Ruhafo
- Nomutjiri
- Kapi na vhulire kupangera magano gange gokupiyagana/gokudira kuwaperi.
- Kuzonagwiso...elituro.
- John Doe yige muzonagwisi kounwenya wendi
- Ngwenya/mbudi zondona
- Elizuvho lyedona/kupitakana nge (Efwaturu lyomarwanambo gaJohn Doe)
- Mutjima gwange kwa dompere/ maditomporo gange ganare/ kapi na didimika rumwe
- Ntwedu kapi azi fu merombo (kwa likorangedere)
- Ehuguvho polili
- Mpepo zange kwa pere nge mukumo
- Nali harujka ko
- Kwa zuvhire ngwendi kapi nina liwapayikire.
- Nkenye elizuvho nomukumko kwa kere ya wapa ntani ya rungarara.

Eraka lyokutuntura malizuvho

- Ame kwa kondjere kukandura magazaro gomadona.
- Kapi na kuvhura kupangera magano gange ga kara mepiyagano.
- Magano gokudira kuwaperi
- Nokuzonagwisa elituro lyange
- Ame kwa lidiworokesere
- Ame kwa kere nelizuvho lyedona asi ga pitakana nge
- Mutjima gwange kwa dompere
- Ame kwa likorangederenyamwange

- Nye mpepo zange kwa ya pere nge mukmo
- Na liharuka ko nina tundu mo
- Ame kwa gusire mo momutwe gwange magaro
- Apa na pahukire, nkenye elizuvho nomukumo kwa kere yina wapa ntani ya wapa ntaniya rungarara.
- Hulilira, mwanayinye eyi na pita yoyiwa neyi yoyidona ame kwa kere na liwapayikire

Eraka lyenkondopeko mosintokorwa

- Nkenye ezuva..., nkenye ngurova..., nkenye vili..., nkenye ntambo.
- Nkenye magazaro, nkenye udigu, utjirwe.
- Nkenye elizuvho nomukumo/ nkenye ntambo
- na liwapayikire...na liwapayikire
- tani tjwayuka..., tani tjwayuka
- kusanga, kutjaira, ntani kutoona

Eraka lyonombuyungofano

- Ngwenya zokarate.
- Mpadi zendi ngoruvadi.
- Mawoko gendi kwa genderera
- Unene
- Nkenye ntambo ga tampwire kwa kere mouhunga.
- Kwa likidire nonkondo doukasama.

- (b) Most of the candidates answered this question and can be commended for that. However, some candidates left it blank, while some started and stopped which can be seen in one sentence written or a small paragraph of two to three sentences. It could be that time or that they did not know what to write. They were expected to write an email to a friend in which their thoughts are shared. The candidates who answered successfully managed to use ideas in the passage, and wrote the email, while some rewrote the idea as they appeared in the text, and even instead of writing one paragraph they wrote more than the prescribed word limit.

### EPURO 3

The question is divided into two parts (a) that deals with language and style used by the author to convey how powerful the gaming addiction has been throughout his life and (b) dealing with giving a speech to a group of students. Thus, the candidates had to write the main part of the speech.

- (a) Mepuro eli vakandidate va kambadarere kulimburura epuro mouhunga ntani na hena ngamoomu tupu va yi ndindilire. Va vhulire kutura po esingonono, tava horowora etemwinino kumwe nokugava mankondopeko. Yangesi ya hepa epandadeko. Limwe lyomalimbururo va geve vakandidate kuna kara ngangesi.

Muntu narunye nsene asi ono ya kara medowo lyoyininke eyi ono kurugana narunye kudivara yininke ya fira kurugana mpili noukanguki woge kapi to u gazara ngamoomu va yi tumbura asi: “Ame kapi ngani vhuru kutjindja yikoverero yivike noyivike ... dogoro tani ya vareke kunuka.” Eyi kuna kutanta asi ukaro womuntu koyininke eyi yina kukakatare narunye ku ya kara asi eparu lyoge ku ya litjindja dogoro to ya mono yoyidona asi yiyo yoyiwa, ano yoyiwa asi yiyo yoyidona, mu ka pite eparu lyomuntu.

Simpe hena nsene o tara ruhatjango oru rwelimbururo to mono asi muna kara esingonono, etemwinino kumwe nomankondopeko.

Kugusa oyo peguru, kove li simpe vakandidate ava va kere nositangalimba sokulimburura epuro lina. Awo kwa vhulire kudimburura nombuyungofano mosireswa nye kapi va vhulire kuzeresisa yitjangwa yawo asi sitambo musinke ga kere naso muuyungi sokuruganesa mbuyungofano zongandi. Vakandidate vena awo kwa nowere mo mbuyungofano kumwe noku zi fwaturura eli lina kara asi kapi yilyo elimbururo.

Sihonena: ‘ntwedu kapi azi fu merombo-Muntu ono hepa kuhetekera ko.’ Epuro kwa va ndindilire va tumbure asi sitambo musinke ga siruganeserere sisewe esi mutjangi, kapi asi yisinke sina kutanta?

Ponhi tapa sikura muzaro gomalimburo hambara ngano ngomu va vhulire kugalimbura vakandidate  
(Below are the answers that guided the markers as expected from the candidates)

(a) Mutjangi kuna kulikida udona wedowo nosiponga sawo.

Yikaramo

- Kuronga nounonanona
- Kudana nehenduko maudigu.
- Mazedo govakwawo
- Kuligusa koyinka yeparulya nkenye ezuva.
- Ediro kurugana yuma monkarapamwe
- Elihamesero moyikwaepangwe
- Etupuko lyopokaruwo: mparukiso zohunga
- Etengwiro medowo apa ana kutumbura "Run Escape"
- Siponga sedowo keparu lyendi
- Hulilira: nkumbu zendi keparu lyendi siruwo oso age ngano "ana ndjewapara"

Mpi: Mutjangi kuna kukambadara kutuntura mbudi zendi.

- Sitambo, uhungami (ntudi kugusa ko ruhatjango rokhulilira), etongonono
- Eraka lyosiudinkantu, sih. kudowoka, kusika konomvura 14
- Esimwititi lyopahasikwamo

**Eraka lyenkondopeko siponga sedowo lyokudana.**

- Kutunda opo na varekere kudana, makura kapi na hageka kwa kakatera koudano (Eraka lyoyikwaepangwe: Ngwendi mfi)
- Kuhenduka/nokudonganisa po mutangu/eli kwa kere epeperero kehenduko. Lyoyinike yousili (kurugana yinike yopeke mevango lyeyi ya fira kurugana)
- Novili dokupita po 12 mezuva poyiha yonomvura 12 (Erugururo lyonomora kuna kupameka mbudi,
- Unene medowo lyoudano (kudana ngwendi mekero/mefuta)
- Kompyuta kwa kere ntjiantjima zeparu lyange (Kurugana yinike peke mevango lyeyi ya fira kurugana)
- Kwato eyi ya kwefe (kudana taku ku ninkisa o pire kuparuka nawa.)
- Kudana mutenya nomasiku (udano kumana siruwo)
- Ngani yi dana morupe ronzodi zosipahwira, (kurugana yinike peke mevango lyeyi ya fira kurugana.
- Ame ni dowokerere kudana
- Nkenye siruwo (Udano kumana siruwo)
- Kwato eyi ya kwefe (udano Kuninkisa o dire kurugana eyi ya fira kurugana
- Kuhenduka yirugana
- Kwaya tengwilire mo hena moudigu (ruhepo rokudira kundindira)
- Ame nkenye apa ngani gwire mekero eli (Udigu wokundindira)
- Kudana masiku nagenye dogoro monongura (udano kumana siruwo)
- Kutunda membo (kudana taku Kuninkisa o pire kuparuka nawa)
- Kusigilira epata lyange (kudana taku Kuninkisa o pire kuparuka nawa)
- Wa zonagura eparu lyange (Kudana ta kuninkisa o dire kuparuka nawa.

(b) Sinzi sovarongwa va vhulire kutjanga siuyungwa, ntani va si tjenge mouhunga. Ano po ve li vamwe va tjenge nye kwa si tjenge nomaruha gaso nagenye kutundilira ketwaromo, ntjiantjima, kumwe nehageso, ntani vamwe kapi va gazarere asi siuyungwa va si pa nonkango edi dokuvhuira kutjanga. Somulyo unene vakakandidate va hepa kukwam eyi lina kunangwira epuro ngamoomu siuyungwa kwa kara nomaruha gaso nye epuro kwa here rutu rwene-rwene.

Sinzi sovarongwa va kambadarere kulimbura epuro eli ntani hena va yi sikisire mo. Varongwa vamwe va kweme marawiro va tjenge siuyungwa, va ruganesere magano gomosireswa pokuganinka ga kare ngagawo. Va likidire nawa-nawa Udigu wokuvhura kuhoroka moudano ngamoomu: vakurona kuzumbanesa ehuguvaro movana vawo, morwa yokudana udano siruwo nasinye. Kudira kurugana yirugana yemembo rambangako neyi yokosure, kudira kupakera sinka ukanguki wawo ntani neruganeso epangwe ngo.ngo.

Simpe hena pana kara muzaro gononkango, kumwe nonombuyungofano dimwe depuko edi va ruganesa vakandidate ngamoomu:

Epuko	Uhunga
Gahanu-	kahanu
Siyegani-	sihegani
Kamanunu-	kaununu
Yipani-	nombunga
Kukenauka-	kukenyauka
Vhatere-	vaterere
Nkanko-	nkango
Kuwuyunga	kuuyunga
Mawudona-	maudona
Elizuwo-	elizuvho
Esankeko-	esanseko
Kuhuyunga-	kuuyunga
Nyamooge-	nyaamoge
Ngaamomu-	ngamoomu
Kulilimbura-	kulilimbura-limbura
Mwa hepa ku yi zogera-	Mwa hepa ku yi zogera
Kapi ngavawara-	kapi ngava kara nosinka
Ga tentesi-	ga tente asi
Ruwe-	rumwe
Edoho –	edowo
Compyuta-	Kompyuta
Kuhika-	kuyika
Kuyingira-	kuhingira
Kukowonona-	kukohonona
Munwasure-	Munasure
Sitanza -	Ruhatjango
Velise -	Ntando

***Yisewe yepuko va ruganesa:***

Uhezuvhu kapi ava u li mono epengi - Nkarapamwe kapi ava zi limono epengi.  
 Wa ha hokwa kunyanga nkenye utu ururu - Kora kunyanga nkenye utu ururu.  
 Nsonga nazo kupita monguho - esi sisewe mwato meraka  
 Sindongi kapi ava si sininke si nwe mema - esi sisewe mwato meraka  
 Sihetekera ga fire merombo - ntwe du kapi azi fire morombo

**3. POSTIVE SUGGESTIONS FOR THE TEACHERS AND TO ALL THOSE TASKED TO OVERSEE THE TEACHING AND MANAGEMENT OF THE SUBJECT (RUKWANGALI)**

Simwe sosinene varongi va rese nokutura moyirugana yitundwamo yomakonakonopita. Simwe sa nongonokwa kuna kara asi varongi kapi vana kuresa, ndi nampo kapi va kara nompito zokugwana dokumente zoyitudwamo yomakonakonopita yipo va gwane mbatero zomauzera ga gendera mo, ngamoomu asi yisinke oyo yina fire kuwapukurura ntani neyi nava ronga moomu ava yi rongo nanare.

- Varongi muhoverera va hepa vene kudiva nokukwata egano ngendeseso zomaditomporo mongendesorongo (Va gwane madeuro goparongo esi sirugana somberewa), unene sipepa 1
- Varongi va ronge varongwa vawo va vhure kudiva kukwata egano mapuro, ngamoomu asi momapuro kukara mo madinkango aga aga tantere vakandidate asi yisinke oyo vana ku tjanga ntani ngapi omu vana ku yi tjanga. Sihonena eli epuro lyo(a) kundindira vakandidate va kumburure keraka nomp, ndimbwiliso zi divikwe nye asi kapi azi lifana mwankenye epuro nani kukwama madinkango gana kara mepuro. Epuro kwa lifana morupe rompuliso unene pokuuyunga yonkumburura keraka nomp, nye edinkango tali gava mbyukiso asi kupi ko oku yinaku ka hamena oyo no kalimbura. Varongwa va varonge asi sihonena ava va pe kapi asi tanta asi nkenye epuro ngorooro ngava li limburura.
- Varongi va ronge varongwa va dive asi melimburo lyepuro (a) yisinke vana tamba nesingonono/sitwa (statement), etemwinino/umbangi (Quotation) ntani enkondopeko (Support).
- Varongi va ronge varongwa va dive asi ngapi nava vhura kuruganesa yitja yeraka eyi vana nongonona nokugusa mosireswa. Sitambo va si dive asi kapisi efwatururo lyayo nani nye omu yina ku guma metunturo sihorokwa songandi ngamoomu sina kupwaga komugavi gwaso.
- Varongi va ronge varongwa vawo va dive asi nombuyungofano neyi adi tanta yipo va di ruganesa mouhunga. Ndimbwiliso zovakandidate kuna kulikida asi kapi vana kara noudivi woyitja yeraka. Varongi va nyokere varongwa yokufwaturura nombuyungofano nsene vana di ruganesa momalimburo gawo.
- Varongi va ronge varongwa vawo va dive asi melimburo epuro lyo (a), kapi a yi kwama kounzi weyi ana tjanga nani nye komulyogoyo ana tumbura mositjangwa sendi.



- Varongi simpe va ronge ndongeraka ngamoomu ya fira ntjangeso zovarongwa kuna kulikida asi dimwe donompumbwe dovarongwa vetu simpe kuna kara udivi wondogeraka.
- Melimbururo epuro lyo (b) varongwa simpe va hepa kugwana erongo lyoudivi womu nava vhura kulilimburura. Narunye va dive eyi zina kuuyunga ntjimentjima zepuro sihonena: Tjanga ruha rwene-rwenero mbilive, ruha rwene-rwene rosiuyungwa “Eyi yina kutanta eyi yeyi asi mpili ngomu yitjangwa eyi ya kara nomaruha gokulisigasiga ngamoomu etwaromo, ntjimentjima (ruha rwene-rwene) kumwe negozo, vakandidate kuna kuvandindira va tjange yooyo vana va pura. Esi sinka sovarongi va yi ronge varongwa.
- Varongi simpe va kare nerongo lyeruganeso siruwo momakonakono yipo varongwa va dive asi ngapi omu nava vhura kuhangwira ruveze rwawo komapuro gokulisigasiga.
- Varongi va divise varongwa vawo asi kapi sina kara hepero mokutjangurura mapuro komeho va limburure, nomora zepuro yizo za fira kutjanga, makura murongwa a vareke kulimburura.
- Hulilira, edeuro lyovarongwa lya hepa kuhoroka nkenye ruveze, omu nava vhura kugwana yireswa nokutjanga yiviyauka yoyinzi yipo va pameke egenderero lyekwatogano.



## 1. GENERAL COMMENTS

In comparison with the 2023 paper to 2024 question paper 2, this year's paper seems to be moderate and fair just like the 2023 examination by looking at candidates' responses to questions. They are good and a variety of responses from candidates across the question, hence, the paper was fair.

Candidates need to ensure that they read a wide range of material from a diverse range of sources such as advertisement, brochure, leaflet, news stories, travel writing, diaries, essays, scripted speech, narrative writing, descriptive writing, discursive writing and argumentative writing.

Candidates are advised to consider the following as part of the planning stage: the purpose of the question they have chosen. They must consider the audiences and tone.

This year learners again did not pay attention to the keywords in each question before answering. Candidates are advised always to read and understand all the questions on the question paper to have a good topic to write about and be better prepared to answer question with great emphasis on what the question required as well as what the keywords are in the question.

There are still candidates who have problems with orthography, punctuation, spelling, vocabulary and grammatical structure, which must be taught thoroughly so that the ability to achieve the desired effect can be achieved.

Candidates have improved on the essay length submitted. However, there are a few candidates who wrote too long or short essays. Candidates should adhere to the guidance of 500 to 600 words and 250 to 300 words for two contrasting pieces. They should avoid writing less.

The instruction is clear and all candidates adhered to the instruction except one candidate who only answered one question from section A and did not answer any question from section B.

## 2. COMMENTS FOR SPECIFIC QUESTIONS

### Section A Imaginative writing (yitjangwa yelitungiro kafano) Kusingonona, kusimwitira

- 1 Ame kwa tere ostate, ntani tani vema mumbyange gomumati... tani gazadara, "ni va tantere nyaamwange ndi mubyange yige nava tantara". Tjanga esanseko omu namu hamena ntato ezi. Mositjangwa soge Tulisa po elizuvho lyelimbiliro kumwe netetuko.

This is the second topic question chosen by learners, about pregnant girls who struggle to disclose the fact to their father. Some tell stories about vandalism and crime toward the end of their essays they include in the statement given by the question. Varongwa va tjanga masanseko gokuhamena etanto lyomazimo, ezonaguro emona and maukorokotji gawo rambanga ko nepukururo mukurona ana dili kudwara nawa morwa eruganeso yikorwesa momudona. Kumwe noku hamesera mo ntanto ezi lya va pangera epuro. Some candidates did well by considering expression of feelings for fathers when hearing their story such as; angry, sad, happy... Varongwa vamwe va sikisire mo mpumbwe zepuro omu va tjanga mo malizuvho govaguhya apa va zuvhire nombudi donongwa nedi donondona ngwendi ehandu, eguwo ntani ehafo nomalizuvho peke.

Weaker candidates' essays never include a dialogue of fathers and their feelings about what they have heard. Varongwa wetompoko lyanaudumba pepuro eli kapi va hamesera mo vaguhya wovasimwitili. Matjangoto gawo kapi ga liza nontanto zositurwapo zepuro. "ni va tantere nyaamwange ndi mubyange yige nava tantara"

- 2 Tjanga ruha rwesingonono vana kutumbura: Murongi ogu ga ronga nge yoyinzi. Mositjangwa soge likida mo yikara yesingonono lyenene lyoukaro womurongi kumwe nomalizuvho goge.

This is a favourite question; many candidates answered it correctly by describing their favourite teachers. Few opted for their mother to be their good teachers. Outstanding essays express good teachers' characters such as hardworking, paying for their school fees, counselling their bad behaviour and poor performance, offering extra skills, motivators, humorous, kind or subject care giver. In the same essays, candidates expressed their excitement such as feeling happy to be at school, feeling sad when that teacher is not around, willing to choose teaching as a career to be like them in the future. Vatiangi

wovawa kwa singonona varongi vawo wovawa asi; kurugana unene, kwa va futira po kosure, kwa va pa eungomwenyo va sigiremo nomukarodona dawo negwaagwo, kwa va ronga udivi womonkarapamwe weparu, vakorangedi, va hafesi, mbili ntani kumoneka ufuuli. Varongwa va tuntura mo malizuvho gawo kuhamena varongi vawo ava va horowora, sihonena nawo va li zuvhe ngwendi va ka kare nomitili ndi vayefuou.

Weaker candidates misinterpreted the question to criticize their role model. Varongwa va dira kuzuvha epuro kw kuyauka momudona varongi vawo ava va hara sihonena “mitili a dwara nonkaku doku zahama ngwendi ta di morora, mitili gononsige mosipara, gokukehagura nsene kapi ana hafa ezuva olyo, age kuhanduka usimbu, nkenye apa nga tu sopora nsene kuna gu kakonakonogona”. Rulimbwiliso oru kاپisi ngano yiro va ndindilire mo movarongwa. Yiwa unene kuzuvha epuro murongwa ntani ana kuvareka kulimbukurura epuro.

- 3 Tjanga masingonono gavali gokulisiga (nonkango di sike ko-250–300 nkenye limwe) kuhamene yiruwu yivali yokulisiga mezuva noyireteswapo ya yo pevango lyongandi. Mesingonono lyankenye siruwu, ono hepa kutulisa po malisigo gokuzera momalizuvho.

This question was the poorest answered as only 8 candidates answered it. Strong candidates describe two different weather conditions such as winter day versus summer day, while some wrote about a party day compared to a farming day. They were able to state how the day affected them. Varongwa va hetekerako kepuro eli kwa tjanga tjanga yitjangwa eyi; Ezuva lyokufu ntani ezuva lyokwenye ano vamwe ezu va lyedjobwano sipito ntani ezuva lyoyitutudara yomomarugwa. Varongwa kwa va ndindilire hena ngano va ka tjange Ezuva lyomudumbi ntani Lyekundungu omu va vhulire kutuntura mazonauko nomawapeko gongandi neyi va lizuvhire vantu.

Weaker candidates wrote only one section of the essay instead of two. Some wrote a story that took place for three days. Varongwa va dira kutompora nawa mepuro eli kwa tjanga sitjangwa simwe tupu pevega lya yivali, vamwe esanseko lyomazuva ga tatu. Eyi kwa likida ediro kuzuvha ko kepuro noudivi omu ava li limburura.

- 4 Tjanga esanseko vana kutumbura: Ekavero mositata sosinene. Mositjangwa soge Tulisa po malizuvho geyi wa ndindilire neyi ya ka kutetukisire.

Second last favourite question of candidates, possibly by a few learners who are exposed to cities. Productive essays describe Windhoek and Johannesburg. Good descriptions were given such as streetlights, double storey houses, mega shops, multi roads, many cars, self-drive taxi, many staired hospitals with glass walls and flying aeroplanes. They were able to express what surprised them when seeing all those things. Varongwa va tjanga nawa kwa kwa tumbagura Noramba dokutema doropa mudima, matungo gokulirondanga, yitora yomutaro, matuwa gomanzi naga gokulisinga ga hana musingi, Nonzira domutaro dononzi, Sipangero sakaTutura, ntani etuko lyonondira dokugendera popepipepi.

Weaker candidates only told a story but did not disclose their expectations and surprises. Masanseko ga dilire kusikiliramo vatjangi va go kwa simwitira tupu kapi va tuntura mo eyi va ndindilire kukamona neyi ya va tetukisire ko kwa yooyo va mwene.

## **Ruha B kutjangerava vapurakeni (palitatanolimbiko/palitatanu)**

- 5 Ove kuna kuza o ka tunde mepondokwa. Tjanga artijeli o tambwire mo vanasure velima lyokukwama ko ezi zina kara nosiparatjangwa.” Eruganeso siruwu monaruwa meparu lyemepondokwa.” Mositjangwa soge, tulisa po elizuvho lyehuguvuvaro kume nonompito.

More candidates also prefer to answer this question, as the majority understood the question. Strong candidates wrote about the advantages of the hostel, the study opportunities of the facility, as they encourage others who need to be in the hostel. Varongwa wovanzi va li limburura eli epuro nawa, omu va dovaukisa vakwawo mauwa gemepondokwa ngwendi; mwato yitumagera yokomambo, kukara pepi nononkondwarongerero, noramba nteyinteyi, mema gomazera nokulyaalya ntani kulironga komasiku nokuligusa koyiruganadona ngwendi yokonombaha yipo va lironge unenen gava pite nawa.

Weaker candidates criticised the hostel, because of which it discouraged other learners from going in the hostel, whereby telling them the listed challenges; the hostel had thieves, not enough food and bad friends. Varongwa va pembuka epuro eli kwa tjanga udona ou wa kara momapondokwa, ya ngesi kwa tjilisa vakwawo va dire kuhafera kuzamo mepondiokwa ngamoomu; “widi wa kara mo, nzara, ukaume woudona.” Yininke ya ngesi ya li limba nepuro eli va va pulire eli lya demenene varongwa va huguvarese vakwawo kuhamena nompito edi da kara mepondokwa.

- 6 Saitunga kuna ku pwages artikeli vana kutumbura: *Varongi va va fute kukwama yitundwa mo ndi?* Artikeli kuna ku gava magano gokulisiga-siga kuhamena siparatjangwa. Tjanga artikeli. Mositjangwa soqe, tulisa po elizuvho lyomagano aga gana pama gana kukwatesa ko ndi gana kupatanesa siturwa po oso.

More candidates opted for this question; many understand this question. Those who wrote supportive essays, gave the following points: motivate the teachers, encourage lazy teachers to teach, financial help to buy more teaching aids. Every educator will be willing to work extra time on his own. Matjangototo gelitatano lye kwatesoko kwa horora magano gomawa ngaga: kukora genda vamitili va rugane unene, varongi woudwa tava gwana ko sihonena, vadameki kuronga kuvhura va li randere yirongeseso yoyinzi, urongi wosiruwo soku gweda ko kapi nau ka kara womusiniko, varongi vamwe kuuyungira varongwa vawo asi mpili va gwe nzambi zawo ngarooro nava zi gwana, vamitili vamwe ufaure wowina, ano ava vamwe kapi va diva kuronga. Good essays gave ideas of why teachers' salaries should be based on their performance such as: undisciplined candidates can cause higher failure rates; no teaching aids; students who have learning disabilities; teachers who lack sources of income can lead higher job quitting and teaching careers will be the last choices for higher education enrolment. Va pata esi wovawa kwa tjanga malimburo aga: edopo varongwa ku li retesa po uhezuvhu wovarongwa, ediro yirongeseso, nzambi zonunu kuvhura kutjida varongi mo yirugana, vasesu nava hara kulirongera umitili.

Candidates who misunderstood the question wrote about candidates to be paid based on their performance. Varongwa va dira kuzuvha epuro kwa tjanga kuhamena nonzambi dovarongwa kuhamena mutompo gwawo. Vamwe kapi va likida momulyo ge gwederero ndi ehoro nonzambi.

- 7 Tjangeri kosaitunga zosure zeni nombilive mbali dokulisiga (nonkango di sike pokatji ko-250–300 nkenye zimwe) mbilive zimwe zi uyunge asi epwizumuko lyosure lyere li kare pokufu, ano ezi zimwe zi uyungeasi li kare pokwenye. Mositjangwa soqe tulisa po elizuvho lyenene lyomagano gokulilimba ntani nonomukaro.

A reasonable number of candidates responded to these questions although the majority of essays were short. All candidates understood this question. Positive letters were evidence of this winter holiday letter, a few candidates became ill often, reported late to school, lack winter clothes, are cold during morning hours, or suffer from higher infection diseases. Nombilive dekwatesoko kwa gava magano ogo: Vanonagona ku va pitira mufu, ehuliliro, ufaure, nombindja kutupu, utenda wongurangura kudonganisa epurakeno, ntani nomukisi domukagu kugenda unene. Summer holiday letters revealed good ideas such as: bad smell in the classes, nosebleed cases, higher fatigue, higher use of water that raises government water bills or affect long distance walking learners. Nombilive depato lyopokwenye kwa tuntura magano gomawa ngangesi: mazazu kureta madumba mononkondwarongerero, uvera womukota, erarararo monkondwarongerero morwa udwaadwa, eruganeso unene mema, varongwa ava tundilire komambo kupya unene mutenya.

- 8 Ndango zodoropa momukunda gweni kuna hara kunkodopeka eruganusururo lyoyihando yomomambo. Tjanga sitjangwa sosipepapururo mokuzedagwira vantu va dive asi yihando kuvhura kuyiruganusurura va ruganese ko yininke hena yimwe yomulyo. Mosipepapururo soqe, tulisa po elizuvho lyeharo lyenene kumwe nehuguvaro melitjindjo.

A good number of candidates chose this question, the majority of who knew the right answers such as: selling old irons, reusing containers and carrying plastics bag, using bottles to build house wall or selling them. Vatangwa wovawa kwatjanga malimburo ngangesi: Erandesio yivera, epunguro mema moyindini, eruganusururo lyousimbiri woyiforokoto, ehonzo nonsako ngerwarwa, etungiso ko yikumba kononyirona, eumbaumbo nombara doyimhapira yokuwora ngava uminiseko ngo yitare, makende va ga tungise nonzugo ntani ku ga randesa.

Poor essays failed to tell the types of recycling methods and their benefits. Matjangototo gomutomo gomusesu kapi ga likida marupe geruganusururo yihando ntani mauwa aga ga Kara mo.

### 3 POSITIVE SUGGESTION TO TEACHERS

Teachers are recommended to encourage candidates to select the themes, so they have a notion of what to write rather than randomly choosing one that they do not fully grasp or about which they have no prior knowledge.

Teachers are encouraged to advise candidates to use idioms and proverbs. Eyi kuninkisa sitjangwa sendi sizuvhike nawa ndi asi sitovare aso hena sikare nomupupo geraka lina vana kuzahura pasikurona nomagano gokuzeruka.

**Teachers, please advise candidates to consider the following as part of the planning stage.**

1. Epuro oloyo ana horowora murongwa madinkango musinke gana kara mo.
2. Ogo madinkango aga li tulire nkenye eli lyelike, yipo a tameke kutunga magano kukwama edinkango oloyo.

Sihonena epuro lyauvali. Tjanga ruha rwesingonono vana kutumbura: murongi ogu ga ronga nge yoyinzi. Mositjangwa soge likida moyikara yesingonono lyenene lyoukaro womurongi kumwe nomalizuvho goge.

**Lisansununa nye epuro olyo, komadinkango oku nodemenena pokulimburura;**

- A. Kusingonona
- B. Murongi ga kuronga yoyinzi
- C. Ukaro womurongi
- D. Malizuvho goge

3. Rupe musinke rwepuro olyo ono kulimburura kusingona, kusimwitira, palitatanolimbiko ndi patatano. Instruct candidates on how to write variety of essays. Tudeureni varongwa momaruha nagenye gokulisiga-siga ya hama mo.
4. Apa ono kudimburura asi rupe musinke oru tameka nye kutunga mago goge morupe oro lina kukupura epuro ngosihonena mwina tuna gava.

Candidates should be given the marking grid or the syllabus so they can understand and know what is expected of them when responding to questions. Mulyo ku zi gwana yipo va tameke pwavene kuliomberesa kutjanga nokunomena asi apa ana kutjanga a dive na ge pwamene asi eyi nina tjanga kuna kara pedikwamo lyongandi.

- Eyi va hepa kuyivadeura neyi vana kutjanga moomu ya sikama; 1. Mutungo  
2. Edemeneno  
3. Ndunganesoraka  
4. Yidivisoereseso

Varongwa tuva deure mokutjanga kukwama mutungo ogu yipo neyi ana kulimburura yininke yendi yi li ze nawa ayo, yipo yi li ze momutungo gokuwapera

- Appropriate structures-----
- 1. Etwaromo
  - 2. Ntjima-ntjima
  - 3. Matukwiro
  - 4. Ehageso

Sihonena;

Etwaromo ----- nina hara nitameke ngesi...  
Ntjimantjima----- tani ka gweda ko ngesi...  
Simpe hena nina hara...  
Mokukapameka...  
Eyi kuna kara ngesi...  
Kugweda ko hena....

Ehageso----- mokukamanesa...  
Pokumanesa...  
Mokugoza kwanage...  
Nina hara kupameka ngesi asi...

Candidates should always be encouraged to use connection words consistently in their essays since they help connect ideas that are conveyed in various paragraphs.

Kugweda ko unene hena nononkangotwikakano.

Eraka lyene kamanakandongo turongeni nayinye ya kara meraka. Sihonena; nombuyungofano nadinge nayimwe yemeraka. Yiruwo nayo tu yidemenene morwa varongwa kuna kuva karera udigu pokulimburura yipo va dive asi mosiruwo musinke nava limburura epuro olyo.

**Candidates should avoid using inappropriate words listed below:**

satiyare  
Undota  
Nopeyi  
Mesere  
Tayirana  
Uluminate  
Disco  
Sekeretary  
Decoreta

Tjuna-tjuna  
Lata  
Kuware  
Kuzugumina moh anduke

**Some candidates struggled to spell the following words.**

Kuvura - kuvhura  
Vavure - vavhure  
Yiwawa - yiwaawa  
Momu tupu - moomu trupu  
Tona - toona  
Vetemema - vmete mema  
Kuvika - kuvhika



## 1. GENERAL COMMENTS

The overall performance of candidates has improved in this examinations paper 1. Even though there were some candidates who could not answer some questions as expected, most of them were able to answer all the questions well. It was observed that most of the candidates opted for question 3 as their second choice apart from question 1 which is a compulsory question. However, there were also a few candidates who made an attempt to answer question 2.

There were some candidates who did not do well in question 1 (a), and being that it is a compulsory question that each candidate has to answer it has affected their performance. Candidates misinterpreted the question and could not show a clear understanding of the content to analyze the ideas of the author accordingly. Moreover, there were still some candidates who could not show some skills of being able to identify the language and style from the context. Candidates were just listing, phrasing and explaining word to word and or copying the original text.

There was an average performance in question 1(b) as most of the candidates displayed some understanding of the questions and were able to interpret the question correctly as well as apply their knowledge accordingly. However, there were still a few candidates who could not show some understanding by relating to the correct language and style of the original text in their answers. Furthermore, candidates lack some knowledge on how to write this piece of writing.

Question 2 was only opted for by a few candidates and it was not performed well as the candidates only managed to answer question (a), while some made an attempt on question (b) or could not answer it at all. Candidates who opted for this question lost more marks as they failed to write the email.

As for question 3, the majority of the candidates opted for it because it was popular. There was a good performance by most of the candidates who answered this part of the question whereby they were able to comment on the language as well as the style that was used in the context.

As for question (b), a good understanding by the candidates was observed. Most of the candidates were able to apply the language and style for the intended task correctly.

## 2. COMMENTS ON SPECIFIC QUESTIONS

- 1 (a) Mukukarashil ipuro lino lyapamutininiko, shingi shavashongwa kavakambadara hasha nakurughana nawa omo kavavhuru kutuntura ukonentu nalikwatoghano lyavo kuukalimo washitjangwa rambangako nalighano lyamutjangi. Vashongwa valimbwilire nawa omo va vbulire kunongononamo liraka narupe ovyo a rughanita mo mutjangi atunture maghano ghendi Shimpinka vavo vavbulire kunegheda liyuvhokolyavo munaruwa ntani nka vafwaturulire nawa mbudi. Nampili ngoli shimpe mpovali mo vashongwa vavasheshu ovo va kaliroshi kapi vaneghedire likwatoghano lyaukalimo washitjangwa, omo vyavagcopilire mukunongonona liraka narupe ovyo arughanita mutjangi ntani kapi vavbulire kumanguruka vafwaturure ashi weni omo vina gumu vateghereli. Vavo kapi vavbulire kunegheda rupe limbwilito rwakuwaper, ano mulivango lyavino, vavo kwadamagbulire tupu kehe yino nkango nakudifwatururanga tupu mukayinatja.

Vashongwa kwavatatilire vahamitire mo muvitjangwa vyavo kuhamena kwavino, enengoli kapishi ngo malibururo pentjagho ogho vakataterera vashongi kuvashongwa.

Lipuro 1

- (a) mulipuro lino vashongwa kwavapulire vakumburureko omo aruhanita mutjangi liraka narupe mukutapako maghano ghendi ashi weni mwakuvhura kudina ugara.

### Uyivi nalikwatoghano

Maghano ghamutjangi kunakara ashi:

- Ugara mpo wakar angoli una hepa kuudina
- Ugara unahepa kuunegheda murupe rwakuwaper

### Uwa

- Upa shirugho ukutire
- Kupompeka maghanoghoye
- Ghamba ovyo una kughayara

### Nakurughanenk umwe

- Kudina likuyuvho lyoye
- Kara unakutura
- Rughana naundunge

### Udona

- Kuyunina
- Kutundapo ukayende
- Kughamba naugara
- Kurenkitamuhorwa ghoye a ghambe
- Kutjilila
- Kukurenkitashi unakutapa
- Kupangera ukaro wamuntu peke

(b) Shingi shavashongwa vakambadalire hashu mukulimbura lipuro lino omo vavapulire vatjange ntjangwatumwa mukupako muholi wavo maghano ashi weni mwakuvhura kudina ugara mposhi va koshononepo dimutangu navaghunyendi palivango lyavirughana vyavo. Shingi shavo vavhulire kurughanita maghano ghamushitjangwa munkango danaghumwavo vapukurure vaholi vavo ashi ndi weni mwakudina dimutangu. Nampili ndi ngoli shimpe mpovali mo vashongwa vamwe ovo shimpe va diliro kukara nauyivi wakukulita maghano ghamutjangi panaghumwavo. Vavo shimpe kwatjangurulire mbudi yamushitjangwa hana kurughanako likutjindjo lyangandi. Vashongwa vamwe shimpe mwato uyivi ashi weni mwakulimbura lipuro lino. Mulivango lyakutjanga tupu ntjimatjima yambudi vavo kutjanga muyaro wantjangwatumwa kutamekera kuaderesi ovyo vyakaroshi kapishi hepero kuvitjangako.

- 2 (a) Lipuro lino kapi valilimbura shingi shavashongwa, ano ovo valilimbura kapi va rughanine nawa ntani shingi shavo kapi nka vavhulire kulimbura munaruwa.

Vashongwa kwavapulire vakumbura kuliraka narupe oro arughanita mutjangi mukunegheda likutjindjo lyalinene lyalikuyuvho.

Kamudjumo kavashongwa ovo va tovoroliro lipuro lino kapi vaneghedire manongontjo ghakunongonona mo vineghedo vyaliraka narupe kovyo vavapulire, ntani nka kapi vavhulire kukumbura mwamunene kulighano lyamutjangi. Vavo shinpe kwadamaghuire tupu kehe yino nkango makura kuyifwaturura litanto lyayo.

Ano kulipuro lya(b) vashongwa kwavapulire omo vakara shi mbimbi wapamundinda wendi ogho anakukhamitira mumarumbatano ghaviyimbura omo atjangeri ko unyendi yimeyili kumeho akakuhamitire mumarumbatano ghanya a tape ko maghano ghendi.

Vashongwa vamwe kapi va gumineko kulipuro lino, vavasheshu tupu mbo valimbura ko tupu ukahe ntani nka mbudi yamadu-madu tupu. Kwamonikireshi vashongwa kapi vakalire nauyivi wakuhamena shitjangwa shayimeyili.

Vino mbyo vitwa ovyo vavhura vashongwa kukahamitira mumalimbura ghavo, enengoli kapishi ngo malimbura pentjagho ogho vakatateri vashongi kuvashongwa.

### Uyivi walikwatoghano

Likutjindjo lyalikuyuvho anegheda mutjangi kunakara:

- Kunyanyuka kadidi
- Kushetekerako kukara nawa
- Uye kurara nawa
- Kunyanyukanga waro
- Maghayadaro muruyendo
- Pamuhovo kwakuhuguvalire
- Aghayarashi John Doe munankore wamuwa
- A kombanitire lihuguvaro lyendi (avhuruka ovyo vyamupitiro mukutompura)
- Akutinini lihuguvaro



- 3 (a) Lipuro lino shingi shavashonga kwaliliburulire. Vashongwa kwavapulire vakumburure ko kurupe naliraka lyamutjangi olyo arughanita mukunegheda ashi weni nkondo dalidovo lyamaudano lyakalire muliparu lyendi mudima.

Shivaro shavashongwa shakuyeruka osho shalimburuliro lipuro lino va ruhanine nawa morwa mbudi kwayuvhikire undambo kuvashongwa, kutantashi vishorokwa ovyo vayuvhanga nakugwanekera navyo munkarapamwe. Vashonga vavhulire kukwata lighano lyamutjangi ntani nka va vhulire kunegheda ukonentu wavo kumwe nalikwatoghano kushitjanga shino. Vavo va vhulire kudimburura nawa vineghedo vyaliraka kumwe nakuvifwaturura nka munaruwa.

Vino vinakakwamoko mbyo vitwa ovyo vakavhura vashongwa kuhamitira mumalimburo ghavo. Ghano kapishi ngo malimburo pentjagho oghe vakataterera vashongi kuvashongwa.

#### Uyivi walikwatoghano

Mutjangi ana shana kunegheda udona walidovo ntani narunyando rwendi.

- Kukuhamitiramo nawanuke-wanuke
- Kuta wera ndjo ndjira yakushenduka maudito
- Lishongauro lyavaholi
- Kukupa muliparu lyakeheyuva
- Nakuvhurashi kukuhamitira munkarapame
- Kutwarekeda muvikiwalipangwe
- Kuwera nka opo ayatwenyine mukurwendi wamumati "Run Escape"
- Viyititapo vyalidovo muliparu lyendi.
- Ngoya: nkumbu yendi kwevi vyaliparu lyendi okuno uye kunakudidimika.
- 

- (b) Lipuro lino nalyo shi vashongwa valiliburulire nawa omo va vhulire kutapa shighamba ngamushongi kuvashongwa kuhamena kumaudito ghakuvhura kushoroka nangeshi kuta wera wapakompyuta. Nampili momo shimpe mwamonayikire shivashongwa vamwe shipe va neghedire rupe rwakudira kuwapera omo shimpe vatjangire kutundilira kulitwaromo (omo va morolire kumwe nakukutongonona nakutapa nka mpandu kuruvade), shimpe va vhulire kurughanita maghano ghamushivarura omo vaghakulitire va tape mbudi munkango danaumwavo. Shingi shavo va nongononinemo maudito oghe kumwe nakuhakenita nawa mbudi yavo kuvateghereli.

### 3. POSITIVE SUGGESTIONS TO TEACHERS

- Vashongi vana wapere kuvapandura kulikuturomo lyavo mukudeghura nakuwapaika vashongwa mposhi vavhure kukalimbura lipuropepa lino mumakonakono ghakuuhura wamwaka.
- Vashonga kunakavashungida shankondonkondo mukarughanita mapuropepa ghamakonakonopita omo vakavhura kadeghura vashongwa mwakulimbura makurupuro namapuroghona ghamulipuropepa lino. Vashongi vanahepa kurughanita vitundwamo vyavakoreki vyalikonakonopita vivavaterere mukudeghura vashongwa.
- Vashongi vanahepa kudeghura vashongwa navirughana vyaviyingi mwakulimbura lipuropepa lino.
- Vashongi vanahepa kudeghura vashongwa va yive lirakadjuni kumwe nantjangito yakuwapera. Vashongi vana hepa kushonga vashongwa ashi vinke vanakuvataterera mulipuropepa lino. Vana hepa kuvashonga shikolitito mposhi vakare nauyivi kuhamenako.
- Vashongi va degure vashongwa mwakutjanga vitjangwafupi, kumwe namuyaro wakuwapera kulipuro lino.
- Vashongwa vana hepa uyivi lishantjo kumwe nalitungo ntanto mvhongwa nka naviyivitovaru.
- Vashongi va degure vashongwa mukutjanga muyaro wankango dakuwapera kukehel ipuro.
- Vashongi va tape virughana vyaviyingi mukudeghura vashongwa vavhure kalimbura kumapuro mumarupe ghakukushuva-shuva, ntani mwakurughanita maghano ghamushivarura munkango danaumwavo.

**Nkango dalipuko odo varughanitire vashongwa****-nkango dauhunga**

1. Tjokoro-tjokoro	-tjoko-tjoko
2. Vavura	-vavhura
3. Ghugara	-ugar
4. Nampindi	-nampirindi
5. Kuvura	-kuvhura
6. Dokoro	-dogoro
7. Tereranga	-teghereranga
8. Kufaura	-kudumwa
9. Woye	-ghoye
10. Vi vura	-vi vhura
11. Lidoho	-lidovo
12. Kuyowana	-kuyoghana
13. Ruwana	-rughana
14. Kutoona	-kutoghona
15. Shayeka	-shagheka
16. Mukonda ghuye	-mukondashi ghuye
17. Mbyovho shi	-mbyovyoshi
18. Kushinina	-kushuwenena
19. Nkene	-ntjene
20. Mpindi	-nampirindi
21. Kuyowana	-kuyghana
22. Mara	-enengoli
23. Kuhovha	-kuhova
24. Wiye	-ghuye
25. Shikanditwe	-shikandwite
26. Kuvura	-kuvhura
27. Owo	-ogho
28. Vagholi	-vaholi
29. Varuwani	-varughani

## 1. GENERAL COMMENTS

The overall performance in Rumanyo (NSSCAS) paper 2, examination was satisfactory. Majority of candidates wrote based on the questions and they displayed understanding of the task as expected. Very few wrote shorter pieces or longer pieces of writing with few facts and supporting ideas. Some candidates did not pay attention to the guiding points or words, as a result some only answered part of the questions.

- Idioms expressions and proverbs were wrongly used by some candidates.
- Some candidates started their sentences with conjunctions and punctuation marks were not used in their writing. (vakandidate vamwe kutameka ntanto davo ndi matetoghano ghavo nankango nungo.
- Candidates used too many quotes that do not correspond or relate to the topic at hand.
- Some candidates failed to write all parts of an essay, speech, letter or an articles.

## 2. COMMENTS ON SPECIFIC QUESTIONS/NKUMBU KWAKEHE SHIPARATJANGWA

- 1 Too many candidates opted for this question. Some answered it exceptionally well while others answered it poorly, as they did not include this sentence "I must tell him myself or my little brother will do it". As expected by the question.
  - Vashongwa vamwe kwatjangire tupu va hana kahamitira montanto yino yakaliro mulipuro "...ani ghayara ni va tantere naumwende ndi kwavirughana muunyande wamumati."
  - Some candidates wrote a descriptive essay instead of a narrative one. ( Vashongwa vamwe kwatjangire ntjangwatimwitira yakushingonona mulivango lyayavitimwitira.
  - Vashongwa kwava taterelire va totepo shitimwitira makura vaka hamitiremo ntanto oyo va tapire kulipuro" Ni va tantere naumwende ndi kwavi rughana muunyande wamumati.
  - Ntando kuvhura yivareke, yikare mukatji ndi kuuhura, kehe kuno nawa tupu, ntjene tupushi mpoyilimo mushitimwitira.
- 2 Majority of candidates opted for this question and they described their teachers very well but failed to create a detailed sense of person and emotion.
  - (Vashongwa vavangi va upiro lipuro lino enegoli kapi va vhulire kunegheda ashi vinke va kushongerako kuukaro, rudwatito ndi kuvirughana vyamitiri oghe.
  - Vashongwa kwatjangire shitimwitira shavitimwitira mulivango lyakushingonona.
  - Vashongwa vamwe kwashuvire mitiri nko ka tjanga vawina ndi vashe, lipuro kwashanine ashi vashongwa va tjange mitiri wamunkondwshongeroro.
  - Some candidates concentrated on the physical look of the teacher instead of the lessons he/she learned from that specific teacher.
  - Vashongwa kwava taterelire vaka tjange kuhamena mitiri oghe ava shongo mashongo ghongandi, vikareshi ukaro wendi, rudwatito ndi rushongito rwendi, vana hepa kukenita nawa-nawa, ashi vinke vali shongerako.
- 3 Only four candidates opted for this question and they answered it poorly.
  - Some wrote one piece of writing instead of two contrasting pieces between **250 – 300 words each**. (Vashongwa vamwe kwatjangire shitimwitira shalishingonono shimwe tupu mulivango lyakutjanga viviri vyamwara **nkango 250 – 300** mwashimwe.)
  - Some candidates misinterpreted the question and could not describe a clear contrast mood. (vashongwa vamwe kapi va yuvhire lipuro, kapi va vhulire katotapo likushughe lyakukena lyashirughe, Liyuva ndi viri.)
- 4 Many candidates opted for this question, some performed well.
  - Some candidates only answered one part of a question. E.g. the candidate will only address the surprises living out the expectations. (Vashongwa vamwe ovo va ghupiro lipuro lino kwalimburulire tupu ruha rumwe tupu rwalipuro. Yira kulimburura ovyo vyamu tetukitiro nko kushuva vitatererwa.
  - Vashongwa vamwe va repitire unene vyamuruyendo, kuyatika munkurumbara matetoghano maviri tupu ghana limbururo lipuro.
  - Vashongwa vamwe kutimwitira vyamuruyendo tupu kuyatika munkurumbara shitimwitira nko kupwa, ngoli lipuro lyalyo kuna pura vyamunkurumbara.

- Vashongwa vamwe kwashuvire nkurumbara yetu nko katimwitira Dubai, Tokyo, Portugal nadimwe ovyo va pilire kutikitamo.

**5** Quite a number of candidates answered this question and many did not do well.

- Candidates were expected to write on how to use time wisely in the hostel but they wrote the importance of education instead. (Vakandida kwava taterelire va tjange ashi weni mwakurughanita ruvede mulipata lyashure nawa vavo ava tjanga kuhamena kumulyo wamakushongo.
- Vamwe kwatjangire kuhamena veta dashure ndi dokulipata.
- Vashongwa ovo va u piro lipuro lino kapi va rughanine nawa kuva shetakanita novo va upiro lipuro lyokuhova.

**6** Few candidates opted for this question and some of them misinterpreted the question.

- Some wrote that teachers should be paid based on the learner's attitudes instead of their own performance. (Vavangi kapi va yuvhire lipuro, ava tjanga vamtiri vava futange kutwara kukukaro wavanuke mulivango lyavitundwamo vyashishongwa shendi.)
- Ovo va shete kiliroko konda yimwe tupu va tapiri. ("vava futange kutwara muvi tundwamo vyavo walye kuva kuturamo").
- This question expected learners to write a balanced point of view. (lipuro lino kwatatelilire vashongwa vaka gume nakutje ashi morwa vinke vava futira kutwara muvitundwamo vyavo ntani morwa vinke vipilira kuwapa ntjeneshi vamtiri ava va futu kukwama muvitundwamo vyavo.)

**7** Very few candidates opted for this question, some performed well while others performed poorly.

- Some candidates could not support why the longest holiday should be in winter or summer. (Vashongwa vavangi kapi va vhulire kapopera maghano ghavo ashi morwa vinke lipwiyumuko lyolire po likarera pakufu ndi pakwenye.
- Vovangi kwatapire konda yimwe tupu muvitjangwa navintje viviri "Lihamba lyalimanawe nalihamba lyopashipapa.
- Vashongwa kwatjangire tupu ukalimo washitjangwa pentjagho, mbalikito, vimo nangoya ne kwato.
- Vashongwa ovo va upiro lipuro lino, Vitjangwa vifupi ngundu va tjangire makura Kapi va popelire vitjangwa vyavo. Candidates who opted for this question, wrote shorter pieces of writing without supporting idea.

**8** Fewer candidates opted for this question and many misunderstood the question as a result, they did not do well in this question. (Vashongwa vavasheshu tupu va vhuliro kaupa lipuro lino, shingi shavo kapi va liyuvhire nawa.)

- Vamwe kwatjangire mulyo wavitaura mudoropa mulivango lyomulyo ghokutendurura vihando.
- Vashongwa kapi va vhulire katjokeda vavaruli yira momo vyawapera kuhamena litendururo lyavihando.
- Vashongwa vamwe kwamonikire ashi kapi va kara nouyivi kuhamena kutendurura vihando.

### **3. POSITIVE SUGGESTIONS TO TEACHERS**

- Teachers should encourage candidates to read and understand the questions before attempting to answer and stick to what is being asked. Vashongi va nangwirange vashongwa vavarurange nakuyuvha lipuro kumeho yakulimburura ntani kudeghemena kwambyovyo vana pura.
- Discourage candidates from writing something that does not answer the question.
- Teachers to train candidates on how to create a situation when writing a narrative essay.
- Train candidates on how and when to use conjunctions in paragraphs or sentences.
- Vashongi vaka deure vashongwa mwakutjanga ntjangwatimwitira yalishingonono ntani artikeli lipuro lyoutato.
- Teachers to train learners on how to identify and write for a specific group of people. (Vashongi vashonge vanuke mwakudimburura vakalipo/ vavaruli ntani weni omo va tjangera mbunga yavantu vangandi.)
- **Teachers to place more emphasis on how to write two contrasting pieces of writing, question 3 and 7.** (Vashongwa vakadeure unene vashongwa mwakulimburura lipuro 3 na 7 lyavitjangwa viviri.

## 1. GENERAL COMMENTS

- Examiners should prioritize providing candidates with more focused training on the specific skills required for this paper, particularly in the areas of analysis and language effects.
- This training should emphasize:
- Identifying and analyzing language features: Candidates should be explicitly taught to identify a range of language features, provide specific examples and explain how these features contribute to the overall meaning and effect of the text.
- Understanding authorial intent: Candidates should be guided to understand and articulate the author's viewpoint and how it is conveyed through the use of language and style.
- Engaging critically with the text: Candidates should be encouraged to move beyond simply summarizing the text and instead engage with it critically, analyzing its deeper meanings and implications.
- Currently, many candidates tend to simply reproduce information from the passages without sufficient attention to the language and stylistic choices employed by the author.
- Furthermore, examiners should actively encourage candidates to write within the required length limits.

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

### POTSO 1 (a)

Kitso le go tlhaloganya

Puo le setaele

#### Setaele

Tlhakatlhanyo ya ditaele

fepha / o fenyha ka mogopolo mme ole botsalano

e simolola jaaka thuto

#### Puo

E e seng ka fa tlwaelong

Wena.../ bone

Ditaelo (akanya go mmolelela)

#### Puo e e bohithla

Go mo tswalela puo – go se buisane le motho yo mongwe

Go gakatsa molelo – go senyega

Go thubanya ditswalo – go dira modumo ka setswalo

Go roroma – go tenega

#### Puo e e senang kgakololo

Maikutlo a boteng a botsalano ga a tshwanela go kaya...

Isa mogopolo go sele

gakologelwa

### POTSO 2 (b)

- Baithuti ba ne ba na le kitso ya se ba kwalang ka sone kitso e utlwala e sedimosa e na le maikaelelo, popego le mabaka a a maleba Ka jalo baithuti ba kgone go bona maduo a a siameng
- Baithuti bangwe ba ne ba sa simolole ka aterese a tsena fela mo dikgannyeng

### POTSO 3 (a)

#### Setaele

Botshepegi, nnete

Puo ya batho ba ba nnye, sekai gokagane, tshwara 14

Setaele sa kanelo se se gokaganeng

#### Puo e e gatelelang thata tlwaelo e e tseneletseng ya motshameko

Go tswa ka nako e ke simolotseng ke ne ke gokagane (puo ya diritibatsi)  
Botshelo jwa me (gatelela botlhokwa)  
Tshameka motshegare le bosigo (motshameko o jang nako)  
Ke tsweletse e motshameko nako le nako  
Ke ne ke wela gape mo lehuting  
Bosigo jotlhe go fitlhela makuku

### **POTSO 3 (b)**

- Baithutiba ne ba bontsha fa ba tlhoalogantse tema sentle, ba na le kitso e e tseneletseng.
- Baithuti bangwe ba lekile go dirisa diane le fa ba ne ba sa di dirise sentle sekai “ngwana yo o sa utlweng molao wa batsadi o ka utlwa wa manong eseng o ka jewa ke manong

### **3. POSITIVE COMMENTS TO TEACHER**

- Increase exposure to diverse passages: Provide candidates with a wider range of passages to analyze, allowing them to identify and discuss the author’s language choices and stylistic techniques.
- Emphasize language analysis: Focus instruction on identifying and analyzing key language features, such as figurative language, tone and style and how these elements contribute to the overall meaning and effect of the text.
- Reinforce writing conventions: Continuously emphasize the importance of proper punctuation, spelling and orthography across all writing tasks.
- Provide clear guidance on specific genres: Regularly review the expected format and conventions for different writing genres, such as newspaper articles, diary entries and letters.

## 1 GENERAL COMMENTS

- Even if there were 8 topics for the candidates to choose amongst them the candidates opted to select the same topic from section A which is question 2 descriptive piece. A teacher who taught me a lot and from section B question 5 "Making the most of hostel life".
- The candidates seem to be comfortable with the day by day topics not to challenge the other topics
- The examiner should emphasise to the candidates to always use the idioms in their continuous writing, go natetsha puo.
- The examiner should emphasise to the candidates to be calm and to read the topics with understanding not to misinterpret the topic as it will count on them because of writing about the wrong topic. Such as this topic Morutabana yo oneng a nthuta tota, some candidates wrote Morutabana yo oneng a nthata tota, those two words nthuta and nthata if you read it too fast you can make a mistake because it differs only with the vowel u and a. The nthuta in the question paper means "taught" the nthata means "loves".
- The examiner should teach the candidates not to repeat themselves, teach them to follow with the topic to attract the reader.
- The candidates still use wrong words in their sentences such as:

### Correct

osa maikutlo  
mabakeng  
karabo tse o di fositseng  
tshwanetse  
badirammogo  
motho o sele  
otla re jelanala

### Incorrect

usamaikutlo  
mabaka  
karabo tse ke di falotseng  
tswanetse  
badimmogo  
motho o mosele  
o tla tiile gore jela nala

## 2. COMMENTS ON INDIVIDUAL QUESTIONS

Since the candidates selected the same topics the comments will just be based on that topic.

### SECTION A

#### Question 1

Although none of the candidates selected this question, it demanded that candidates construct a narrative where an unexpected event or action created fear and anxiety, culminating in the protagonist informing their father. This should have resulted in a heightened sense of tension leading up to the revelation and a clear depiction of the father's reaction. Possible outcomes included the father's anger, a more measured response or perhaps a dismissive attitude with a warning against repeating the action.

#### Question 2

Morutabana yo o nthuta thata

Baithuti ba kwadile tlhomo ba lebisitse dintlha tsa bone thata fela mo phaposing ka fa morutabana a ba thusang ka tiro gae ya bone ka gone ba tshwanetse ba ntsha mabaka gore maikemisetso a go nthuta jana ke ka gore o batla go mpona ke le motho setshabeng ka moso mo morafeng wa rona. E se fela gore o nthutile Setswana mo phaposing.

Ke ne ke solofetse go utlwa ba bua ka tsa ngwao mo tlhomo ya bone gore thuto e bae rutiwa ke morutabana e ba ruta thata le ka ngwao ya bone. Ga ba tlhakane le merafe e sele ba sa itse gore ba itshware jang ka go tlotla ngwao ya bone. Le gore mo isagong fa e setse ele bomme le borre ba neye bana ba bone melao e ntse jang, dilo di tshwana le botsetse, dijo tsa Setswana, moaparo wa Setswana, manyalo baithuti ba ne ba tshwanetse go bolela ka dilo di tshwana le tse go shupa fa ba ithuta thata mo morutabaneng wa bone.

#### Question 3

The question required candidates to select two specific times within a single day and explore how the weather, events, or other factors influenced the atmosphere of a particular place. They were expected to create a vivid description of opposing moods – for example, the vibrant energy of a bustling morning market contrasted with the serene tranquility

of the same location at dusk. The contrast in mood was expected to be a central element of their descriptive writing.

#### **Question 4**

This question expected the candidate to describe their arrival in the big city, focusing on their sensory experiences such as sights, sounds and smell. It should also include detailing their initial impressions, observations of the cityscape, encounters with people and their lifestyles and experiences with the city's unique features – its architecture, transportation and overall atmosphere. Candidates were expected to compare their initial expectations of the city with their actual findings.

### **SECTION B**

#### **Question 5**

“Botlhokwa jwa botshelo jwa hostele

Baithuti ba arabile sentle e ne ena le kgogedi o bona gore ba bua ka selo se se ba diragalelang kwa hostele

Baithuti ba tshwanetse go bua ka maitsholo le maitseo fa o setse ole mo hostele ka gore batsadi ba gago ga ba sa tlhola ba nna le wena o tshwanetse wa nna le maikarabelo ka botshelo jwa gago o le esi, o itse gore wa go kopana le baithuti ba merafe e sele, o ithute go rarabolola mathata le bankana ba gago ka maikutlo a a fodileng.

Diane ditshwana le tse di latelang di ka dirisiwa go natetsha puo a) lore le ojwa le sa le metswi, gobane motsadi go go isa kwa hostele o go sogela thaloganyo wa go tlaletsa, b) mpha mpha ya lapisa motho o kgonwa ke sa gagwe, ose nele go tlhola o kopile o itse go somarele se e leng sa gago o itse gore ga gona yo o tla go se fang ka nako e o e batlang,

c) Dilo tsa bana ba mpa ga di tsenwe baithuti, ba tshwanetse go itse gore bangwe ba baithuti batla le bomogoloe kgotsa nake tsa bone fa gongwe go diragala gore ba lwane ko hostele wena o le tsala ya ga mang kapa mang ga wa tshwanela go tlhotlheletsa molelo fa gare ga batho ba, o ba agisanye ka gore fa lo tswa ka hostele o mongwe le yo mongwe o leba kwa ga mmaagwe.

Diane ke tse dintsi go natetsha puo ke go direla sekai fela go bula baithuti ditlhaloganyo.

#### **Question 6**

This question expected the candidates to write an article to argue whether teachers should be paid base on their learners performance. It expected the candidates to give different thoughtful views on the topic by arguing for and against the topic in the same composition.

#### **Question 7**

This question expected the candidates were to maintain a consistent level of argumentation and evidence throughout in both letters. The question expected the candidates to present compelling arguments supported by strong evidence in both letters.

#### **Question 8**

The question required candidates to write a persuasive piece that effectively communicated the value of recycling, generated enthusiasm for recycling initiatives and ultimately convinced the audience to embrace a change in their recycling habits.

### **3. POSITIVE SUGGESTIONS TO THE TEACHERS**

- The examiner should encourage the candidates to use idioms in their topics.
- The examiner should encourage the candidates to read through their work after finishing to correct unnecessary mistakes.
- Morutabana a rotloetse baithuti go kwala ba seka ba tshaba go kwala fa nako e ba letlelela.
- Diphoso e ne ese tse dikalo kalo is just vocabulary is still lacking.



## GENERAL COMMENTS

- Candidates' work improved in terms of length, especially for (a) questions, however, others wrote very long pieces which led them not to finish their paper.
- Most candidates struggled to rearrange their points when answering the (a) question, hence, the idea of text analysis should be fully developed among the candidates.
- Most candidates misinterpreted question 2(b). Instead of focusing on a new topic of music as per question requirement, they answered using the same scenario of a karate player.
- Other observations on learners' work were in the (b) questions. The requirement was, they should respond using the main parts of i.e. speech, letter or e-mail. Candidates did not understand the term as most of them included the introduction and the conclusion which are not part of the answer.
- Some candidates did very well in identifying the language features from the text. Unfortunately, they were not able to attach the meaning according to the author's point of view.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Question 1 (a)

Most candidates answered it very well, however, they were challenged by the resolution part included in the question; some used their own ideas on resolutions which were not in line with the author's views.

### Question 1 (b)

Some candidates were able to give advice to a friend using the author's ideas and views which were convincing. The obstacle observed was that candidates did not understand the instruction of the main part. They wrote their report with the introduction and even the conclusion which was not according to the question.

### Question 2 (a)

Very few candidates chose this question, however, the authors' ideas and feelings were misinterpreted as sentences and phrases were collected without a proper cohesion and coherence of sentences to show understanding of the text.

### Question 2 (b)

From the few candidates who chose to answer this question, this question 2 (b) in particular proved challenging for candidates. They did not know that a scenario changed from a karate competition to music, therefore their e-mail focused again on karate not music. Meanwhile the ideas from the text were to be used in the answer for the second scenario.

### Question 3 (a)

This question was chosen by most candidates, It was well presented by most candidates even though others could not realize that the author is also the main character of the story. Therefore, the ideas used were not that of the first person.

### Question 3 (b)

Most candidates answered a speech very well as only the structure was followed fully instead of focusing on the main part only, according to the question. Other candidates used their own ideas to explain the soccer game or netball. instead of staying in line with the text which was about computer games.

## POSITIVE SUGGESTIONS TO TEACHERS

- Teachers should adhere to the facts of the text analysis: the authors' view, language features and the style used by the author to convey his point of view. These aspects are to be considered constantly in daily teaching for learners to be able to master them.
- It is true that there is no length in terms of number of words given for questions (a); however, teachers are advised to encourage candidates to minimize their response to accommodate the other questions that still need to be covered in the stipulated time of the examination.
- Teachers should help candidates understand the issue of (b) questions which requires a response to be done only as a part not the whole thing (main part of something) a letter, speech or report, Candidates must pay specific attention to what the question wants and leave the rest.
- The emphasis should be put on how to cite and quote from the text used which are major parts in the text analysis questions.
- Candidates should be taught how to re-use the ideas from the text without resorting to copy and paste.

## GENERAL COMMENTS

The question paper was of the same standard compared to 2023. The question paper had two questions that seemed challenging to the candidates. The language usage and orthography for most of the candidates were better compared to last year. Most of the candidates managed to incorporate idiomatic expression in their pieces of writing.

## COMMENTS ON INDIVIDUAL QUESTIONS

### Kalulo ya A: Kuñola kakuikupulela {Imaginative writing}

Puzo 1 Natalima kubondate, mihape nakeukela kumunyanaaka--- nahupula," niswanela kubabulelela namuñi kapa munyanaaka. Ukaeza cwalo" Ñola likande lelinani pulelo yeo. Hauze uñola ubupe maikuto akusuha ni kukomoka.

Most Candidates who selected this question did well. However, a few did not score more marks because they did not understand the question clearly.

The weaker candidates were unable to understand the question, they had less focus and they were not fully consistent. The examiner wanted the candidate to create a mood of tension and surprise.

Puzo 2 Ñola likande lakutalusa lelili: ticele yanilutile zeñata. Hauze uñola ubupe kakutala maikuto ahae abuntu atezi, ni mayemo ahaa kuyena.

- Stronger candidates were able to respond to the instructions of the question. They used an imaginative approach to show creativity in their piece of writing. They could describe the kind of teacher who taught them well.
- Weaker candidates could only generalize their ideas without focusing on the question but the examiner wanted the candidates to create a detailed sense of a person and emotions.

Puzo 3 Ñola makande amabeli akutalusa ili ashutana (manzwi amwahala 250 – 300 manzwi yeñwi ni yeñwi) kuamana ni linako zepeli zalizazi zecincana ni sesiezahala fasibaka seo. Kakutalusa nako yeñwi ni yeñwi, uswanela kubupa maikuto autwahala ni ashelana.

- This question seemed to be a bit challenging on the part of contrasting as most candidates did not describe the two different times of the day, but rather one part of the story and lacked experience on the effects of time on a different place.
- Weaker candidates could not differentiate between different times of the day and their effect on a particular place, but the examiner wanted the candidates to describe different times of the day and their effects on a particular place.

Puzo 4 Ñola likande lelili: kuesha mwamuleneñituna. Hauze uñola ubupe maikuto a seo naakaleza ni sesikukomokisize.

- Almost 30% of the candidates selected this question and they did well by showing their understanding of the question.
- Stronger candidates demonstrated a clear understanding and presented a thoughtful approach to the question.
- Weaker candidates could only drift in and out of focus at all times.
- The examiner wanted the candidates to create a feeling of expectation and surprise.

### KALULO YA B: KUÑOLELA BATEELEZI (WRITNG FOR AUDIENCE)

Puzo 5 Uze usiya sibaka sahao samaino asikolo. Ñola timana kuamuhela baituti basilimo sesitaha fatoho: kuezha bupilo bobuipitezi bwamaino asikolo. Hauze uñola ubupe zibo yasusumezo ni sibaka.

- Most of the candidates who chose this question have shown their understanding of the benefit of being in the school hostel.
- Stronger candidates could provide strong and honest ideas, as they could use their own experience regarding the importance of being in the school hostel.
- Stronger candidates could use imaginative ideas to engage the audience in their own writing.
- Weaker candidates could only criticise the idea of staying in the school hostel but the examiner wanted the candidates to create a sense of optimism and opportunity.

Puzo 6 Mutende uhatisa timana yeli: kikuli maticele bafiwe lituwelo kakuya kalinepo zebatisa? Timana ihatisa maikuto ashelana kuamana nitoho yataba. Nola timana, haunze uñola ubupe zibo ya muhupulo wo yemela kappa kulwanisana ni taba.

- Stronger candidates attempted to answer this question as they have demonstrated a clear understanding of the style and purpose of the task. They could present on thoughtful approach to the task by engaging the interest of the reader.
- Weaker candidates did not understand the question as they could only criticise the teachers who are not performing well and they drifted in and out of focus all the time. The examiner wanted the candidates to create a sense of a thoughtful and balanced point of view.

Puzo 7 Nola mañolo ashelana kwamagazini yasikolo (manzwi amwahala 250 – 300 manzwi leliñwi ni leliñwi) liñolo leliñwi lihanyeze kuli pumulo yetuna yasikolo iswanela kuba mwamaliha haili leliñwi lona kuli iswanela kuba mwambumbi. Haunze uñola ubupe zibo yetiile yamaikuto alwanisana ni buineelo.

- This question became a challenge to candidates as most of them who chose it struggled to respond accordingly. They could not understand the difference between winter and summer holiday. Weaker candidates could not give clear points and supportive ideas.
- Stronger candidates have shown a clear understanding of the style and purpose of the task. The examiner wanted the candidates to create a sense of strongly opposing views and attitudes.

Puzo 8 Katengo katolopo mwasilalo sahao babata kukeza kuitusisa hape malabishi azwelela mwamandu. Nola timana yakañolonyana kukolwisa batu kuhupula kutokomela kalika zebayumba. Mwakañolonyana kahao, bupa zibo yasusumezo kwasicaba kuli bazibe kuli malabishi akona kufetulwa lika zeñwi hape.

- Only a few candidates, about 5% attempted to answer this question, and most of those who chose it, struggled to respond accordingly. Most of them could only focus on their own personal ideas.
- Stronger candidates could give a part of a leaflet on how to increase the recycling of household rubbish, but mostly performed poorly.
- The examiner wanted the candidates to create a sense of enthusiasm and belief in change.

#### **POSITIVE SUGGESTIONS TO TEACHERS**

- Teachers are encouraged to teach the syllabus and complete it on time so that time can be created for revision and all skills must be taught.
- Teachers are encouraged to provide many activities in order to train the candidates on how to interpret questions in paper 2
- The structure of an essay must be taught to the candidates which are: narrative, descriptive and argumentative.
- Speech writing, newspaper article, diary entry and letters must be taught to prepare the candidates for formal examinations.
- The use of punctuations, orthography 3 and spelling must be focused on continuously.



## KEY MESSAGES

First and foremost, it is vital for candidates to be fully aware of what this paper assesses, from the objective that it is the candidate's ability to read with understanding to produce a coherent analysis of a range of text types. Using this background, it is important for a candidate to practise by reading various texts with understanding before the examination. Let there be enough analysis of those texts read. Most importantly, candidates should comment on the linguistic features and structural set up of the texts as they practise throughout the semester. Candidates should then comment by relating to the function, context of text and the intention of the author. The intention could be arrived at by making inferences, implications, summing up and or coming to a conclusion on the author's intention in the text, which will provide the purpose of it or the meaning of the message communicated. It is called knowledge and understanding of the text. It should then be supported by relevant language features from the text at all times. This language is to show how it strengthens content or the message of the author.

What is important yet again, is for the candidate to establish the following when writing: what he/she understood in the text, realises and recognises why the author wrote the text the way it was written. How the structure and form (paragraphing, sentences length and punctuation) support the message of the text to be understood better. Finally, candidates should then say if the text was persuading, entertaining or arousing an interest in the reader. In this part, a candidate should know that it is not so much of a choice that can be ignored, it is to simply go with the follow and notice how persuasion has been achieved on the polemic question (question 1), as it is always about the author's point of view on something. Question 2 or 3 is about how entertaining it was or how interesting it was, so questions are about how it appears to the author.

Secondly, they are two questions on each text, 1a-b for question 1, 2a-b for question 2 and 3 a-b for question 3. Candidates should know question 1a and b is compulsory. Candidate can only choose between 2a and b or on 3a and b. Another point worth noting is, (a) questions are for commenting on language and style of the author, not to write the author used idioms, proverbs, figure of expression, hyperbole, personifications, numbers, similes and metaphors to communicate his/her message. It is not good enough. The candidates should be aware that they have to demonstrate their knowledge and understanding of the passages first. Before they analyse the language or notice the relevant language features/devices that helped the author convey his/her message, it is important that content, meaning and ideas of the text are shared. Then, they should find exact language from the text used by the author to support the meaning the candidates have come up with.

For (a) questions, it is wise not simply to make observation of language features which is very important but to list them only. The candidates should say what they understood the author meant with such language. It should as be made clear the level of effectiveness achieved with such choice of language. Another strong point is the fact that question 1 and 2 or 3 are chosen. You simply have agreed with those texts. For example, question 1 (a) is polemic, so all a candidate needs to do is to say what the text is all about, what the author meant with it and to find the language in the text that supports those claims. The same is true for the narrative or descriptive questions of 2 or 3 (a) too.

A strong suggestion on this part question is for candidates to avoid commenting on the first, second and third person, the form of the passage (sentences and paragraphs) and the use of punctuation unless they are sure of the author's intention for those. It is not good enough to mention, the author used 'the first person, short sentence and full-stops well.' The question is what did the author achieve with those?

(b) Questions are for basing the language closely to that in a passage in a different scenario. Re-use of some phrases in the passage is possible in some instances but should not be copied and pasted. Rephrase it and make it fit the context of the question at hand, when it is relevant. The task should sound like the language and style in the passage to show that one understands. These questions should be read assiduously as they require that you identify the key demands of the question and how the language should sound like in the new scenario. An example of this is a politician answering Gbowee... which means, you should disagree with her at this point, if she used listing in her persuasion, you do the same as you disagree, if it was in a friendly or formal manner you do the same too.

## GENERAL COMMENTS

Most candidates answered question 1 and 3. Most of those who understood the passages expressed themselves fairly well. There was an evident level of clear detail and accurate understanding in 1b and 3a-b compared to 1a, 2a –b.

There were relatively few cases of responses to the questions which were not answered fully. When these occurred, it was most often towards the last question, perhaps time was short, although it may also have been because of excessive

writing on (a) questions (2-3 full pages) which is mostly unnecessary as some of the comments were irrelevant to the task or lacked proper textual backing.

There was success in identifying a language feature but it not so good on commenting on the language in Thimbukushu (a) questions. To repeat, let there be language commentary. One way to do so, is to say if the author is being successful in the message being communicated and what is implied or inferred with references of the language from the passage to support the inference. In other words, the candidates should say what they think the authors meant and how they meant it by referring to the language in the text. There was also a tendency to write too many words on all questions. It is okay with the (a) questions but not up to 3 pages full with repeated language feature and meaning.

- Copying ('lifting') of material to answer the entire question was one of the reasons for marks not being awarded in (b) questions. However, most candidates did not draw a line of the demand of the b questions. Some candidates also wrote too many words, on(b) questions especially a whole page or page and half for 120 -150 words? Some became over creative and reworded the same things. A reminder also is for the candidate to know exactly what is the task to be written (letter, speech, email...), the audience (who it is being written for, a friend, mom, a community without water...) and what it is about (to inform about conflicts, different emotions or the danger of gaming). All these have to be known by the candidate.

## COMMENT ON THE SPECIFIC QUESTIONS

### Question 1

This is a compulsory question. Most candidates did not do well on this part question because of the (a) question, as candidates simply identified the language features and stopped there. It was a requirement for them to understand the passage which was about the importance of managing anger in relationships, particularly the romantic ones. ... question (b) was fairly okay.

- (a) The question was "comment on the way the author uses language and style to convey her views on how anger should be managed." Most candidates understood the language feature, the correct relevant ones even, however, it could have been more effective had it been accompanied by why the author uses it and how it was used to illustrate the message of the text. An example of what was commonly observed, **"the author uses figurative language is 'silent treatment, slamming the door' to show anger management."** This is not enough. The candidate should at least write; **in expression of anger the author writes, people 'slam doors, give silent treatment to others,' which by itself is not a solution but rather may end up exacerbating the matter.** The meaning is there together with language analysis. That is what the candidates were expected to do to score well.

An example of a possible response in Thimbukushu:

*Thitamenedhi thoruhuthitho kukatjangwa koAnger Management kaKathleen Smith*

*Mutjangi ghana rughanitha pakupakerera ndimi dhofumwa nodhohundambo, mukutapa memaneno ghendi edi ghokutakamitha ghupata. Ndimi dhohudambo dhina bubuka yira; "Owe, yowe ..." noyidhimwe pakutamarara ghuneya ghundambo. "Kwipure ghothinda, rundurure yitokomena yoye," dhodhimwe ndimi dhohundambo nokunegha yikutwayera nonungathano kopakatji kamutjangi kwamuteghereri oyu ghana shanena kukoneka ghupata wendi.*

Aye ghana tameka pakuretapo nungathano namutoyi, pakunongononanga eshi, "ghupata ne yikuyuva yakehe munu mukaye kokahe." Mengerokeromo ghoyitemununa yaMark Twain kumatamekero eshi, "ghupata ngeshi kughumina kukona ghukumwatukere ..." Kuna kwata ghutanaritha mutara ghothikuyonga. Pakurughanitha kehe yithinganyekera yoghupata "kukunwatuka," mutjangi ghana tareka kare thiponga thokwiyapo ngeshi munu mbadi ghana kuthotera ghupata wendi.

*Shime karo, Mutjangi ghana tapa maghano ngo edi ghokutakamitha ghupata muruhakitho pakughamba yino, "Shimbe koruvedhe rokakuhedhumunu ghukakuture, ghurongeka yighayara yoye nowateketa ngambi ghukuporerithe mboo," eyi yoya hokokanga kwamutoyi ene mutjangi ghayitaghura ghuneya yokureghera; eyi yina bubuka yira yakukuyonga.*

Aye ghana dhundeka "pakukutura ghukoneka yighayara yoye nombadi kuyapitha nokukutawitha yombanga." Oyi kunegha eshi munu wakudimuka ghothinda. Shimekaro mutjangi kuna kuneya vene eshi, mbadi dhina mudhini tokotoko, "pakukara ghukuru nokukoneka ghukaro waghumweya ene ghuna kutura." Eyi kukunegha "pakukoka muñu ghuhethere, nokukwipura thinda," mukukandanapo yihokoka yokatjova.

*Pakutapa yikumonena yopamundinda wendi mutjangi, yira "ghupata thingi thoruvedhe, kutakamitha ghupata ..." eyi ghana rughanitha mukahukuruka yina neghedha madhundekero nothiponga ngeshimbadi ghuna kukoneka ghupata munu. Yoyishi yikara yira, "kugcangera makungu, kughupya" kukona kakunegha nokukona "kathita" ngeshi mbadi wakukoneka. Yoyishi ghupata ne "yikuyuva vene." Mutjangi shime ghana tapa komuhingo dhokushuturapo ghupata pakughamba nofumwa endi kunegha fumwa,*



*“dhokuyeyura nungathano noghukaro” mwene pototji nokukumbera thiraro pawangu.” Eyi kaningitha keho eshi, “yikuyuva mbadi yikudhine; ghudhire kutokoterera thikuma thineghedhitho eshi kuna kukoneka ghuputa ghoye.*

*Dighanoko ne, mutjangi ghana rughanitha ndimi noghufudhi mwene pakutapa ghukenu “noghundondoro ghomudyo” kukutokota. Thishwi thoghupata” kughungura ñore, kuvundurukitha thihaghuto thoye” thina bubuka thikuma nothina yakambudhi dhokuthotera ghupata. Eyi yina kaneghe mayarekero mwene nomapathwerero ghoyokutenda pakutokota naghoye.*

- (b) The question was ‘a friend asks you for advice. S/he has frequent conflicts with colleagues in the office. Write a letter to suggest how s/he can manage anger in order to handle conflicts. Most candidates answered this question fairly well. A few missed the perimeter of the question, which was, at a work place. The advice should not be to couples or just an ordinary friend but strictly to a friend working in office who has conflicts with others there. There was also a few who misunderstood it to be that the friend is a boss who has a misunderstanding with the subordinate. This aspect of determining demands of the questions should be emphasised. The limit of words is 120-150. This should be targeted but not exceeded unnecessarily especially with irrelevant information by candidates. The need to produce a writing piece was still observed, which made most writing include unwanted information to the question.

An example of a possible response in Thimbukushu:

*Thiraro Thikarepo  
Dimbangutume 10  
Divundu  
13 Katutu 2024*

*KwaTukushere*

*Mushere, nga niyuvu eshi mbadi muna kukuyuva nawarughani hayendhoye mumberegho. Nidiko notughano tokitha thiraro nokututhapo ndwa pakatjikenу payirughana.*

*Nitange nokutakamitha ghupata ghoye, mbadi kokatjimaghana kuyirughana, thikumapo mumamberegho mohengi hanu. Thoghuwadi mushere, diya disheve dyetu ghovororeko pakuhutha hayendhoye pamwe mbadi hayitwaghera hamwe.*

*Thimwe ne ghedha ghupata pakugcangeranga makungu, kwichuka pakuhutha, ene kukara vene mboo, kate muna kutura keho mwaheya ne momushano mashutwero. Ghakare thinga thoye, mbadi yoyiya shi yonganitanga.*

*Vuruke karo eshi wathineneka kushutura wangu maghukukutu, taterere kate mwahe mwawadika. Muyighambe yipwe, wawaghayarapo maghana ghukatamba maghoyero ghoyighayara yoghumbumba. Watenda endi kughmba keheyino shoyikaningithe muyendhoye ghakuyuve thihonyi payirughana. Mbadi mboyimupwa wangu.*

*Nakudimuka kushivana koye ene kuyirughana ko, yimwe yikupitere. Mushere, tangoshi kate popo. Wa kwiye ngoyovike twa kuthirika thatate thokurikanyitha myaka 60.*

*Ghoye*

*Thiraro*

## Question 2

5% of candidates chose this question and did not do well on it on both the (a) and (b) question, probably, because, the text was about creating a sense of suspense and anticipation, while also exploring the issues of self-doubt, perseverance or the power of dedication. The fear and hopes of the protagonist as well as his aspirations and hard work or the importance of believing in oneself.

- (a) The demand of the question was to find the author’s intention by **commenting on the way the author uses language and style to convey extreme changes of feelings.** The expectations were used by the author to manipulate the emotions of the readers. Some candidates just commented on the form like full-stops were used, paragraphs were used with no reasons as to what effect they had which seemed like they shied away from understanding giving them fewer marks. The fluctuation of the emotions could not be fully and properly grasped by the few candidates who chose the question.

An example of a possible response in Thimbukushu:

2 (a) *Ruhuthitho kukatjanga kaG. Hector*

*Mutjangi ghana rughanitha thiwana ndimi dhokubura noghufudhi ghokuroghera mukutapa yikuyura yokukutjindjatjindja yamupepishokuru, "na thinene kire yighayara yoyiyi; yighayara yishitaterera; nakuvurukithire nothinda." Oyi yoyimwe yorukutjindjitho royighayara ghana kunegha mutjangi mukareta yitaterera noyindhenderera mwamunu.*

*Matamekero ghoyishamberera noyitaterera kuna ghatapa ghukughora, notughambaghana yira, "tutathi totumbiru toyishamberera twa tathagukire payirama yange ghuthiku ghuya." Ngambikemo, "apa yanengenine yomapa," ndimi dhamutjangi kuna kudhitanaritha nokukara dhamungwangu dhiyake kureta thishwi popepi yira, "Kwathinenekire," no "kushuturapo." Mukushwayitha thishwi thoyikuyuva. Mutjangi karo ghana koko mayedhekeritho ghoyighayara yoyiyi, "kuthiyoka tho kuvoshera mumaghano ghashigindi, ghutuyaghura ghukaro wange ghokukutura," ghudhundeke shime muthinda ghomumaghano ghamupepi edi ghana kukurwitha thinda.*

*Makutjakero ghopakatji, "kokukutura nomabwakatero ghomanyinga," yina kuneyi pakurughanitha mañandorughana yira "gha yenderere nokureta kughunu." Ghufudhi noghundondoro wamutjangi ghokunegha thishwi kenge pano shi "kamanakandongo gha ka hura ko, maghuru ghendi yira mushoro nomutjima wange bwaka," yina tawedherea mashingwereno ghoghukara, yitenda noyikuywa yamupepi thiwana, oyi yina reta matwetwe.*

*Makutamangero ghendi thinda mupepishokuru kuna ghatapa kupitera muyigamba yoyifupi, yokutjinaghuka kehe diyuwa, kwetha, kehe runguro, ha ninyoheka, deghura ...* Eyi kuna kudhundeke mungwangu ghoyihokoka yokukutjaka, yoyiwa noyoyiyi eyi yakarire mumaghano ghendi.

*Apa ghana kuwana ghutjima mupepishokuru, "na kudeghurire, kehe ..." ndimi dhendi dhina thighukera kughutanavu, yina kuneyi shimwe pakughambanga, "na kuroghithere, na kuroghithere kupitakena." Ghuneya yikuyuva yokukutjokedha nokwitha makurupero mumwendi pamundinda.*

*Ngambikenge ghakudhekere munyathi wendi "John Doe," "pakunyangwa" aye gha "shwenine yighayara yoyiyi no ghakondjire kuyishinga yighayara yapo ngambi kenge yamukukuterire." Oyi yina kunegha yighayara yomakokamakoka ghokunongonona eshi munyathi ghatwetha ene nokukugcava eshi yamupetha pahurwi.*

*Mwathothi mutjangi ghadi pirukupiruku pakughambanga yikuyuva yamupepishokuru "yokukendhumuka maghano, kughayara yoghushemwa, kukara nomakurupero nokukondja kushinga." Yoyiheywa yino kuna kureta ghukaro ghokuthotera yighayara yendi yina kukutjindja "paghuhura."*

- (b) This question was not answered well by candidates. The question was: 'A young musician plays solo in an important concert. On the evening before the concert s/he writes an email to a friend, sharing his/her thoughts. Write the main part of the email.' Candidate could not understand that one person is performing alone and is experiencing all sorts of emotions. These emotions should be shared before the event. This perimeter needed to be established and adhered too. They just write how they enjoyed the concert which was not supposed to be the case. Word limit was mainly the main issue; candidates should stick to 120 to 150 words. This can happen by following the instruction of the either, the introduction, the main part or conclusion of the task being required.

An example of a possible in Thimbukushu:

To: [kuyema@gmail.com](mailto:kuyema@gmail.com)  
From: [muthiye@gmail.com](mailto:muthiye@gmail.com)  
Subject: *Thirika thomudyo*

*KwaKuyema*

*Mushere, mutjima wange kuna kuyumbaghuka, mbadi shonidimuke eshi yishamberera ndi yikudhekera kudiyuwa di dina nitamba dyopeghundha. Name nombimbi hewa kuKavango Trade Fair oyu ghakutameka peghundha.*

*Meshi nga hetha mathurungu ghomusika muNamibia, naGazza po, ghayare mushere, nikudhekere ndi, nishamberere ndi, tjani vene. Ngwa mbadi naghakemba thiwana mushere. Ene ca wate, nahafa, yiya wanitongwerangire kuna kukumamo keho eshi nikukurupere vene. Dive wangu hakaniyive, nakuroghithera yivike yihatu, mutenya nothitengeyuwa yodiyuwa dino. Ngambi kenge bukubuku, yame kaneghedha. Owa hanu ne mbadi yame vene haka tokomena peghundha kuya.*



*Yakona kanitomboka, nakona kayuveka, name yira Gazza mwahewa wetu, endi ngepi mushere? Yighayara ne kuna kukuvoshera keho mumutwi pano. Ene yiwawa nayo, hasha mbo tuna fufuruka kutunda pano.*

*Mushere, kate nimane ghomengi, wakuna nitateko sha, yoyina nitamba me. Nihuthere apa showane mbudhi dhino pawangu.*

*Ghoye ghodirura  
Muthiye*

### Question 3

About 95% chose this question and it is the question in which most candidates did extremely well. The passage was about a personal account of a person's struggle with gaming addiction. The author describes the escape the gaming gave the person from difficult life circumstances, which led to a destructive pattern of behaviour which negatively impacted his relationships, career, and well-being. It further highlights the addictive nature of gaming and the serious negative consequences thereof. It is a sign of seeking help from addiction.

- (a) The question was, '**comment on the way the author uses language and style to convey how powerful gaming addiction has been throughout his life.**' Most candidates understand the exact need of this question and answered it fairly well about what gaming problems were and how the author meant to communicate with them. The emphasis on addiction, the relapses and inability to function in the society and daily isolation were some of the shared ideas by candidates, which was the right support of knowledge and understanding of the passage, but was also backed by the right language analysis to show understanding.

An example of the possible response in Thimbukushu:

*Ruhuthitho kuthitoya thopaindaneti*

*Mutjangi ghana rughanitha ndimi dhokububura thiwana nodiywi dyopamundinda wendi mukutapa ngcamu dhishokuru dhokudovoka kuwera/yipepa, eshi, "kutundapa ghatangire gha kakaterire, aye ghomlosrokire yipara yoshemwa..." Eyi yina koko nokuyenga edi dina pitura didovo dyoyipepa edi dina mwipitha. Aye ghana shingonona eshi, "ngepi edi ghoyamwombithire yipepaghura kuyipara yoghushemwa." Eyi shime yaningithire ghayandherere yoyihey, paruvdhe ruya yakukutire yipara. Ame wendi eshi yipepa yoyakarire "ndjima dhoyipara yange." Mukudhundeka edi dina kumwipitha didovo dyowera.*

*Ame wamutjangi shime eshi, "mbadiko kare yimwe yakarire mudyu," madhundekero karo edi dyamwingenine didovo dyoyipepa yowera mumaghano ghendi noyikaritha endi yitenda yendi. Aye "kwapepire ghuthiku nomutenya," Ghishwi thokuneghedha eshi mbadiko karo yimwe nga tendanga nokuthotera shimengwa, "kombyuta ghowera vene pithendi ti."*

*Ghushemwa wamutjangi ghuna shwegha nunu thikuma ghoyithimwa endi yikumonena yendi, "na vatire yitere yototy yivike, mbadiko kukudhekera ghukanguki, noka manana temba, yepithire ghuparo wange." Yoyihey yino kuna kunegha eshi didovo dyowera ne, "kukona kukushaghekitha kutenda yomudyu, kukona ghuyongare mukaye nokupira thitambo mwene."*

*Aye ghana tapa yihokoka yoyingi yokukwendi pakughamba edi nga "pumbuyukanga yoyishi mbadi gha karire noghukanguki kehe ghuno." Eyi ghana kutenda mutjangi ne kuna kureta, kufaneka thiperende thothishwi edi dyayipitha didovo dyoyipepa yowera yipara yamunu "pakugcubukeramo" nokaretapo yinu yoyimango "yokepitha yipara yange."*

*Mutjangi kuna rughanitha ndimi dhodhire, dhokutamarara, "na shaghekire kuthotera yirughana yange, na tangire kunyetuka kuyirughana," Mukashwaghitha ghushemwa wene-wene gothithimwethwedha thendi. Pakudhira kurughanitha yighamba yishare nomañando ghomakukutu, aye ghana tapa yihokoka yomudyu edi, "gha werere" mudidovo dyowera nokutoperera, "didhiko dyendi" pamurandu ghokupepa ghuthiku nomutenya. Yihokoka kukona kukunonga noyi yokukona kumuhokokera mutoyi oyu ghapitamo naye mughuparo ghokemo "didovo noyipepa" nokukona keho yimuyake.*

- (b) Most candidates who opted for this question did well. The question was: "a teacher is giving a speech to a group of students about the potential dangers of gaming. Write the main part of speech. The question also required the reuse of the phrases from the passage in the speech. Although there was obvious lifting and copying directly from the passage, the majority used the language from the text appropriately to meet the demands of the question. Again, a reminder on the words limit, which is 120 to 150 words on this task.

An example of a possible response in Thimbukushu:

*Yiponga yoyipepa yopakombyuta.*

*Hahongwa muniyuve karo thiwana, yiponga yoyipepa yokumbyuta yingi. Thokutangerera, mukashure kukona kadovaka nokuncokoka ghuyikarere vene yodigho ti, diyuwa dyodiheya. Ka hurera ne shure karumbwangerera pamurandu ghokupepa ghuthiku nomutenya.*

*Pamweya, hanuke hamweya mbadi wakategherera keho yokughamba twamamitiri, rambangako yokughamba hakuru kumaghumbo yoyishi mumutwi ne shimengwa yipepa vene yopakombyuta pithayo. Dimuke eshi hakuru kutwama, pakuhokoka kemo hana kukutoperera keho ghukwimanene. Eyi keho yaka kara eshi yidya mbadiko we, yivata mbadiko we, wira keho ghukanguki nagho rotarota shime ghuna kupumbuyuka murora mbadiko, ghokukuyoyitha nokuyogha yitere. Yipara ne muthiponga keho.*

*Ngesh shi mbadi ghuna katakamitha noyipepa yopakombyuta, kahurerera ne mbadi keho wakukona kukushinga ghothinda ghushagheke, kughutho ghomayuwa kakwera, shure mbadiko, hakuru hapita, hanoye katoperera. Yishawingiwingi yiponga.*

*Mutakamithe, kuna kukura, mutepureko atwe twamamitiri, hakuru wenu nomikunda papenu tuna ghugcapa.*

1 (a) Ruhuthitho kukatjangwa koAnger Management kaKathleen Smith

Mutjangi ghana rughanitha pakupakerera ndimi dhofumwa nodhohundambo, mukutapa memaneno ghendi edi ghokutakamitha ghupata. Ndimi dhohudambo dhina bubuka yira; “Owe, yowe ...” noyimwe pakutamarara ghuneya ghundambo. “Kwipure ghothinda, rundurure yitokomena yoye,” dhodhimwe ndimi dhohundambo nokunegha yikutwayera nonungathano kopakatji kamutjangi kwamuteghereri oyu ghana shanena kukoneka ghupata wendi.

Aye; ghana Tameka pakureta nungathano namutoyi, pakunongononga eshi, “ghupata ne yikuyuva yakehe munu mukaye kokahe.” Mengenekero ghoyitemununa yaMark Twain kumatamekero eshi, “ghupata ngeshi kughumina kukona ghukumwatukere ...” Kuna kwata ghutanaritha mutara ghothikuyonga. Pakurughanitha kehe yithinganyekera yoghupata “kukumwatuka,” mutjangi ghana tareka kare thiponga thokwiyo ngeshi munu mbadi ghana kuthotera ghupata wendi.

Shime karo, Mutjangi ghana tapa maghano ngo edi ghokutakamitha ghupata muruhakitho pakughamba yino, “Shimbe ko ruvedhe rokakuhedhumunu ghukakutere, ghurongeka yighara yoye nowateketa ngambi ghukuporerithe mboo,” eyi yoya hokokanga kwamutoyi ene mutjangi ghayitaghura ghuneya yokuroghera; eyi yina bubuka yira yakukuyonga.

Aye ghana dhundeka “pakukutera ghukoneka yighayara yoye nombadi kuyapitha nokukutawitha yombango.” Oyi kunegha eshi munu wakudimuka ghothinda. Shime karo mutjangi kuna kuneya vene eshi, mbadi dhina mudhini tokotoko, “pakukara ghukuru nokukoneka ghukaro waghumweya ene ghuna kutura.” Eyi kukunegha “pakukoka muñu ghuhethere, nokukwipura thinda,” mukukandanapo yihokoka yokatjova.

Pakutapa yikumonena yopamundinda wendi mutjangi, yira “ghupata thingi thoruvde, kutakamitha ghupata ...” eyi ghana rughanitha mukahukuruka yina neghedha madhundekero nothiponga ngeshi mbadi ghuna kukoneka ghupata munu. Yoyishi yakara yira “kugcangera makungu, kughupya” kukona kakunegha nokukona “kathita” ngeshi mbadi wakukoneka. Yoyishi ghupata ne “yikuyuva vene.”

Mutjangi shime ghana tapa ko muhingo dhokushuturapo ghupata pakughamba nofumwa endi kunegha fumwa “dhokuyeyura nungathano noghukaro” mwene pototji nokukumbura thiraro pawangu.” Eyi kaningitha keho eshi “yikuyuva mbadi yikudhine; ghudhire kutokoterera thikuma thineghedhitho eshi kuna kukoneka ghupata ghoye.

Dighanoko ne, mutjangi ghana rughanitha ndimi noghufudhi mwene pakutapa ghukenu “noghundondoro ghomudyo” kukutokota. Thishwi thoghupata” kughungura ñore, kuyundurukitha thihaghuto thoye” thina bubuka thikuma nothina yaka mbudhi dhokuthotera ghupata. Eyi yina kanegha mayavekero mwene nomapathwerero ghoyokutenda pakutokota naghoye.

2 (a) Ruhuthitho kukatjangwa kaG. Hector

Mutjangi ghana rughanitha thiwana ndimi dhokububura noghufudhi ghokuroghera mukutapa yikuyara yokukutjindjatjindja yamupepishokuru, “na thinenekire yighayara yoyishi; yighayara yishitaterera; nakuvurukithire nothinda.” Oyi yoyimwe yorukutjindjitho royighayara ghana kunegha mutjangi mukareta yitaterera noyindhenderera mwamuri.

Matamekero ghoyishamberera noyitaterera kuna ghatapa ghukughora, notughambaghana yira, “tutathi totumbiru toyishamberera twa tathaghukire payirama yange ghuthiku ghuya.” Ngumbi kemo, “apa yanengene yomapa,” ndimi dhamutjangi kukudhitanaritha nokukara dhamungwangu dhiyake loureta thishwi popepi yira “Kwathinenekire,” no “kushuturapo.” Mukushwayitha thishwi thoyikuyuva. Mutjangi karo ghana koko mayedhekeritho ghoyighayara yoyingi “kuthiyoka tho kuvoshera mumaghano ghashigindi, ghutuyaghura ghukaro wange ghokukutera,” ghudhundeka shime muthinda ghomumaghano ghamupepi edi ghana kukurwitha thinda.

Makutjakero ghopakatji “kokukutera nomabwakatero ghomanyinga” yina kuneyi pakurughanitha mañandorughana yira “gha yenderere nokureta kughunu.” Ghafudhi noghundondoro wamutjangi ghokunegha thishwi kenge pano shi “kamanakandongo gha kahurako, maghuru ghendi yira mushoro no mutjima wange bwaka,” yina tawedhera mashingweneno ghoghukaro, yitenda noyikuva yamupepi thiwana, oyi yina reta matwetwe.

Makutamangero ghendi thinda mupepi shokuru kuna ghatapa kupitera muyigamba yoyifupi, yokutjinaghuka kehe diyuwa, kwetha, kehe runguro, ha ninyoheka, deghura ...” Eyi yina kudhundeka mungwangu ghoyihokoka yokukutjaka, yoyiwa noyoyiyi eyi yakarire mumaghano ghendi.

Apa ghana kuwana ghutjima mupepishokuru, “ma kudeghurire, kehe ...” ndimi dhendi dhina thighukera kughutanavu, yina kuneyi shimwe pakughambanga “na kuroghithere, na kuroghithere kupitakenena.” ghuneya yikuyuva yokukutjokedha nokwitha makurupero mumwendi pamundinda.

Ngambikenge ghakudhekere munyathi wendi “John Doe,” “pakunyangwa” aye gha “shwenine yighayara yoyiyi no ghakondjire kuyishinga yighayara yapo ngambi kenge yamukukuterire.” Oyi yina kuregha yighayara yomakokamakoka ghokunongonona eshi mutjathi ghatwetha ene nokukugcava eshi yamupetha paghurwi. Mwathothi mutjangi ghadi pirukupiruku paku ghambanga yikuyuva yamupepishokuru “yokukendhumuka maghano, kughayara yoghushemwa, kukara nomakurupero nokukondja kushinga.” Yoyiheya yino kuna kureta ghukaro ghokuthotera yighayara yendi yina kukutjindja “paghuhura.”

### 3 (a) Ruhuthitho kuthitoya thopaindaneti

Mutjangi ghana rughanitha ndimi dhokububura thiwana nodiywi dyopamundinda wendi mukutapa ngcamu dhishokuru dhokudovoka kuwera/yipepa, eshi “kutundapa ghatangire gha kakaterire, aye ghomulosrokire yipara yoshemwa ...” Eyi yaningithi re ghayandherere yoyihe paravedhe ruya yakukutire yipara. Ame wendi eshi yipepa yo yakarire “ndjima dhoyipara yange.” Mukudhundeka edi dina kumwipitha didovo dyowera.

Ame wamutjangi shime eshi “mbadiko kare yimwe yakarire mudyoyi,” madhundekero karo edi dyamwingenine didovo dyoyipepa yowera mumaghano ghendi noyikaritha endi yitenda yendi. Aye “kwaepire ghuthiku nomutenya,” Thishwi thokuneghedha eshi mbadiko karo yimwe nga tendanga nokuthotera shimengwa “kombyuta ghowera vene pithendi ti.”

Ghushemwa wamutjangi ghuna shwagha nunu thikuma ghoyithimwa endi yikumonena yendi, “na vature yitere yototy yivike, mbadiko kukudhekera ghukanguki, nokamanana temba, yepithire ghuparo wange.” Yoyiheya yino kuna kunegha eshi didovo dyowera ne, “kukona kukushaghekitha kutenda yomudyoyi, kukona ghuyongare mukaye nokupira thitambo mwene.”

Aye ghana tapa yihokoka yoyingi yokukwendi pakughamba edi nga “pumbuyukanga yoyishi mbadi gha karire noghukanguki kehe ghuno.” Eyi ghana kutenda mutjangi ne kuna kureta, kufaneka thiperende thothishwi edi dyayipitha didovo dyoyipepa yowera yipara yamunu “pakugcubukeramo” nokaretapo yinu yoyimango “yokepitha yipara yange.”

Mutjangi kuna rughanitha ndimi dhodhiredhu, dhokutamarara “na shaghekire kuthotera yirughana yange, na tangire kunyetuka kuyirughana,” Mukashwaghitha ghushemwa wene-wene ghothithimwethwedha thendi. Pakudhira kurughanitha yighamba yishare nomañando ghomakukutu, aye ghana tapa yihokoka yomudyoyi edi “gha werere” mudidovo dyowera nokutoperera “didhiko dyendi” pamurandu ghokupepa ghuthiku nomutenya. Yihokoka kukona kukunonga noyi yokukona kumuhokokera mutoyi oyu ghapitamo naye mughuparo ghokemo “didovo noyipepa” nokukona keho yimuyake.

## GENERAL COMMENTS

This was the second external examination under the new syllabus. 56 candidates were entered for this examination. During the first year there were 65 candidates. There were 11 centres that offered German Foreign Language on AS level, only one centre had more than 10 candidates, thus 55 candidates' speaking tests were moderated. The same marking grid as during the first year was used.

In general, it was established by the moderators that this year, teachers were fairly generous when awarding marks for the different sections of the speaking examination. Marks were, thus, generally amended. It has to be mentioned that teachers were generally forthcoming and friendly during the speaking examination.

The quality of the recordings was overall clear. Teachers and candidates should be heard equally clearly. Most centres presented the speaking examination with the teacher's voice closer to the microphone than that of the candidates. Please remember that the candidate's speaking ability is tested here and not the teacher's ability. There were less background noises on the recordings which was appreciated by the moderators. It needs to be mentioned that candidates need to present some statistics, to show that they have researched the topic and they should compare Namibia with some other country where German is spoken, e.g. Germany, Switzerland, Austria or Lichtenstein, or just present the topic about one of these countries. The mentioning of statistics was generally missing this year.

When teachers conduct the speaking examination, they do not have to address their candidates in the "Höflichkeitsform Sie", nor the other way around. They address them the same way as they would when teaching them, which could include the name of the candidate and "du". The candidates may answer with the name of the teacher and "du" as well. Teachers are advised to stick to one format of addressing and not hop between the two possibilities of informal and formal.

Teachers should alert candidates when they switch from one section to the next, e.g. We are done with Part A now, so questions on Part B are following. It is good to mention at the end of the recording of each candidate "end of sample". Teachers also only have to record once all the information about the centre and the examination taking place. It definitely does not have to be repeated at the beginning of each candidate's oral. Teachers did so as suggested in the previous year, and thus this was valued by the moderators. In future teachers should mention the general topic, e.g. Medien and then the specific topic on which the learner does his or her presentation. The specific topic should be of a conflicting nature or the candidate should make a provocative statement and then explore that in his / her presentation, e.g. "Social media only influences teenagers negatively." The comparison part should not be contained in the title. When a candidate asks that a question is repeated, he/she should not be presented with a completely different question by the teacher.

## COMMENTS ON SPECIFIC QUESTIONS

The speaking examination for the AS German Foreign Language learners consists of three parts. Every year there are five general topics available for the AS German Foreign Language learners and they then choose one of the topics to do their presentation on, going into more detail on that specific topic. Thus, there is no question paper available, only a marking grid for this specific examination. This year all five general topics were spoken about, the most popular one being Essen und Trinken and Medien, and the least used was soziale und ökonomische Entwicklungen.

**Part A** is a presentation by each candidate which should **not** be **longer** than **three** minutes. Overall, this was not a problem, but some candidates were being allowed to present for almost four minutes. It should be mentioned that three minutes are sufficient and that candidates may be stopped. The rest of the presentation (should there be some part) could be used for the second part, where questions are asked about the presentation of the candidate. A centre had misunderstood these instructions, but personal feedback and advice by the moderator was given to that centre. At the end of the presentation the teacher should announce the end of this part or introduce the second part. Candidates must make some reference to a German speaking country. Some statistics should be presented to show that the candidate has conducted some research on the topic. Candidates who had their texts written by AI struggled to give a fluent presentation.

**Part B** is the first conversation. Its contents should cover the topic of Part A. The teacher thus needs to be prepared to be able to ask candidates questions and give enough time for the candidates to answer. It is very important that in **Part B** as well as in **Part C** the **candidate** needs to ask the teacher **at least two questions**. Should the candidate not do this close to the end of each conversation, the teacher must prompt the candidate to do so. Questions asked by the teacher should be on AS level, specifically asking for reasons and explanations. This part of the speaking examination

should be spontaneous and not learned off by heart before the time. It should **not** be **longer** than **seven** minutes.

**Part C** is the second conversation which also should last about **seven** minutes. Altogether the speaking examination should thus be close to 17 minutes long, but definitely **not longer than 20 minutes**. The candidate needs to ask the teacher at least two questions in this section as well. Should the candidate not do this close to the end of this part of the conversation, the teacher must prompt the candidate to do so. If only one question is asked during each conversation, the maximum mark for this category is 3 marks out of a possible five. When no questions were asked, no marks could be obtained. In both conversations the **questions that are put to the teacher, should have to do with the topic being discussed**. Teachers should be aware that even though candidates have to ask them questions, they as teachers should keep their answers concise. It is a speaking examination for the candidates. In Part C **questions on the other four topics for that specific year are supposed to be asked**. The teacher does not have to cover all four topics. Two could be sufficient as well, for that matter. Neither in Part B nor in Part C should the answers to possible questions should be learned off by heart. Both conversations should be spontaneous.

Just as for the essay paper, candidates need to make use of the correct phrases when expressing an opinion: meiner Meinung nach, ich denke, ich meine, u. Ä (NOT in meiner Meinung).

## GENERAL COMMENTS

Candidates in general performed much better than in the previous year, when they wrote the NSSCAS level examination for the first time in Foreign Language German. This shows that teachers took advice from the training workshops to prepare their learners more thoroughly. It is advisable to conduct more training workshops to help teachers.

It should be noted that Question 5 required candidates to summarise both texts in their own words whereby advantages and dangers of vegan nutrition should have been mentioned.

The majority of candidates managed to use their own words when answering the questions and only very few resorted to copying random sections from the text.

## COMMENTS ON SPECIFIC QUESTIONS

### Part 1: Question 1

In this part of the paper, candidates were given five synonyms for words to be found in the text and then had to match them. All words could be found in the first paragraph of the first text and had to fit into the text appropriately.

The possible answers were:

- (a) Menschen
- (b) entscheiden
- (c) bewusst
- (d) Produkte
- (e) Aspekte/Gründe

A few candidates could write the correct answers while most of the candidates could only find the correct synonym for Personen = Menschen.

Some candidates did not write the single synonym for Erzeugnisse, but answered "tierische" Produkte", thus adding the adjective from the text. That answer was not credited, neither when candidates copied the correct synonym wrongly.

Candidates should take note that they can relate to the part of speech to find the correct synonym, e.g. beschließen is a verb, ends with -en and thus the synonym must also be a verb which ends in -en = entscheiden.

### Question 2

In this part of the paper, candidates were required to rephrase sentences from Text 1 to test their grammatical knowledge. The majority of the candidates found this exercise very challenging and thus could not obtain any mark. A few candidates could obtain a mark for Question 2 (b), because they knew about the sentence structure after "weil", whereby the verb shifts to the end of the sentence. Some candidates knew the "Infinitiv" "zuhaben" for Question 2 (e).

The possible answers were:

- (a) --- vollkommen vegan zu ernähren.
- (b) --- eine große Anzahl alternativer Lebensmittel gibt.
- (c) --- gesund und kalorienarm ist.

- (d) --- man sich auf eine vegane Ernährung umstellt.
- (e) --- zu haben.

### Question 3

In this part of the paper, candidates had to answer comprehension questions based on the first text. 15 points are awarded for content, while 5 extra marks are available for the quality of language usage. If candidates lifted information directly from the text, they could obtain language marks but they may lose marks for not demonstrating full understanding of the text.

- (a) Vegetarier essen kein Fleisch – andere Tierprodukte (z.B. Milch/Honig/Eier) sind jedoch erlaubt – Veganer essen keine Tierprodukte

Many candidates obtained full marks, but some candidates forgot to mention specifically that vegetarians do not eat meat similar to vegans. Many candidates also did not indicate to whom their comparison related to, e.g. "Sie essen nur pflanzliche Produkte.", without indicating whether "sie" relates to vegans or vegetarians. The personal pronouns "er, sie, es, wir, sie (Plural)" should only be used, when it is clear which noun they replace.

- (b) Tiere empfinden Schmerzen – Tiere erleben Angst – Tiere erleben Trauer

The majority of candidates obtained full marks. Some candidates wrote part of the sentence and left out the comparison word "wie". Answers like "Menschen empfinden Tiere Emotionen ..." did not make sense in line with the question.

- (c) Man nimmt leichter Gewicht ab – man fühlt sich gesünder – man ist leistungsfähiger – gesund oder kalorienarm

Only a few candidates obtained all 4 marks. Many left out that you consume fewer calories. Many candidates clearly were not familiar with the term "Vorteile" (advantages). Information from the next question should not be randomly sorted into this question. When two questions relate to one longer paragraph, then the two questions which relate to it are in sequence.

- (d) Kein großes Angebot an pflanzlichen Nahrungsmitteln / Grundnahrungsmitteln -Angebot ist saisonal bedingt – Mangelerscheinungen

The majority of candidates obtained full marks. Some candidates did not include a verb in their answer sentence, e.g. "Der Speisezettler wird durch saisonale Lebensmittel.", which did not make sense. It should read, "Der Speisezettler wird durch saisonale Lebensmittel ergänzt / bereichert."

- (e) Keine Gedanken über Mangel an Vitamin B 12 machen – keine Gedanken über Nahrungsmittelergänzungen/ Medikamente / Tabletten machen

Only a few candidates could grasp that the question required them to rephrase the answer. The question focussed on which aspects of health awareness were not to be considered when eating meat. The majority of candidates did not obtain any mark for this question.

### Question 4

In this part of the paper, candidates had to answer comprehension questions based on the second text. 15 points are awarded for content, while 5 extra marks are available for the quality of language usage. Again, if candidates lifted information directly from the text, they could obtain language marks but they may lose marks for not demonstrating full understanding of the text.

Many candidates struggled to rephrase the answers to relate to the expectation of the questions. Some candidates copied phrases from the text randomly, reshuffled the words to result in a piece of writing which did not make sense at all. As such, they lost content marks and language marks.



- (a) Fleischvermeiden / vegan sein – Obst und Gemüse essen – Getreideprodukte essen – sie glauben, gesunde Ernährung sei einfach /macht Spaß

Many candidates only obtained 2 of the 3 marks, although 4 possible answers were available. They were directed to the paragraph where to find the answers and should take note about the possible marks to find the number of facts for contents.

- (b) Omega 6 – Fettsäuren gibt es in Bioprodukten – zuviel davon ist ungesund – chronische Erkrankungen können ausgelöst werden

The majority of candidates scored all three possible marks. Many wrote their sentence structure randomly and thus could not obtain marks when they gave an ambiguous answer.

- (c) Sie liefern Mineralstoffe – Ballaststoffe – sekundäre Pflanzenstoffe – Vitamine

This question expected 3 of 4 possible facts where many candidates only obtained 2 marks.

- (d) Belasten das Verdauungssystem – hoher Gehalt an Kohlenhydraten – Leber und Bauchspeicheldrüse werden dadurch belastet – kann an Bluthochdruck und Krebs erkranken

3 of 4 possible answers were expected. Again, many candidates did not pay attention to clear sentence structures and thus could not obtain marks, when the meaning of their answers was not clear.

- (e) Nicht einseitig ernähren / abwechslungsreich essen – Nahrungsmittel vermeiden, die man nicht mag – Essen, was schmeckt – auf den Appetit / Körper hören – keine Angst / kein schlechtes Gewissen haben

This question allowed 3 of 5 possible answers. The majority of candidates could relate to “essen, was schmeckt”, “abwechslungsreichessen” and “auf den Körperhören”.

## Question 5

This question required an argumentative essay approach, whereby the arguments for advantages or dangers to veganism must be taken from **both** texts.

Only very few candidates wrote a short introduction to the text. A suitable short introduction could be adapted from the instruction, e.g. “Vegane Ernährung bietet viele Vorteile, hat aber auch Nachteile.”

The majority of candidates arranged their paragraphs correctly into advantages and dangers or challenges with veganism. Most candidates kept to the word count of up to 140 words and only one candidate lost marks for going over the word limit. Any answer beyond the word limit could not be credited.

Candidates who copied and reshuffled random phrases in question 4 did the same here and their answers made no sense so could not be credited.

Some candidates gave their shortened answers in the form of bullet points, which could not be evaluated as an argumentative essay approach and thus disadvantaged them for language marks. Random copying of text phrases could also not be credited.

The majority of candidates ended their argumentative essay with their personal response to give a clear indication that they took note of section (b) in the question, but most of the candidates did not elaborate on their opinion to be credited with 5 marks. Most of the own opinions, however, were clearly stated and gave the impression of a clear stance to the theme.

## GENERAL TEACHING ADVICE

Learners should be made familiar with the words “**der** Vorteil und **der** Nachteil” for argumentative essays.

It is advisable to teach the learners fixed phrases, e.g.

- Der erste Vorteil...
- Ein weiterer Vorteil ... , Ein weiterer Aspekt...
- Zusätzlich kann man sagen, dass ..., Dazu kann man ergänzen, dass ...
- Dagegen spricht, dass ..., Als Gegenargument sagen viele / manche, dass ...
- Nicht nur ..., aber auch ...
- Zum Schluss kann man sagen, dass ... Zusammenfassend kann man sagen, dass ...
- Meiner Meinung nach ... Ich denke, dass ... Ich finde, dass ...

Candidates should be taught once more the difference between:

“für und von” “wenn und als” „wir und uns“ „weil und vor“ „wenn und wann“

In German you use articles for sentences, unlike English, where you do write, “People believe that meat is unhealthy.” In German: “**Die** Menschen glauben, dass Fleisch ungesund ist.”

Umlaute have a function in German, because they change the sound of a vocal. It must be “Gemüse”, “Gefühle”. – “Gemuse” or “Gefuhle” without the Umlaut are no German words.

The comma is in front of the conjunction, **which** is equal to the sentence structure in English, Afrikaans or then German.

The word “or” is written without the “r “ in German = **oder**.

Candidates should be able to conjugate “haben”, “sein” und “werden” and as well as Modal verbs at this stage, in addition to able to know how to detect singular and plural nouns to be able to conjugate the verbs accordingly.

## GENERAL COMMENTS

This was the second written external examination under the new syllabus. 55 candidates wrote this examination; thus 55 essays were marked.

## COMMENTS ON SPECIFIC QUESTIONS

In the Writing Paper, all the topics are either discursive or argumentative. During the year in which the German Foreign Language AS level is taught, the teachers are presented with five topics, as can be seen below. For the essays, however, under each topic a specific aspect needs to be addressed. This is the title of each essay that is to be written about. Candidates should write the specific title on top of the page, not the general topic. Therefore, it can be said, that some candidates wrote about the topic instead of the specific title, or only ever so slightly touched on the title. If a candidate did not at all write about what is asked in the title, then no marks could be awarded for Content and only some marks for Language. As a teacher the Adequate row in the Mark Scheme still has to reflect authentic German. If the essay contains other European grammatical structures or vocabulary, it definitely influences both the Content and the Language mark.

Writing an essay consisting of 250 – 400 words needs to be practised. The availability of more lines to write the essay on definitely helped the candidates to produce better argumentative or discursive essay this year, compared to last year. This was a pleasing development. Blank pages may be used for planning. Candidates who do their planning, deliver a better-quality essay. It is essential that candidates do that in their final examination, as the marking grid awards marks for a clear structure: introduction, paragraphs and a conclusion. In the introduction candidates should mention the title. The conclusion should contain a clear point of view.

German Foreign Language AS candidates may give their opinion in the introduction, but still need to write a proper conclusion.

The following topics were given to the candidates, of which one had to be answered.

### Alltagsleben

- 1 „Die Angst vor einem Krieg hemmt meine Freude am Leben.“ So lautet die Aussage vieler junger Menschen. Nehmen Sie zu dieser Aussage Stellung.  
Familie und andere zwischenmenschliche Beziehungen
- 2 „Meine Eltern haben keine Zeit für mich und ich muss viel Verantwortung im Haushalt übernehmen.“ Inwiefern teilen Sie diese Meinung?  
Essen und Trinken
- 3 „Gesunde Ernährung kostet viel Geld.“ Diskutieren Sie diese Aussage.  
Die Medien
- 4 „Fake news sind nicht die einzigen Probleme, die es in sozialen Medien gibt.“ Äußern Sie sich detailliert zu dieser Problematik.  
Soziale und ökonomische Entwicklungen
- 5 „Ein Mangel an sozialen Fähigkeiten macht junge Menschen immer mehr zu Außenseitern und Einzelgängern.“ Setzen Sie sich mit dieser Behauptung kritisch auseinander.

Topic 3 was the most popular topic. 34 of the 55 candidates wrote about Essen und Trinken.

Topic 2 was the second most popular topic. 15 of the 55 learners wrote about Familie und andere zwischenmenschliche Beziehungen.

Topic 4 and 5 were far less popular, as only 6 and 1 candidates respectively of the 55 candidates chose to write about these topics. For both topics the quality of the essays was satisfactory, as in both cases not the whole title was covered by the candidates. All essays emphasized one part of the topic. Candidates should be reminded to bring arguments for both parts of each topic.

Topic 1, about Alltagsleben, specifically that the fear of a possible war breaking out, thus destroying the joy of life was not chosen at all, most probably because candidates in Namibia could not relate to the topic.

Some vocabulary and grammar which the teachers should pay more attention to:

- Nouns are written with a capital letter in German.
- Relativsätze, e.g. die Eltern, die ... ( NOT die Eltern, was ...)
- Negation, e.g. kein / keine (NOT mit ohne)
- Steigerungen, e.g. gefährlicher (NOT mehr gefährlich)
- The position of verbs in sentences and subclauses as well that Modalverben always go together with the Infinitivform of the second verb, e.g. will bestätigen
- After Übergangsworten in German there is NO comma e.g. Jedoch kann der Mensch ...
- Adjektives are written small e.g. soziale Medien, ganze Welt, junge Leute
- „man“ conjugates the same way as “er, sie , es”
- “false friends” should be avoided, e.g. spandieren, wohnen vs. bleiben, wees (Afrikaans) is NOT wissen in German
- “ich” is written small in the middle of a sentence
- The difference between mögen and machen
- günstiger (nicht: mehr günstig; Steigerung needs to be practised more)
- the difference between wenn and als
- the difference between Umwelt and Umfeld and Umgebung
- the clear distinction between wir and uns
- Ökonomie (not Economy), a good synonym would also be Wirtschaft
- arbeiten (not werken)
- Sentence structures need to be practised more:
  - ..., weil ... Verb
  - ..., dass ... Verb
  - how to construct a proper German sentence in general
- avoid the double “no” from Afrikaans; in a German sentence there is only one “nicht”
- Learners “helped themselves” by translating some expressions directly into German. By using these direct translations, they do not write authentic German, e.g. In Konklusion (Zum Schluss), Skills (Fähigkeiten), Futur (Zukunft), in meine Meinung (meiner Meinung nach)

## Section A: Physical Geography

### 1 (a) AOA: Define *groundwater flow*.

#### Comment on specific question.

Moderately answered, few candidates defined ground water storage instead.

#### Wrong answers

Refers to the water that is stored below the water table;

Movement in rivers / on the surface;

Refers to the water that is not infiltrated that moves in uniform or horizontal pattern.

#### Correct answer

- Refers to the movement of water within the Earth's subsurface through porous and permeable materials such as rocks, sand and gravel.
- The deeper movement of water through underlying permeable rock strata below the water table.

Any one [1]

### (b) AOB: Explain three ways evaporation is modified by human activities.

#### Comment on specific question.

Poorly answered, candidates only listed the ways that evaporation can be modified by humans. Candidates could not answer according to the command word "explain".

#### Wrong answers

Dam construction;

Deforestation;

Afforestation.

#### Correct answer

**Urbanisation:** The construction of buildings, roads, and other infrastructure in urban areas can lead to increased evaporation. The presence of concrete and asphalt surfaces reduces natural water absorption, leading to more water runoff and less infiltration into the soil. This results in increased evaporation from paved surfaces and a higher overall evaporation rate in urban areas.

**Agriculture:** Human activities related to agriculture, such as irrigation, can significantly modify evaporation. Irrigation involves supplying water to crop, which can increase the amount of water available for evaporation from fields. Depending on the irrigation method used, excessive water application can result in higher evaporation rates, particularly if sprinkler systems are employed.

**Deforestation:** Deforestation, the clearing of forests for various purposes, can impact evaporation rates. Trees play a crucial role in regulating evaporation by providing shade and transpiring water through their leaves. When trees are removed, there is less shading and transpiration, leading to increased exposure of the ground to sunlight and higher evaporation rates.

**Dam construction:** The construction of dams alters the natural flow of rivers and disrupts the water cycle. Dams can create large reservoirs where water accumulates, increasing the surface area exposed to sunlight and resulting in enhanced evaporation rates. Additionally, the regulation of water releases from dams can affect downstream evaporation patterns.

**Industrial activities:** Industrial processes often require the use of water, and various manufacturing processes can lead to increased evaporation. For example, cooling towers in power plants use water for cooling purposes, and as water evaporates, it contributes to the overall evaporation rate in the vicinity of the power plant.

**Climate change:** Human-induced climate change can influence evaporation patterns. Rising temperatures due to greenhouse gas emissions can accelerate evaporation rates, leading to increased water loss from lakes, rivers, and other water bodies. Climate change can also alter precipitation patterns, affecting the availability of water for evaporation in different regions.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.**

Any three

[3]

(c) **AOA and AOC: Using Fig. 1 only, describe and explain the origin of ground water.**

**Comment on specific question.**

Moderately answered, few candidates described causes of ground water that were not given in the source / figure given.

**Wrong answers**

Connate water;  
Magmatic water;  
Meteoric water.

**Correct answers**

**AOA: Description**

- Originates from precipitation- rainfall.
- Originates from the river.

**AOC: Explanation**

Originates from precipitation - rainfall.

- As the infiltrating water percolates deeper, it encounters different types of rocks and sediments that act as porous and permeable layers known as aquifers.
- These aquifers consist of materials like sand, gravel, and fractured rock that can hold and transmit water.
- The water slowly fills the spaces within these aquifers, forming groundwater. Any two
- Originates from the river.
- These surface water bodies can directly supply water to aquifers through a process known as groundwater recharge.
- When the water level in these bodies is higher than the groundwater table, water infiltrates through the bottom and sides of the water body, replenishing the aquifers below.

Any **two**

**Other relevant answers do be discussed at standardisation.**

**AOA: 2 x 1 mark - description of water from rainfall and river water**

**AOC: 2 x 2 marks - two explanations for each**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

2 (a) **AOA: Define peak discharge.**

**Comment on specific question.**

Moderately answered, few candidates defined lag time.

**Wrong answers**

Maximum precipitation / flow of river;  
Highest point in a river;  
The point the river stops flooding.

**Correct answers**

- Refers to the maximum volume of water flowing through a river or stream within a specific period of time, usually during a flood event.
- Highest rate at which stream flow or river discharge occurs, often expressed in cubic meters per second.

Any **one** [1]

(b) **AOB: Explain three effects impermeable rocks have on the shape of a hydrograph.**

**Comment on specific question.**

Moderately answered, candidates just described the impacts of impermeable rocks on infiltration and overland flow but could not explain the effects on the shape of the hydrograph.

**Wrong answers**

- Long lag time;
- Infiltration of water;
- Low peak discharge.

**Correct answers**

**Reduced infiltration:** Impermeable rocks do not allow water to infiltrate into the ground easily. When rainfall occurs on impermeable surfaces, such as rock outcrops or hard clay layers, the water cannot seep into the soil. Instead, it runs off rapidly over the surface, increasing the amount of surface water flow. This leads to a more “flashy” hydrograph with a **steep rising limb**, indicating rapid response to rainfall events.

**Increased surface runoff:** Due to their lack of permeability, impermeable rocks prevent water from percolating through the ground and contribute to increased surface runoff. This means that a larger portion of rainfall will quickly flow over the surface and enter the rivers or streams directly, rather than being absorbed into the ground. Consequently, the hydrograph will show **higher peak flows** and **shorter lag times** between rainfall events and **peak stream flow**.

**Limited groundwater contribution:** Impermeable rocks act as barriers to the movement of water underground, reducing the recharge of groundwater. A hydrograph from an area dominated by impermeable rocks will have a smaller baseflow component, which represents the contribution of groundwater to stream flow. This results in a hydrograph with more pronounced variations in flow, as the influence of the steady baseflow is diminished.

**Enhanced storm water runoff:** Areas with impermeable rocks often experience increased storm water runoff due to the inability of water to infiltrate into the ground. When storms occur, the rainwater quickly runs off the impervious surfaces and joins the stream as surface runoff. As a result, the hydrograph will exhibit a **steeper recessional limb**, indicating a rapid decline in stream flow once the rainfall event ends, as the surface runoff quickly subsides.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.** Any **three** [3]

- (c) **AOA and AOC: Using Fig. 2 only, describe and explain how the shape of a hydrograph can be influenced by convectional rainfall.**

**Comment on specific question.**

Moderately answered, candidates could only describe how convectional rainfall influences the shape of the hydrograph, but could not explain it.

#### **Wrong answers**

- Low peak discharge
- Long lag time
- Gradual rising and falling limb

#### **Correct answers**

##### **AOA: Description:**

- High peak discharge
- Short lag time
- Steep rising limb
- Steep falling limb

Any **two**

##### **AOC: Explanation:**

##### **High peak discharge**

**High intensity:** When convectional rainfall occurs, the rainfall intensity tends to be high. This means that a large amount of rain falls in a short period of time, leading to a rapid increase in the amount of water flowing into rivers and streams. This sudden increase in flow volume is what causes a high peak discharge in a hydrograph.

**Localized area:** Convectional rainfall often occurs over a localized area, which means that the rainfall is concentrated in a small region. As a result, the water quickly accumulates and runs off into rivers and streams, leading to a high peak discharge.

**Short duration:** The short duration of convectional rainfall means that the rainfall rate remains high for only a brief period. This concentrated burst of rainfall further contributes to the high peak discharge observed in the hydrograph

Any **two**

##### **Short lag time**

**Rapid development:** Convectional rainfall is often characterized by the rapid and intense development of thunderstorms. These storms can build up quickly, resulting in a sudden and heavy downpour. As a result, the rainfall reaches the river or stream relatively quickly.

**Localized nature:** Convectional rainfall tends to be localized, meaning that it occurs over a small geographical area. This is because it is driven by the specific heating of the ground in that area. As a result, the distance between the rainfall source and the river or stream is usually short, leading to a shorter lag time.

**Steep slopes:** Often, convectional rainfall occurs in regions with steep slopes, such as mountainous areas.

These slopes can act as conduits, allowing the rainfall to quickly flow down into the river or stream, reducing the time it takes for the water to reach it. Any **two**

### **Steep rising limb**

**Rapid precipitation intensity:** Convectional rainfall is characterized by intense, localized downpours. When a convectional storm develops, it quickly releases a large amount of rain in a short period of time. This rapid precipitation intensity results in a significant increase in the volume of runoff entering a river or stream. As a result, the rising limb of the hydrograph can be steep as it reflects the quick response of the catchment area to the intense rainfall.

**Limited infiltrative capacity of the soil:** Convectional rainfall tends to occur in areas with high temperatures and often in arid or semi-arid regions. In such areas, the soil is often dry and compacted, limiting its infiltrative capacity. When intense rainfall occurs, the limited ability of the soil to absorb water quickly leads to surface runoff. This surface runoff contributes to the steep rising limb on hydrographs as it quickly adds water to the river or stream.

**Small time lag between rainfall and runoff:** Convectional rainfall events usually have a short duration but high intensity. This means that there is a small time lag between the onset of rainfall and the response in the hydrograph. The rapid response is due to factors such as the lack of vegetation and lower storage capacity in the catchment area. The short time lag results in a steep rising limb on the hydrograph, as the peak rainfall coincides closely with the peak runoff. Any **two**

### **Steep falling limb**

**Intense rainfall rates:** Convectional rainfall is often characterized by short, intense bursts of rainfall. These intense rainfall rates can lead to a rapid increase in river flow and subsequently a steep rising limb in the hydrograph. Once the rain stops, the river flow decreases rapidly, causing a steep falling limb. The short duration of the rainfall means that the river quickly returns to its normal flow levels.

**Limited infiltration capacity:** During convectional rainfall, the ground surface can become saturated due to the high amount of rainfall in a short period. This saturation limits the infiltration capacity of the soil, preventing it from absorbing all the water. As a result, excess water runs off the surface and quickly enters the river system. This rapid runoff contributes to a steep rising limb in the hydrograph, which is then followed by a steep falling limb as the excess water drains away.

**Small drainage basins:** Convectional rainfall is often associated with localized thunderstorms that occur in small-scale areas. These storms typically affect small drainage basins or catchment areas. Since the drainage basins are small, the response time of the river to the rainfall is faster, resulting in a steep rising and falling limb in the hydrograph. The limited area of influence of the rainfall means that the river flow can return to its base level relatively quickly once the rain stops. Any **two**

**Other relevant answers do be discussed at standardisation.**

**AOA: 2 x 1 mark - description - two components of the hydrograph should be described.**

**AOC: 2 x 2 marks explanation - two components of the hydrograph should be explained.**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

### **3 (a) AOA: Define latent heat.**

#### **Comment on specific question.**

Fairly answered. Majority of the candidates could define latent heat. Some mixed it up with sensible heat.

#### **Wrong answers:**

- Definition of sensible heat

#### **Correct answers**

- Refers to the amount of heat energy required or released during a phase change of a substance.
- Energy required to break or form intermolecular bonds between the particles of a substance, without causing a change in temperature.

Any **one**

[1]



**(b) AOB: Explain three effects cloud cover has on the Earth's heat energy budget during the night.**

**Comment on specific question.**

Poorly answered. Candidates did not follow the command and word explain and instead lost marks due to just giving a description.

**Wrong answers:**

- Description of the effects of cloud cover instead of explaining it.

**Correct answers**

**Insulation:** Clouds act as a blanket at night, trapping the outgoing terrestrial radiation that the Earth emits. This insulation effect prevents some of the heat from escaping into space, leading to a warming effect on the Earth's surface. Cloud cover slows down the cooling process, resulting in higher minimum temperatures during the night.

**Greenhouse effect:** Clouds also contribute to the greenhouse effect. They contain water vapor, which is a potent greenhouse gas. This means that clouds absorb and re-emit infrared radiation, trapping heat within the Earth's atmosphere. The presence of clouds enhances the greenhouse effect, leading to additional warming during the night.

**Albedo effect:** During the night, the reflective properties of clouds can help to maintain a cooler surface temperature by preventing excess radiation from being absorbed.

**Radiative cooling:** On clear nights, the absence of clouds allows for more efficient radiative cooling. Without cloud cover, the Earth's surface can radiate its heat energy directly into space, resulting in a faster cooling process. In contrast, clouds absorb and re-emit a portion of this heat back towards the surface, slowing down the cooling rate. Cloud cover during the night can, therefore, suppress radiative cooling and contribute to warmer nighttime temperatures.

*Other relevant answers do be discussed at standardisation.*

**Maximum of 1 mark if only descriptions are given without explanations.** Any **three** [3]

**(c) AOA and AOC: Using Fig. 3 only, describe and explain the Earth's radiation balance in the daily energy budget.**

**Comment on specific question.**

Poorly answered. Candidates failed to explain how the Earth's radiation balance in the daily energy budget is, they only gave descriptions.

**Wrong answers:**

- Description of the how the Earth's radiation balance is during the day.

**Correct answers**

**AOA: Description:**

The earths daily radiation balance is maintained by the balance between the **incoming shortwave solar radiation** from the sun (100%) and the **outgoing long wave thermal radiation** from the Earth during the day through processes of absorption, reflection, radiation, conduction and transfer to clouds as outgoing long wave radiation.

Description of incoming shortwave solar radiation - 1 mark

Description of the outgoing long wave thermal radiation - 1 mark

**AOC: Explanation (4)**

**Incoming solar radiation**

**Solar Radiation:** The primary source of energy for the Earth is the Sun which emits short wave solar radiation which enters the Earth's atmosphere and heats the planet, maintaining its energy budget.

This energy is either absorbed by the atmosphere, land, clouds and bodies of water or reflected back into space.

Any **two**

## Outgoing long wave thermal radiation

**Atmospheric circulation:** The Earth's atmosphere redistributes energy through large-scale atmospheric circulation patterns such as trade winds, jet streams, and ocean currents. This helps to balance the energy distribution across the globe and maintain the energy budget.

**Convection and conduction:** Convection is the process by which heat is transferred through the movement of fluids such as air or water, while conduction is the transfer of heat through direct contact. These processes help to even out temperature differences on the Earth's surface, thereby maintaining the energy budget.

**Latent heat release:** When water evaporates from the Earth's surface and forms clouds, it releases latent heat when it condenses back into liquid or solid form. This latent heat release helps to redistribute energy in the atmosphere and maintain the energy budget.

**Reflection and absorption:** Solar radiation that reaches the Earth's surface can be reflected back into space by clouds, snow, and ice. This albedo effect helps to maintain the energy balance by reflecting a portion of the incoming energy. On the other hand, some radiation is absorbed by the Earth's surface, leading to heating and maintaining the energy budget.

**Radiative balance:** The Earth emits heat energy back into space in the form of long wave radiation. This outgoing radiation is balanced by the incoming solar radiation, creating a radiative balance that maintains the overall energy budget of the Earth. Any two

*Other relevant answers do be discussed at standardisation.*

**AOA: 2 x 1 marks - description of incoming and outgoing radiation**

**AOC: 2 x 2 marks - explanation incoming and outgoing radiation balance**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

## Section B: Economic activities and the use of resources

### 4 (a) AOA: Describe one example of agricultural conservation.

#### Comment on the specific question

Poorly answered; candidates did not describe an agricultural conservation method but named only.

#### Wrong answers

- CAN (Conservation Agriculture Namibia)
- Mulching
- FAOLA etc. without any description

#### Correct answers

**Crop rotation:** Crop rotation involves periodically changing the type of crops planted in a specific area.

**Cover cropping:** Planting cover crops, such as legumes or grasses, during the off-season can help protect and enrich the soil.

**Terracing:** Creating level platforms, or terraces, on the slope, which helps to slow down the movement of water.

**Conservation tillage:** Conservation tillage involves reducing the intensity and frequency of soil disturbance during planting and cultivation.

**Agroforestry:** Agroforestry is the practice of integrating trees or shrubs with crops or livestock to reducing erosion.

**Water management:** Implementing efficient irrigation techniques, such as drip irrigation or precision sprinklers, to conserve water and minimize evaporation and using water-saving technologies like soil moisture sensors and rainwater harvesting systems.

**Integrated pest management (IPM):** Biological control (using natural predators or parasites), crop rotation, trap crops, and monitoring pest outbreaks.

Other relevant answers do be discussed at standardisation.

Any one

[1]

### (b) AOB: Explain three opportunities when land is developed for pastoral subsistence agriculture.

#### Comment on specific question

Moderately answered; Candidates did not consider "pastoral" agriculture instead they gave on arable farming. Most candidates described but could not demonstrate the understanding and application of their knowledge.

### Wrong answers

- Enable crops to grow well
- Generate income
- Create employment etc. without any explanation

### Correct answers

**Increased food production:** Pastoral subsistence agriculture focuses on raising livestock for the purpose of feeding the family or community. Developing the land for this type of agriculture allows for increased food production. As more land is utilized for livestock grazing and there is a greater potential to produce enough food to meet the needs of the local population.

**Economic self-sufficiency:** Developing land for pastoral subsistence agriculture can provide an opportunity for communities to become economically self-sufficient. By producing their own food, they reduce the reliance on external sources and markets, thereby creating a sense of independence. They can also generate income by selling surplus food or animal products to neighboring communities or markets.

**Preservation of cultural heritage:** Pastoral subsistence agriculture often has deep cultural roots, with traditional practices and knowledge passed down through generations. By developing the land for this type of agriculture, communities can preserve their cultural heritage and maintain their traditional way of life. This can help to strengthen the community's identity and sense of belonging.

**Environmental conservation:** Developing land for pastoral subsistence agriculture can also contribute to environmental conservation. With proper land management practices, such as rotational grazing and organic farming methods, the negative impacts on the environment can be minimized. Additionally, by focusing on sustainable agriculture, communities can work towards maintaining ecosystem balance and conserving natural resources for future generations.

*Other relevant answers do be discussed at standardisation.*

*Maximum of 1 mark if only descriptions are given without explanations. Any three [3]*

- (c) **AOA and AOC: Using Fig. 4 only, describe and explain the negative impacts on the environment from applying two of the methods for increasing agricultural production.**

### Comment on specific Question

Fairly answered: Some candidates did not describe the methods on the source.

Candidates were able to describe the negative impacts of strategies to increase output in agricultural production, however they could not demonstrate an understanding and application of their knowledge.

Some candidates did not give negative implications to the environment.

### Wrong answers

- The use of artificial fertilizer can poison people's food causing death
- GMS contain chemicals that can cause cancer in people

### Correct answers

#### AOA: Description (2)

**Genetically modified seeds** can lead to the overuse of herbicides/can have negative health effects on humans/ can increase a farmers costs.

Artificial fertilizers can cause environmental pollution/soil degradation/have health risks.

Tractors may cause environmental degradation/health risks to farmers/may displace small-scale farmers.

**Any two**

#### AOC: Explanation (4)

##### Genetically modified seeds

**Environmental concerns:** Genetically modified (GM) seeds often contain genes that confer resistance to pests or tolerance to herbicides. While this may increase crop yield and reduce the need for chemical pesticides, it can have unintended consequences for the environment. For example, the use of herbicide-tolerant GM seeds can lead to the overuse of herbicides, resulting in the development of herbicide-resistant weeds. This can create a cycle of increasing herbicide use and the need for more potent chemicals, leading to environmental damage and decreased biodiversity.

**Health risks:** The safety of GM seeds and their products is a topic of ongoing debate. Some studies suggest that consuming GM crops may have negative health effects, such as allergenicity or the transfer of antibiotic resistance genes to gut bacteria. Additionally, there is concern about the long-term impact of consuming foods

that have been genetically modified. Since the long-term effects of GM seeds on human health are not yet fully understood, caution is warranted.

**Economic implications:** The use of GM seeds often involves high costs for farmers. These seeds are usually patented and owned by biotechnology companies, which can result in increased seed prices and reduced options for farmers to save and replant seeds. This can lead to a dependency on these companies and limit farmers' ability to make independent choices about their farming practices. Additionally, the concentration of seed ownership in the hands of a few companies can have negative impacts on small-scale farmers and biodiversity, as crop diversity is reduced in favor of a few dominant genetically modified varieties. Any **two**

#### **Artificial fertilizers**

**Environmental pollution:** Artificial fertilizers contain high levels of nitrogen and phosphorus that can leach into nearby water bodies, leading to water pollution. This can cause eutrophication, where excessive nutrient levels stimulate excessive algal growth, depleting oxygen levels and harming aquatic life. Additionally, the runoff of fertilizers can also contribute to soil degradation, reducing its fertility over time.

**Soil degradation:** Over-reliance on artificial fertilizers can lead to the depletion of essential nutrients in the soil. These fertilizers provide only a limited range of nutrients, neglecting the importance of micronutrients. Continuous use of artificial fertilizers without proper crop rotation or organic matter inputs can disrupt the soil's natural nutrient balance and structure, leading to soil erosion, decreased water-holding capacity, and loss of beneficial soil microorganisms.

**Health risks:** Artificial fertilizers often contain chemicals, such as pesticides, herbicides, and heavy metals, which can have detrimental effects on human health. Prolonged exposure to these chemicals through the consumption of crops grown with artificial fertilizers can increase the risk of toxicity, allergic reactions, and other health issues. In addition, the excessive use of artificial fertilizers can lead to the accumulation of nitrates in food crops, which can be harmful, especially for infants and pregnant women, potentially leading to nitrate poisoning or disruption of the oxygen-carrying capacity of blood. Any **two**

#### **Machinery/Tractor**

**Environmental degradation:** The use of tractors in agriculture can contribute to various environmental issues. Tractors often run on fossil fuels, emitting greenhouse gases such as carbon dioxide which contributes to climate change. Furthermore, the tilling and ploughing carried out by tractors can lead to soil erosion, loss of soil fertility, and degradation of natural habitats. The increased use of pesticides and fertilizers associated with mechanized farming methods can also result in water pollution and harm to biodiversity.

**Health risks for animals:** The use of tractors in agriculture may pose health risks to animals. Tractors generate loud noise levels, exposing animals / wildlife to potential hearing damage and possible migration thereof. Prolonged exposure to vibrations from tractor operation can lead to animals or wildlife to migrate or flee to other places.

**Displacement of small-scale farmers:** The adoption of tractors and other mechanized farming technologies in agriculture can lead to the displacement of small-scale farmers. Small-scale farmers may not have the financial resources to invest in expensive machinery, putting them at a disadvantage compared to larger, mechanized farms. As a result, they may struggle to compete in the market and face the risk of losing their livelihoods. This can lead to increased inequality and the consolidation of agricultural production in the hands of a few larger players, potentially impacting local food security and the diversity of agricultural practices.

**Other relevant answers do be discussed at standardisation.**

**AOA: 2 x 1 mark - two descriptions of two methods**

**AOC: 2 x 2 marks - two explanations each for two methods**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

#### **5 (a) AOA: Describe one reason solar energy increased in consumption.**

##### **Comment on specific question**

Well answered: Most candidates were able to answer the question.

##### **Wrong answers**

- Its free

##### **Correct answers**

**Cost Reduction:** The cost of solar panels and associated equipment has significantly reduced in recent years.

**Government Incentives/policies:** Many governments around the world have introduced incentives and subsidies to promote the use of renewable energy sources, including solar power.

**Environmental Concerns:** Solar power is a renewable resource that does not produce greenhouse gas emissions during operation.

**Energy Independence:** Solar energy allows individuals and businesses to generate their own electricity, reducing their reliance on centralized power grids and traditional energy sources.

**Technological Advancements:** Higher conversion rates, improved storage solutions, and the development of flexible and lightweight panels have made solar energy systems more practical.

**Job Creation:** The rapid growth of the solar industry has led to job creation in various sectors.

**Public Support and Awareness:** There has been a surge in public support and awareness surrounding renewable energy, including solar power with increased education about the benefits of solar energy and its role in combating climate change.

**Other relevant answers do be discussed at standardisation.**

Any one

[1]

**(b) AOB: Explain three ways resource availability negatively affects the supply of wind energy.**

**Comment on specific question**

Fairly answered: Most candidates listed the resources, however they could not explain how they affect the supply of wind power

**Wrong answers**

- Buildings and trees can block the wind
- Wind turbines can kill migrating birds

**Correct answers**

**Inconsistent wind patterns:** The availability of wind for generating energy can vary significantly in different locations and at different times. Wind farms depend on consistent and sufficient wind resources to generate electricity. If there is a lack of consistent wind patterns, it can lead to a decrease in the supply of wind energy.

**Low wind speeds:** Wind turbines require a minimum wind speed to start generating electricity. If the wind speed is too low, the turbines may not produce enough energy or may not operate at all. Locations with consistently low wind speeds may not be suitable for wind energy generation, resulting in a limited supply of wind energy.

**Wind intermittency:** Wind is an intermittent renewable energy source, meaning that it is not available continuously. Wind speeds can fluctuate throughout the day and between seasons. During periods of low wind, the turbines may not be able to generate sufficient energy, resulting in decreased supply.

**Geographic limitations:** Wind resources are not equally distributed geographically. Some regions may have better access to consistent and strong winds, while others may have limited wind resources. If the available wind resources are limited in a particular area, the supply of wind energy will be negatively affected.

**Environmental constraints:** Wind farms are subject to various environmental constraints, including land availability, zoning regulations, and wildlife protection. These constraints can limit the number of suitable locations for wind energy projects, leading to a smaller supply of wind energy.

**Capital:** The construction of wind farms requires substantial amounts of capital. The maintenance of the wind farms also requires skilled people to operate them. Most LICs do not have financial means to invest in such projects which affects the vulnerable population to access wind energy, despite the availability of consistent wind patterns. Most LICs have debts hence they rather spend on essential services such as education and health. These constraints can limit the number of suitable locations for wind energy projects, leading to a smaller supply of wind energy. The financial implications hinder economic growth in LICs, as their industrial and businesses that are upcoming are heavily reliant on energy and face uncertainties in their operations.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.**

Any three

[3]

**(c) AOA and AOC: Using Fig. 5 only, describe and explain the pattern of energy consumption for nuclear power and natural gas.**

**Comment on specific question**

Fairly answered: Most candidates were able to describe the changes, however they could not explain the reasons for the changes and describe how the changes were e.g. steeper, gentler/steady

Candidates did not use the data from the source given



## Wrong answers

Natural gas is renewable and does not cause any pollution

## Correct answers

### AOA: Description

Nuclear energy – Least used energy source

Nuclear energy – Small/slight increase in usage

Natural gas – large increase/steep increase

Natural gas – Most used energy source

### AOC: Explanation (4)

#### Nuclear energy

**High initial costs:** One of the main reasons for low usage of nuclear energy is the high initial investment required to build a nuclear power plant. The cost of constructing and commissioning a nuclear power plant can be extremely high, making it less attractive for countries or companies with limited financial resources.

**Safety concerns:** Nuclear accidents like the Chernobyl disaster in 1986 and the Fukushima disaster in 2011 have raised serious safety concerns and have had a significant impact on public perception of nuclear energy. The potential for radiation leaks and the long-term health and environmental consequences in case of accidents have made many people wary of embracing nuclear power.

**Waste management and storage:** Nuclear power generates radioactive waste that needs to be managed and stored safely for long periods of time. The issue of nuclear waste disposal is complex and expensive, and finding suitable storage sites that guarantee the safety of the waste for thousands of years is a major challenge. Concerns about the long-term environmental impact of nuclear waste discourage countries from significantly expanding their nuclear energy capacity.

**Limited resources:** Although nuclear energy is considered a relatively low-carbon energy source, it relies on the availability of uranium as fuel. Uranium is a finite resource, and its extraction and refining process requires significant energy. As the demand for energy continues to rise globally, concerns about the limited availability of uranium and the sustainable supply of nuclear fuel make countries more cautious about relying heavily on nuclear power

Any **two**

#### Natural gas

**Affordability:** Natural gas is often more affordable compared to other energy sources like electricity or propane. This is because natural gas is readily available in many regions, which lowers the cost of production and distribution. As a result, using natural gas for heating, cooking, and powering appliances can help save money on energy bills.

**Reliability:** Natural gas is known for its reliability as an energy source. It can be used for a wide range of applications, including heating homes, generating electricity, and fueling vehicles. Natural gas pipelines are designed to withstand various weather conditions and can provide a consistent supply of energy, even during power outages. This reliability makes natural gas an attractive option for many households and industries.

**Environmental Benefits:** Compared to other fossil fuels like coal or oil, natural gas has relatively lower greenhouse gas emissions. When burned, natural gas produces fewer carbon dioxide emissions, sulfur dioxide, and nitrogen oxide than coal or oil. This makes natural gas a cleaner-burning fossil fuel and contributes to a reduction in air pollution and climate change impacts.

**Versatility:** Natural gas is a versatile energy source that can be used for various purposes. It can provide heat for residential and commercial buildings, generate electricity in power plants, and fuel vehicles. Additionally, natural gas can be used as a raw material in the production of chemicals, fertilizers, and other products. Its versatility makes it a valuable resource in many different industries and applications.

Any **two**

**Other relevant answers do be discussed at standardisation.**

**AOA: 2 x 1 mark - description**

**AOC: 2 x 2 marks - 2 explanations for nuclear energy and natural gas**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

6 (a) **AOA: Describe one natural factor that affects water scarcity.**

**Comment on specific question**

Fairly answered: Most candidates were able to describe one natural factor, however some candidates described human factors

**Wrong answers**

- Population growth
- Level of economic development
- Rainfall, geology, temperature, climate change etc. without any description on how it can affect water scarcity.

**Correct answers**

**Climate:** Areas with low rainfall or prolonged droughts are more prone to water scarcity.

**Geography:** Certain regions naturally have fewer water sources due to factors such as arid landscapes, desertification, or being landlocked.

**Natural disasters:** Can damage water infrastructure or contaminate water sources, making water scarce and unsafe for use.

**River flow and availability:** Changes in these variable factors such as snowmelt, rainfall, and the health of watersheds caused by factors like climate change, can reduce river flow and contribute to water scarcity.

**Evaporation and evapotranspiration:** Higher temperatures and prolonged heat waves increase evaporation rates, reducing water availability and contributing to water scarcity.

**Rock/Geology:** Impermeable rock is unable to store water/permeable rock is able to store more water.

**Climate change:** Cause scarcity in areas that are getting drier.

**Other relevant answers do be discussed at standardisation.**

Any one

[1]

(b) **AOB: Explain three characteristics of areas with economic water scarcity.**

**Comment on specific question**

Moderately answered: Most learners were able to explain the characteristic of areas with economic water scarcity, however some candidates did not consider “economic water scarcity”

**Wrong answers;**

- Areas with impermeable rocks
- Areas with low rainfall
- Areas without rivers or large lakes

**Correct answers**

**Limited water availability:** Areas with economic water scarcity have limited access to water resources due to factors like low precipitation, inadequate infrastructure, or water source mismanagement. This limited availability makes it challenging for communities to meet their water needs for various purposes, including domestic, agricultural, and industrial uses.

**High demand and competition:** Economic water scarcity also arises when there is a high demand for water relative to the available supply. This demand is often driven by a growing population, rapid urbanization, and increased industrialization. The limited water resources lead to competition among different sectors and users, such as agriculture, municipalities, and industries.

**Lack of infrastructure and investment:** Areas with economic water scarcity often lack proper infrastructure for water storage, treatment, and distribution. This lack of infrastructure makes it difficult to harness and utilize available water resources efficiently. Moreover, inadequate investment in water management and infrastructure exacerbates the scarcity problem, leaving communities vulnerable to water shortages.

**Socioeconomic impacts:** Economic water scarcity has significant socioeconomic consequences. It affects vulnerable populations the most, as they often lack the financial means to access and afford water services. Water scarcity can lead to increased poverty, food insecurity, and health issues. It also hinders economic growth, as industries and businesses heavily reliant on water face constraints and uncertainties in their operations. Additionally, conflicts over water resources can arise between different user groups, exacerbating social tensions and instability.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.**

Any three

[3]

- (c) **AOA and AOC: Using Fig. 6 only, describe and explain the difference of water consumption in High Income Countries (HICs) and Low Income Countries (LICs).**

**Comment on specific question**

Fairly answered: Most candidates were able to describe the differences and explanations for the differences. However, candidates struggled to suggest reasons for high water consumption domestically in LICs. Most candidates could not use the data from the source.

**Wrong answers**

- LICs use more water domestically because they stay home as they are unemployed

**Correct answers**

**AOA: Description (2)**

HICs use more water than LICs in agriculture.

HICs use more water than LICs in industries.

LICs use more water than HICs domestically

Any **two**

**AOC: Explanation (4)**

**Why HICs use more water than LICs in industries.**

**Advanced industrial processes:** HICs often have more developed and advanced industrial sectors compared to LICs. These industries require substantial amounts of water for various purposes, such as cooling, cleaning, and processing raw materials. HICs typically have more water-intensive industries, including manufacturing, chemical production, and electronics, which contribute to their overall higher water consumption.

**Technological advancements:** HICs typically have more access to advanced technologies and equipment, which can result in greater water consumption. Sophisticated machinery and automation used in industries often require significant amounts of water for their operation, maintenance, and cooling purposes. LICs, on the other hand, might rely on simpler technologies that are less water-intensive or have limited access to high-efficiency machinery, leading to lower water requirements.

**Higher product demand:** HICs generally have higher levels of industrial production and consumer demands compared to LICs. With larger populations and more extensive manufacturing and service sectors, HICs produce and consume greater quantities of goods and services that require water in their production processes. This increased scale of industrial output and higher demand for products ultimately leads to a higher overall water consumption in HICs.

Any **two**

**Why LICs use more water than HICs in agriculture.**

**Lack of advanced irrigation systems:** LICs often lack access to advanced irrigation systems, such as drip irrigation or precision irrigation, which are more efficient in water usage. Instead, they heavily rely on traditional irrigation methods, such as flood irrigation or surface irrigation that require larger quantities of water. This inefficient use of water contributes to higher water consumption in LICs compared to HICs.

**Limited access to modern agricultural practices:** LICs typically have limited resources and technology to implement modern agricultural practices. This includes practices such as crop rotation, soil moisture monitoring, and conservation tillage, which are more water-efficient and help optimize water usage. In contrast, HICs have better access to such practices, allowing them to use water more efficiently in agriculture.

**Lack of infrastructure and investments:** LICs often struggle with infrastructure and investments in water management. They frequently face challenges such as inadequate water storage facilities, limited canal systems, and outdated water distribution networks. These issues lead to water loss through leakages and inefficient water distribution, exacerbating water usage in agriculture. In contrast, HICs invest more in infrastructure and modernization projects, enabling them to use water more efficiently.

Any **two**

**Why HICs use less water than LICs domestically.**

**Limited Access to Clean Water Supply:** In many LICs, access to reliable and clean water sources is limited, forcing households to rely on inefficient or informal water sources. People often have to use water from distant wells, rivers, or communal taps, leading to overuse of available water resources due to the need for collection and storage.

**Inadequate Infrastructure:** Water infrastructure such as piped water systems, sewage treatment, and distribution networks may be underdeveloped or poorly maintained in LICs. This leads to frequent water shortages, and people may resort to using larger quantities of water when available to ensure they have enough for consumption and basic sanitation needs.

**Lower Water-Efficiency Technologies:** In LICs, households often lack access to water-saving technologies such as efficient plumbing, modern appliances, and water-efficient irrigation systems. As a result, water use per



person may be higher for tasks such as bathing, cooking, and irrigation compared to HICs, where advanced technologies promote water conservation.

**Cultural and Social Factors:** In many LICs, cultural practices and traditional water usage habits often emphasize the use of larger volumes of water for rituals, cleaning, and cooking. In comparison, HICs may have more developed water conservation awareness and habits, such as reduced water usage during household chores, bathing, and gardening.

**Larger household sizes:** Families in LICs tend to be larger on average than those in HICs. Larger families generally require more water for cooking, cleaning and personal hygiene, contributing to higher domestic water use.

**Agricultural water use in domestic settings:** In LICs, many households still rely on small-scale agriculture for food and income, even within urban or peri-urban areas. Water used for irrigation and livestock care may be considered part of domestic water consumption, artificially inflating household water use compared to HICs, where agricultural activities are typically more industrialized and separate from domestic needs.

Any two

*Other relevant answers do be discussed at standardisation.*

**AOA: 2 x 1 mark - description of the difference in water demand**

**AOC: 2 x 2 marks - two explanations of two reasons for the difference**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

### Section C: Human Geography

#### 7 (a) AOA: Describe what is meant by the death rate of a country.

Well answered, however some learners did not indicate per year.

##### **Wrong answers**

- Number of people that die per 1000.

##### **Correct answers**

- Number of people that die per 1000 people per year in a given area.
- Number of people dying in a specific population over a given period of time.

Any one

[1]

#### (b) AOB: Explain three physical reasons for places becoming densely populated areas.

Well answered, however some learners gave economic reasons.

Some learners gave reasons for sparsely populated.

##### **Wrong answers:**

- Employment opportunities
- Better education, better health care facilities

##### **Correct answers**

**Fertile soil:** Areas with rich and fertile soil are often densely populated as they can support agriculture, allowing for abundant food production and sustaining larger populations.

**Access to water:** Proximity to water bodies such as rivers, lakes, or coastlines is crucial for human settlements. Water sources provide drinking water, transportation, and support agriculture, making these areas attractive for dense population settlements.

**Climate and temperature:** Moderate and favorable climates are often conducive to dense populations. Regions with pleasant weather conditions, moderate temperatures, and ample rainfall are more likely to support human habitation and attract people to settle there.

**Natural resources:** Areas with abundant natural resources, such as minerals, timber, or energy sources like fossil fuels, often tend to be densely populated due to economic opportunities and resource extraction industries.

**Topography:** Flat or gently sloping terrains are generally easier to inhabit and develop compared to rugged or mountainous areas. Flat areas offer more space for agriculture, transportation, and urban development, thereby attracting higher population densities.

**Availability of biodiversity:** Areas rich in biodiversity, such as tropical rainforests or coral reefs, often support

dense populations due to the availability of various resources like food, medicinal plants, and other natural products.

**Natural attractions:** Some areas are densely populated due to their natural attractions. These can include scenic landscapes, beautiful coastlines, or proximity to national parks and protected areas, which draw tourists and can lead to the growth of local populations and infrastructure.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.** Any **three** [3]

- (c) **AOA and AOC: Using Fig. 7 only, describe and explain two characteristics of overpopulated countries.**

**Comment on specific question.**

Poorly answered

Most learners failed to use information from the figure only.

**Wrong answers**

- Reasons why countries are overpopulated is because they have better services;
- Education and health facilities;
- Improved sanitation;
- More doctors.

**Correct answers**

**AOA: Description:**

**Cost of education:** High demand and limited resources, Infrastructure challenges, teacher shortage and quality, educational inequality are characteristics of overpopulated countries.

**Availability of contraceptives:** Limited access, high cost, education and awareness, inadequate healthcare infrastructure, are characteristics of overpopulated countries.

**Net migration:** High Outward Migration, brain drain, remittances, social and cultural implications.

**Health standards:** Limited access to healthcare, increased prevalence of infectious diseases, overburdened healthcare infrastructure, socioeconomic disparities impacting health outcomes. Any **two**

**AOC: Explanation:**

**Cost of Education**

**High demand and limited resources:** In overpopulated countries, there is often a high demand for education due to a large population size. However, the resources available to meet this demand, such as schools, teachers, and educational materials, are limited. This scarcity leads to increased competition and higher costs for education.

**Infrastructure challenges:** Overpopulated countries may face infrastructure challenges, such as inadequate or overcrowded school buildings, lack of transportation facilities, or limited access to technology. These challenges can result in higher costs as there may be a need to invest in expanding or upgrading infrastructure to accommodate the growing demand for education.

**Teacher shortage and quality:** Overpopulated countries often struggle with a shortage of qualified teachers due to the high student-to-teacher ratio. This scarcity can drive up the cost of education as schools may need to offer higher salaries or additional benefits to attract and retain teachers. Additionally, investing in teacher training programs to improve the quality of education can also contribute to the overall cost.

**Educational inequality:** Overpopulation can exacerbate educational inequality, with marginalized or underprivileged communities facing greater challenges in accessing quality education. To address this issue, additional resources may be required to provide scholarships, financial aid, or support programs for disadvantaged students. These initiatives can contribute to higher education costs as the government or educational institutions need to allocate funds to bridge the educational gap. Any **two**

**Availability of contraceptives**

**Limited access and availability:** In overpopulated countries, there may be limited availability and access to contraceptives. This can be due to a lack of distribution infrastructure or social and cultural stigmas surrounding contraception. Limited access can result in a significant barrier for individuals seeking contraception, leading to higher rates of unintended pregnancies and contributing to population growth.

**Cost:** Another characteristic is the cost associated with contraceptives. In many overpopulated countries, where poverty rates may be high, the affordability of contraceptives becomes a challenge. High prices may deter individuals from purchasing and using contraceptives, thereby hindering their availability and contributing to the population problem.

**Education and awareness:** Lack of education and awareness about contraceptives is also a common characteristic in overpopulated countries. Insufficient knowledge about the types, effectiveness, and usage of contraceptives can lead to misconceptions and myths, limiting the adoption of contraception methods. A lack of comprehensive sexual education programs and cultural taboos surrounding discussions about contraception exacerbate this issue.

**Inadequate healthcare infrastructure:** Overpopulated countries often face challenges in terms of their healthcare infrastructure, which includes reproductive health services. Insufficient clinics, healthcare professionals, and resources dedicated to family planning can limit the availability of contraceptives. This further hampers the ability of individuals to access and use birth control methods effectively, leading to a higher fertility rate and exacerbating population growth.

Any two

### Net migration

**High Outward Migration:** Overpopulated countries often experience high levels of outward migration, where people leave their home country in search of better opportunities elsewhere. This is typically driven by factors like limited job prospects, lack of resources or infrastructure, and overcrowding. Economic migration is a common reason for outward migration, as people seek better wages and living conditions in other countries.

**Brain Drain:** Overpopulated countries may also face the challenge of brain drain, where highly skilled and educated individuals choose to emigrate. This can have a detrimental effect on the country's development as it leads to a loss of valuable human capital. The lure of better job prospects, higher salaries, quality education, and improved living standards in other countries often attracts talented individuals away from their home country.

**Remittances:** Despite the challenges posed by net migration, overpopulated countries may benefit from the positive impact of remittances. Remittances refer to the money sent by migrants back to their home countries. These funds are often a significant source of income for families and can contribute to the overall economic stability of the country. Remittances can help alleviate poverty, boost consumption, and support local businesses and investments, thereby providing some relief in overpopulated countries.

**Social and Cultural Implications:** Net migration in overpopulated countries can have social and cultural implications. As people leave their home country, it can result in changes to the demographics and cultural makeup of the population. This may include a decrease in the working-age population, an aging population, or even changes in the predominant languages and customs. Such changes can lead to challenges in maintaining social cohesion and preserving cultural heritage.

Any two

### Health standards

**Limited access to healthcare:** With a high population density, overpopulated countries often struggle to provide adequate healthcare services to all their citizens. Limited healthcare facilities, healthcare professionals, and medical supplies can result in long wait times, reduced quality of care, and limited access to essential medical treatments.

**Increased prevalence of infectious diseases:** Overpopulated areas are more prone to the rapid spread of infectious diseases due to the close proximity of individuals. The density of population facilitates the transmission of diseases, making it crucial to prioritize preventative measures such as vaccination campaigns, public health awareness programs, and sanitation improvements to control and mitigate the impact of infectious diseases.

**Overburdened healthcare infrastructure:** Overpopulated countries face immense pressure on their healthcare infrastructure. Hospitals, clinics, and other healthcare facilities may struggle to accommodate the sheer number of patients, leading to overcrowding and compromised healthcare delivery. This strain can result in longer waiting times for medical care, limited availability of essential medical equipment, and increased chances of medical errors.

**Socioeconomic disparities impacting health outcomes:** Overpopulated countries often experience socioeconomic inequalities, where certain groups or regions have limited access to basic necessities like clean water, nutritious food, and proper sanitation. These disparities can lead to higher rates of malnutrition, poor sanitation, and inadequate hygiene practices, which, in turn, contribute to a higher burden of disease and lowered overall health standards.

**Other relevant answers to be discussed at standardisation**

**AOA: 2 x 1 mark - two descriptions of two problems**

**AOC: 2 x 2 marks - two explanations of two problems**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

**8 (a) AOA: Define adequacy of diet.**

**Comment on specific question.**

Poorly answered

Learners defined inadequate diet.

**Wrong answers**

- Diet that does not contain any nutrients.
- Refers to a diet that causes malnutrition.
- Refers to the diet that lack essential nutrients.

**Correct answer**

- Refers to the extent to which a person's dietary intake meets their nutritional needs to support optimal health and wellbeing.
- Consuming an appropriate amount of essential nutrients/balanced diet that provides sufficient energy to fuel the body, support growth and development and maintain bodily functions. Any **one** [1]

**(b) AOB: Explain three problems caused by the unequal distribution of food in Low Income Countries (LICs).**

**Comment on specific question.**

Poorly answered

Learners explained reasons for unequal food distribution

**Wrong Answers**

- Poor transport infrastructure
- War
- No refrigerated trucks
- High transport costs

**Correct answers**

**Malnutrition:** Unequal food distribution leads to a lack of access to nutritious food for many individuals in low-income countries. This can result in malnutrition, which can lead to stunted growth, weakened immune systems, and various health problems.

**Hunger:** Insufficient food distribution means that many people in low-income countries struggle with hunger on a regular basis. This can result in chronic hunger and the inability to meet essential nutritional needs.

**Poverty:** Unequal food distribution perpetuates poverty in low-income countries. Without access to adequate food resources, individuals and communities struggle to break free from the cycle of poverty and improve their socio-economic conditions. Lower productivity in work leads to lower economic growth.

**Food insecurity:** Unequal food distribution contributes to widespread food insecurity, where individuals and households do not have consistent access to safe and nutritious food. This leads to uncertainty and anxiety about food availability, affecting the overall well-being of communities. Loss of food in some areas increases.

**Health issues:** Inadequate food distribution can result in an increased risk of various health issues. Malnutrition, under nutrition, and hunger can lead to weakened immune systems and make individuals more susceptible to diseases and illnesses. Higher mortality/death rate/infant mortality.

**Economic disparities:** Unequal food distribution widens the economic disparities in low-income countries. Those with limited access to sufficient food struggle to engage in productive economic activities, hindering their ability to escape poverty and contribute to the growth of their communities.

**Social unrest:** Unequal food distribution can lead to social unrest and conflicts. When a large portion of the population does not have access to adequate food, it can cause frustration, anger, and desperation, leading to social unrest, protests, or even violence in extreme cases.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.**

Any **three**

[3]

- (c) **AOA and AOC: Using Fig. 8 only, describe the relationship between food supply per capita and life expectancy.**

**Comment on specific question.**

Poorly answered

Inaccurate reading of the graph

Failed to give reasons why life expectancy and food supply is linked

**Wrong answers:**

- Countries with food supply above 3000 Kcal have a high life expectancy
- Countries below 25000 kcal have a low life expectancy.

**Correct answers**

**AOA: Description (2)**

- As food supply increases, life expectancy increases/positive relationship.
  - More food may be produced but the life expectancy is low - Nigeria
  - Less food can be produced but the life expectancy is high - Japan/Uganda
- Any **two**

**AOC: Explanation (4)**

**Improved nutrition:** When more food is produced, there is a higher chance of people having access to a balanced and nutritious diet. This includes essential nutrients, vitamins, and minerals that are necessary for good health. Adequate nutrition helps support the body's immune system, reduces the risk of malnutrition-related diseases, and enhances overall well-being, ultimately contributing to longer life expectancy.

**Reduced hunger and famine:** Increased food production helps alleviate hunger and starvation worldwide. Lack of food and chronic hunger are major contributors to shorter life expectancy. When more food is available, it ensures that people have enough to eat, reducing the risk of malnutrition, starvation, and related health complications.

**Reduced disease prevalence:** Insufficient food production can lead to compromised immune systems and increased susceptibility to diseases. Conversely, when more food is produced, individuals have a better chance of maintaining a stronger immune system that can effectively combat infections, diseases, and other health issues. This leads to a lower incidence of illnesses and consequently longer life expectancy.

**Improved access to healthcare:** Increased food production often goes hand in hand with economic development and improved infrastructure. As a result, communities have better access to healthcare facilities, medical professionals, and essential medications. This enhanced access to healthcare services can significantly impact life expectancy by allowing for better prevention, diagnosis, and treatment of diseases.

**Enhanced living conditions:** More food production can lead to improved living conditions, as it often corresponds with increased financial resources for individuals and communities. This can enable people to afford better housing, clean water, sanitation, and access to education. Improved living conditions and access to basic amenities contribute to better health outcomes and longer life expectancy.

**Technological advancements:** Increased food production often requires advancements in agricultural technologies and practices. These technological improvements can have a positive impact on overall health. For example, advanced farming techniques can improve the quality of crops, reduce the use of harmful pesticides, and minimize food contamination, leading to safer and healthier food options. This, in turn, can contribute to longer life expectancy by reducing the risks of foodborne illnesses and other health hazards associated with food consumption.

Any **four**

**Other relevant answers do be discussed at standardisation.**

**AOA: 2 x 1 mark - description of relationship with the use of data**

**AOC: 2 x 2 marks – two explanations of two reasons for increase**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

- 9 (a) **AOA: Define sphere of influence.**

**Comment on specific question.**

Poorly answered

Candidates could not define sphere of influence

**Wrong answers:**

- An area in the CBD that has all the important services e.g. a mall.

**Correct answer**

- Refers to the extent of control and influence that a country/organization/ function/ individual has over others within a particular geographic area or field.
- The furthest distance an area/function/individual/country draws its customers from. Any one [1]

**(b) AOB: Explain three inequalities in living standards which may arise in cities.****Comment on specific question**

- Poorly answered
- Learners gave the consequences of urbanization.

**Wrong answers**

- Traffic congestion
- Pollution
- Unemployment
- Informal settlements increase

**Correct answers**

**Income inequality:** Cities often have a wide range of income levels, leading to significant disparities in living standards. Some residents may have access to high-paying jobs and can afford a comfortable lifestyle, while others struggle to meet their basic needs.

**Housing inequality:** In cities, housing costs can vary greatly, leading to disparities in living conditions. Lower-income individuals may face inadequate or substandard housing options, while wealthier individuals can afford higher-quality housing in desirable locations.

**Education inequality:** In urban areas, there can be significant differences in the quality of education available. Public schools in lower-income neighborhoods may lack resources and face challenges such as overcrowding, while schools in wealthier neighborhoods often have more funding and better amenities.

**Healthcare inequality:** Access to quality healthcare can be uneven in cities, with low-income individuals facing barriers such as lack of health insurance, limited healthcare facilities in their neighborhoods, and difficulties in accessing specialized care.

**Transportation inequality:** Transportation options can be limited for lower-income residents in cities. Lack of affordable and convenient public transportation can hinder access to employment, education, healthcare, and other essential services.

**Food insecurity:** In cities, some neighborhoods may face food deserts, where access to fresh, nutritious food is limited. Lower-income individuals may have difficulty affording healthy food options, leading to higher rates of food insecurity and associated health problems.

**Safety and security inequality:** Crime rates can vary across different areas of a city, leading to disparities in safety and security. Low-income neighborhoods often face higher crime rates and inadequate police presence, impacting residents' overall living standards and well-being.

**Other relevant answers do be discussed at standardisation.**

**Maximum of 1 mark if only descriptions are given without explanations.**

**Any three**

**[3]**

**(c) AOA and AOC: Using fig 9 only, describe and explain two problems related to urbanisation.****Comment on specific question.**

Poorly answered

Failed to use information from the graph only, candidates used their prior knowledge on urbanization, which was not required from them.

**Wrong Answers**

- Unemployment
- enough schools
- Enough hospitals



- Enough contraceptives

## Correct answers

### AOA: Description

**Urban sprawl** - the development of a city extending outwards, damaging the environment.

**Urban decay** - the deterioration of infrastructure, buildings, and overall living conditions in urban areas.

**Pollution** - introduction into the environment of substances or contaminants by human activities.

**Transport** - traffic congestion, air pollution, and increased travel time.

Any **two**

### AOC: Explanation

#### Urban sprawl

**Population Growth:** The demand for housing, commercial spaces, and other infrastructure increases leading to building new neighborhoods, shopping malls, and other facilities.

**Automobile Dependency:** As cities expand outward, the distances between homes, workplaces, and commercial areas increase, making it necessary for people to rely on cars for transportation leading to the need for more parking space and larger roads.

**Land Use Policies:** Land use policies such as zoning laws, development regulations, and building codes can contribute to urban sprawl by allowing for low-density and block multi-use developments that encourage more suburbanization and spread out of the city.

**Economic Factors:** Economic factors such as the cost of land and labor, tax policies, and market demand can influence developer's decisions to build at the edges of the city, where land and construction costs are lower, and there is less competition for space.

Any **two**

#### Urban decay

**Economic Decline:** When industries shut down or relocate to other regions, this can lead to high unemployment rates and disinvestments, resulting in a reduction in tax revenue and a lack of resources for urban maintenance projects.

**Urban Sprawl:** leaves vacant buildings and abandoned neighborhoods behind because of a lack of investment in the older areas of the city, resulting in a decline in property values.

**Political Decisions:** Policies that encourage urban sprawl or neglecting the infrastructure and amenities in certain urban areas. If a city government chooses to allocate funds to a new shopping center or sports stadium instead of investing in the maintenance of existing buildings and neighborhoods, urban decay can result.

**Social Issues:** Poor housing conditions, high crime rates, and lack of access to quality education and healthcare are social issues that can contribute to urban decay by forcing industries move to other cities, abandoning infrastructures.

Any **two**

#### Pollution

**Vehicular pollution:** increasing number of vehicles on the roads, vehicle exhausts release harmful chemicals like carbon monoxide, nitrogen oxide, and sulfur dioxide, which pollute the air we breathe.

**Industrial Pollution:** Industries, factories, and power plants located in and around urban areas release harmful chemicals, waste products, and other pollutants into the air and water bodies.

**Construction activities:** Construction activities in urban areas generate dust and debris, which can affect the air quality. Construction sites are also a source of noise pollution.

**Improper waste disposal:** Improper disposal of household and industrial waste can lead to soil and water pollution, which in turn affects the health and well-being of the people living in urban areas. Landfills and waste dumps are also responsible for generating methane gas which is a potent greenhouse gas contributing to global warming.

Any **two**

#### Transport

**Traffic Congestion:** increase in the number of vehicles on the road, leading to traffic congestion. Congestion causes delays and wastes valuable time for people commuting to work, school, or other places. Traffic congestion can also lead to increased pollution and decreased air quality, causing health problems for residents.

**Inadequate Public Transportation:** As the population of cities grows, the demand for public transportation also increases. Inadequate public transportation infrastructure limits access to jobs, healthcare, and other essential services for those who rely on public transportation.

**Road Safety:** More pedestrians and cyclist traffic, which can lead to conflicts with vehicles and increase the risk of accidents.

**Environmental Impact:** Increased traffic leading to higher carbon emissions, air pollution, and noise pollution. These environmental impacts can negatively affect the health and well-being of urban residents and contribute to climate change.

Any **two**

**Other relevant explanations to be discussed at standardisation.**

**Any two problems**

**AOA: 2 x 1 mark - two descriptions of two problems**

**AOC: 2 x 2 marks - two explanations for two problems**

**Maximum of 4 marks if only descriptions given without explanations.**

[6]

**Positive suggestions to teachers:**

**AOA:**

Provide definitions for each of the terms in specific objectives as learners may be asked to define geographical terms.

Focus on the command words of the specific objective when delivering content.

If the command word is of a higher level, e.g. discuss, it should be taught from the lower demand, define, describe, explain and then discuss.

**AOB:**

This assessment objective has two parts, the understanding part and the application part.

When a learner shows that they know something, that is understanding, when the learner applies their knowledge, they give examples or apply their knowledge to specific contexts. This differentiation is very important.

**AOC:**

Here learners are expected to make analyses and interpretations of diagrams, pictures, mind maps, photographs and graphs.

They should be able to interpret graphs, photographs, mind maps, diagrams, mind maps by describing them and explaining them using their knowledge.

Try exposing learners to more sources to foster their skills of interpretation and analysis.



## Section A: Physical Geography

### 1 (a) (i) AOA: Distinguish between a tectonic plate and plate tectonics.

#### Comment on question

Poorly answered: Majority of learners switched the two terms. The definitions for a tectonic plate was given for plate tectonic and the definition for plate tectonic was given for tectonic plate. Hence, majority scored 2 out of 4.

#### Wrong answers

- Tectonic plate is the movement of plates
- Plate tectonic: is the slab of the crust floating on the mantle

#### Correct answers

- Tectonic plate - tectonic plate (also called lithospheric plate) is a massive, irregularly shaped slab of solid rock that floats on the mantle, generally composed of both continental and oceanic lithosphere.
- Plate tectonic - the study of the movement of plates and the resulting landforms.
- Tectonic plate is a solid rock that floats on the mantle, while plate tectonics is the study of the movement of these plates.
- Tectonic plates are composed of both continental and oceanic lithosphere, while plate tectonics studies the resulting landforms of these moving crusts.

**1 mark - definition of a tectonic plate**

**1 mark - definition of plate tectonics**

**2 marks - distinction.**

**Only definitions written - 2 marks.**

[4]

#### Ways on improvement

- Teachers should make sure they teach correct definitions and should help learners to distinguish/ make distinctions between terms by using the correct terms such as while, whereas, meanwhile etc.

### (ii) AOA: Explain the distribution of fold mountains at collision plate margins.

#### Comments on question

Fairly answered: Most learners did not pay attention on what was asked instead of only explaining the distribution of fold mountains at collision boundary, they also explained fold mountains formation at convergent margin – oceanic vs continental.

- Most learners also understood “distribution” as where these mountains are found instead of describing the formation.
- Most candidates scored 3 out of 5.

#### Wrong answer

- Collision referred to as subduction zone (Oceanic vs Continental meet)

#### Correct answers

- Continental and continental plates / two continental plates
- Collide / converge/ move towards each other.
- Plates move as a result of convection currents in the mantle.
- Compression of this sediment between colliding plates
- None of the plates sink as both plates have the same densities.
- As these rock sediments are uplifted to form Fold Mountains.

**1 mark - type of plate.**

**1 mark – movement/convection currents**

**1 mark – density/weight.**

**1 mark – compression/collide.**

**1 mark - uplifting of sediments into fold mountains/ continuous folding.**

**Or specific examples of plate boundaries with distribution of fold mountains**

**[5]**

**Ways on improvement**

- Teachers should help learners to differentiate between collision and convergent-subduction plate margins, emphasizing on the type of plates involved.

**(b) AOB: Explain the negative effects of volcanic eruptions on the natural environment.**

**Comments on the question**

Well answered: Majority of learners knew what to answer, however few did not read the question thoroughly. Instead of giving the negative effects of volcanic eruption on the natural environment, they wrote about socio-economy effects as well. Majority scored 5 to 6 marks.

**Wrong answers**

Lava flow destroy human structures such roads, railway lines etc

Ash kills humans, cover houses

Lava destroy inhabitants

**Correct answers**

**Air pollution:** Volcanic eruptions release large amounts of ash, sulfur dioxide, and other gases into the atmosphere, which can lead to a decrease in air quality and respiratory issues for both humans, plants and animals.

**Acid rain:** The sulfur dioxide and other gases released during a volcanic eruption can react with water vapor in the atmosphere to form acidic rain, which can be harmful to vegetation, bodies of water, and can increase water acidity.

**Soil and water contamination:** Volcanic ash, debris, and gases released during an eruption can contaminate surrounding soil and water, which can have negative impacts on local ecosystems.

**Erosion and landslides:** Volcanic eruptions can cause significant erosion of surrounding rock and soil, as well as landslides and debris flows that can harm people and animals.

**Climate change:** Large volcanic eruptions can release significant amounts of greenhouse gases into the atmosphere, which can contribute to changes in Earth's climate over time.

**Destruction of habitats:** Volcanic eruptions can destroy natural habitats and ecosystems, leading to the loss of plant and animal species.

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

**[6]**

**Ways on improvement**

- Teachers should emphasize on the negative effects of volcanic eruptions on the environment, humans and economy. Focus more on the development of answers instead of listing.

**(c) AOB (3) and AOD (7): To what extent do you agree that the physical environment of the East African Rift Valley benefits the people that live around it?**

**Comments on question**

- Well answered: Most learners had the knowledge, explained and came to a conclusion about the positive effects of the Rift valley and how it benefits the people living there. They also referred to examples of eruption, as well as earthquake, as part of the negative effects. Most scored 5-7 (Level 2)

**Wrong answers**

- Majority failed to make a thorough conclusion and evaluation.

**Correct answers**

**Physical environment challenges on the people.**

**Volcanic eruptions** - The East African Rift Valley has a high concentration of active and dormant volcanoes, which means that the area is prone to volcanic eruptions that can cause damage to homes, crops, and infrastructure, and could even result in loss of life.

**Earthquakes** - The region is also prone to frequent earthquakes, some of which can be devastating and cause damage to buildings, bridges, and other structures. Earthquakes can also cause landslides and rockfalls that can pose a threat to people.

**Drought** - The East African Rift Valley is susceptible to drought, which can lead to crop failure and famine. Such conditions can cause widespread suffering and even lead to death due to hunger and malnutrition.

**Limited arable land** - The region has a rugged terrain, with steep slopes and rocky terrain that aren't suitable for agriculture. This makes it hard for people to find space for farming, limiting their ability to grow enough food to sustain themselves.

**Limited access to water** - The East African Rift Valley has limited water resources, and many people in the region have to travel long distances to fetch freshwater. This poses a challenge for farmers, who need water to irrigate their crops, and for people who need water for domestic use.

#### **Physical environment benefits on the people.**

**Agricultural productivity:** The East African Rift Valley's physical environment is rich in fertile soils and nutrient-rich volcanic ash, which allows for high agricultural productivity. This results in increased food security and income for the people who rely on agriculture for their livelihoods.

**Biodiversity:** The Rift Valley is a hotspot of biodiversity, with thousands of plant and animal species found in the region. This provides a wealth of resources for local communities, including medicinal plants, timber, and wildlife for hunting and tourism.

**Geothermal energy:** The Rift Valley's unique volcanic activity has created a geothermal hotspot that is a valuable source of renewable energy. The region is home to several geothermal power plants that provide electricity to surrounding areas and contribute to the national grid.

**Water resources:** The Rift Valley is home to several large lakes, including Lake Victoria, the largest lake in Africa and the source of the Nile River. These water resources are critical for agriculture, fishing, and transportation, providing essential resources for local communities.

**Tourism:** The Rift Valley's stunning landscapes, diverse wildlife, and cultural heritage make it a popular destination for tourists. This creates jobs and economic opportunities for local communities, and promotes cultural exchange and understanding between visitors and the host communities.

#### **Other relevant answers to be discussed at standardisation.**

#### **Answer based on learner's evaluation and decision made.**

##### **Level 3 (8-10 marks)**

Knowledge and understanding of the challenges and/or benefits of the physical environment of the East African Rift Valley on the people that live around it has been shown to a full extent.

Evaluation on how the challenges and/or benefits of the physical environment of the East African Rift Valley benefit and/or challenge the people that live around it has been made clearly and thoroughly.

A decision on the extent the physical environment of the East African Rift Valley benefits and/or challenges the people that live around it has been made clearly.

##### **Level 2 (4-7marks)**

Knowledge and understanding of the challenges and/or benefits of the physical environment of the East African Rift Valley on the people that live around it has been shown to a certain extent.

Evaluation on how the challenges and/or benefits of the physical environment of the East African Rift Valley benefit and/or challenge the people that live around it has been done, although not clearly and thoroughly.

A decision on the extent the physical environment of the East African Rift Valley benefits/challenges the people that live around it has been made.

##### **Level 1 (1-3 marks)**

Limited knowledge and understanding of the challenges and/or benefits of the physical environment of the East African Rift Valley on the people that live around it has been shown.

Evaluation on how the challenges and/or benefits of the physical environment of the East African Rift Valley benefit and/or challenge the people that live around it has not been done.

A decision on the extent the physical environment of the East African Rift Valley benefits/challenges the people that live around it has not been made.

[10]

[25]

#### **Ways of improvement**

- Teachers should help learners understand how differently the physical environment benefits people that live at EAR as well as on how to evaluate and conclude.

**2 (a) (i) AOA: Distinguish between weathering and mass movement.**

**Comments on question**

Fairly answered: Most candidates gave the definitions of erosion instead of mass movement. They also failed to make a distinction between the two concepts. Hence most of them scored two marks.

**Wrong answers**

- Weathering is the erosion of materials.
- Weathering is the decomposition of rocks
- Mass movement is the transportation of soil and land

**Correct answers**

- Weathering - The breaking down of rock materials with no movement involved/in situ.
- Mass Movement - The downward/down the slope movement of weathered materials as a response to gravity/gravitational pull.
- Weathering is the breaking down of rocks, while mass movement is the downward movement of weathered material down a slope.
- Weathering material is broken down with no movement, while mass movement, there is movement involved in the form of gravity that moves material downward.

**1 mark - definition of weathering.**

**1 mark - definition of mass movement.**

**2 marks - distinction.**

**Only definitions written - 2 marks.**

**[4]**

**Ways on improvement**

- Teachers should ensure that learners understand the difference between erosion, mass movement and weathering.

**(ii) AOA: Explain how slides modify slopes.**

**Comment on question**

Poorly answered: Most learners understood the question as explaining how slides modify the slope. Most candidates gave general modifications of slope by all type of mass movement instead of focusing on slides. Majority scored 2 to 3 marks.

**Wrong answers**

- Develop lobes, terracettes
- Slide kills people, destroy land

**Correct answers**

- Rock slide, debris slide or earth/land slide
- Rapid movement.
- Distinct zone of weakness that separates the slide material from more stable underlying material
- Moving mass consists of a single unit or a few closely related units.
- Move downslope under the influence of gravity.

**1 mark - type of slide.**

**1 mark - rate of movement.**

**1 mark - nature of where it occurs.**

**1 mark - type of material.**

**1 mark - what causes the material to move?**

**Or explanation of the changes on the slopes with development content of the mass movement [5]**

**Ways on improvement**

Teachers should help learners to understand how slopes are modified by different types of mass movement.

**(b) AOB: Explain the negative effects of earth flows on the natural environments.**

**Comments on question**

Well answered: Majority of learners knew what to answer, however few did not read the question thoroughly. Instead of giving the negative effects of Earthflows on the natural environment, they wrote about socio-economic effects as well. Majority scored 5 to 6 marks.

### Wrong answers

- Earthflow burry towns and villages
- Destroy houses, roads, dams, crops etc

### Correct answers

- **Loss of Vegetation:** Earthflows can cause the loss of vegetation cover in the affected areas. This can lead to soil erosion and the decline in the soil fertility of the region.
- **Habitat Destruction:** Earthflows can destroy natural habitats, endangering the animals and plant species that rely on those habitats for survival.
- **Water Pollution:** Earthflows can result in the contamination of water sources, as they transport soil and other materials downstream. This can lead to pollution of rivers, lakes and other water bodies.
- **Landslides:** Earthflows can trigger landslides in adjacent areas, causing significant damage to the natural environment and in the affected region.
- **Soil Erosion:** Earthflows can erode soil and destabilize sloping terrain. This can lead to soil degradation, reduced soil moisture, and decreased fertility of soil.
- **Vegetation Removal:** The movement of earth flows can uproot vegetation, causing the loss of habitats for animals and the destruction of the natural landscape.

**Other relevant answers to be discussed at standardisation.**

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

**[6]**

### Ways on improvement

- Teachers should emphasize more on the negative impacts of earth flows (different type of mass movements) on the environment and humans. Advise learners to develop their answers instead describing.

**(c) AOB (3) and AOD (7) : To what extent do you agree that the use of pinning as a strategy to reduce mass movement is effective.**

### Comments on question:

Most learners did not have the knowledge about the positive and negative effects of pinning as an only strategy to reduce mass movement. They also elaborated about all the other strategies such as netting, afforestation, levelling. Hence, most scored 2 to 6 marks with in Level 1.

### Wrong answer

- Pinning is effective because it reduces the damage on roads, animal habitats, crops
- Pinning stop weathering

### Correct answers

#### **How is pinning effective at managing mass movement?**

**Increases slope stability:** Pinning is a method of reinforcing the stability of a slope to increase its ability to resist mass movement. It involves drilling holes into the slope and securing steel elements, such as anchors or nails, to create a stable structure that will hold the soil in place.

**Reduces pressure on the slope:** By securing the soil and rock, pinning can help to redistribute the forces of gravity, water, and other external factors that can cause mass movement. It reduces pressure on the slope and can help to prevent landslides, rock falls, and other forms of slope failure.

**Provides a fast and cost-effective solution:** Compared to other methods of slope stabilization, such as retaining walls or excavation, pinning can be a more cost-effective and efficient solution. It can be completed quickly and with minimal disruption to the surrounding environment.

**Maintains the natural appearance of the slope:** Pinning can be done in a way that preserves the natural appearance of the slope. The steel elements used for reinforcement can be hidden beneath the soil or rock, and the vegetation can be restored to maintain the natural beauty of the area.

**Long-lasting solution:** Properly executed pinning can provide a long-lasting solution to slope instability. The steel elements used are typically resistant to corrosion, and the method can be used to stabilize slopes for decades, if not longer.

**How is pinning ineffective at reducing mass movement?**

**Pinning can potentially destabilize the soil:** Pinning involves installing pins into the soil or rock to stabilize it. However, this can cause the soil or rock to become weaker and more susceptible to mass movement.

**Limited effectiveness in high-risk areas:** Pinning is most effective in low-risk areas, where the movement is slow and the soil is stable. In high-risk areas with significant movement, pinning may not provide enough stability and protection.

**Costly and time-consuming:** Pinning can be an expensive and time-consuming process. It requires drilling, installation, and monitoring, which can add up to a significant expense.

**Maintenance:** Like any infrastructure, pinned slopes require regular maintenance and monitoring. This can be a significant expense for landowners or municipalities.

**Not suitable for all types of soil:** Pinning is most effective in clay and silt soils, but may not be effective in other types of soil such as gravel or sand. In some cases, other stabilization methods may be more effective.

**Other relevant answers to be discussed at standardisation.**

**Answer based on learner's evaluation and decision made.**

**Level 3 (8-10 marks)**

Knowledge and understanding of the effectiveness and/or ineffectiveness of the use of pinning as a strategy to reduce mass movement has been shown to a full extent.

Evaluation of the effectiveness and/or ineffectiveness of the use of pinning as a strategy to reduce mass movement has been done clearly and thoroughly.

A decision on whether the use of pinning as a strategy to reduce mass movement is a success and/or a failure has been made clearly.

**Level 2 (4-7marks)**

Knowledge and understanding of the effectiveness and/or ineffectiveness of pinning as a strategy to reduce mass movement shown to a full extent.

Evaluation of the effectiveness and/or ineffectiveness of pinning as a strategy to reduce mass movement has been done, although not clearly and thoroughly.

A decision on whether pinning as a strategy to reduce mass movement is a success and/or a failure has been made.

**Level 1 (1-3 marks)**

Limited knowledge and understanding of the effectiveness and/or ineffectiveness of the use of pinning as a strategy to reduce mass movement has been shown.

Evaluation of the effectiveness and/or ineffectiveness of the use of pinning as a strategy to reduce mass movement has not been done.

A decision on whether the use of pinning as a strategy to reduce mass movement is a success and/or a failure has not been made.

[10]

**Ways on improvement**

Teachers should help learners to understand different strategies of reducing mass movement- how they work, their effectiveness and their limitations as well as on how to evaluate and conclude.

[25]

**Section B: Economic Activities and the use of resources**

**3 (a) (i) AOA: Describe the factors influencing the location of high technology industries.**

**Comments on question**

Most of the learners managed to score 3 out of 4 marks.

Candidates showed knowledge of the general factors influencing the location of industries without a link to the high technology industries.

**Wrong answers:**

- Candidates listed the factors influencing the location of industries. e.g. labour, capital, market, sitting factor etc. without a description.
- Capital to buy raw materials or pay semiskilled workers.
- High tech are footloose industries not tied to any specific location.
- High tech industries are located in the outskirts of the town for cheap land.
- High tech industries are located close to raw materials.



### Correct answers

**Proximity to research institutions:** High tech industries tend to locate in areas close to renowned research institutions such as universities and scientific laboratories.

**Access to skilled workforce:** High tech industries require highly skilled professionals, so they often choose locations near areas with a strong pool of talent.

**Infrastructure and connectivity:** High tech industries rely on advanced infrastructure and connectivity to support their operations.

**Supportive business ecosystem:** A thriving high tech industry location often has a supportive business ecosystem that includes incubators, accelerators, venture capitalists, and other necessary support services for start-ups and established tech companies.

**Availability of affordable real estate:** High tech industries require ample space for research and development facilities, manufacturing plants, and office spaces.

**Quality of life:** Locations with good education systems, cultural and recreational amenities, affordable housing, and a favourable climate tend to be preferred by high tech industries.

### 2 Explanations – 4 marks

### 2 descriptions – 2 marks

### Any 4 descriptions – 4 marks

### Ways to improve

- Teachers should teach learners factors influencing each specific industry and not just the general factors.
- Teachers should emphasis on the adjectives used to describe the factors influencing industries e.g. highly skilled, advanced infrastructure, etc.

### (ii) AOA: Describe the spatial and structural characteristics of a factory in a Low Income Country (LIC).

[5]

### Comments on question

Majority of the learners scored 3 out of 5

Candidates described spatial and structural characteristics of cottage or craft industries.

Candidates gave all five descriptions on either spatial characteristics or structural characteristics.

Candidates also described industries in HIC

### Wrong answers

- Factories are run by family members, located at home.
- Factories produce one type of product only.
- Headquarters are in country of origin.

### Correct answers

### Spatial characteristics

**Location:** Located in an industrial area or a designated economic zone within the low-income country (LIC) in close proximity to raw materials, availability of transportation networks, and access to markets.

**Environmental Impact:** Has emissions, waste production, or other environmental concerns.

**Accessibility:** Connectivity to transportation networks, such as roads, ports, or railways, easy accessibility for employees.

**Land Use and Zoning:** Comply with local land use regulations and zoning restrictions.

### Structural characteristics

**Size:** Factories in low-income countries (LICs) tend to be smaller in size than those in HICs, smaller factory premises. Factories are often large to accommodate a larger workforce and production capacity.

**Workforce:** Often have a large labour force

**Technology and equipment:** Factories in LICs often have limited access to advanced technology and equipment. Outdated machinery and manual labor are commonly used.

**Health and safety standards:** Health and safety in factories in LICs may be. Occupational hazards, poor ventilation, and inadequate protective equipment are some common challenges in these factories.

**Labour conditions:** Long working hours, lack of benefits, and limited worker protection, exploitative practices.

**3/2 mark - Description of spatial characteristics.**

**3/2 mark - Description of structural characteristics**

**4/1 mark - Description of spatial characteristics.**

**4/2 mark - Description of structural characteristics**

**Well-developed accurate descriptions - 5 marks.**

**Descriptions that don't bear meaning- 0 marks**

**Ways to improve**

- Teachers should emphasise on the distinct differences between spatial and structural characteristics.
- Teach learners to balance answers based on the allocated marks.

**(b) AOB: Discuss the importance of manufacturing industries to the economy of Namibia.**

**Comment on question**

Well answered

Few candidates could not base their answers on the economic importance, rather they gave social and environmental importance.

**Wrong answers**

Reduce rural- urban migration

Helps to improve the standard of living.

**Correct answers**

**Employment opportunities:** Manufacturing industries are labour-intensive and provide significant employment opportunities, especially for low-skilled workers. This helps reduce unemployment rates and poverty levels, as it offers stable and formal employment for individuals.

**Income generation:** Manufacturing industries contribute to income generation for both individuals and the economy as a whole. Employees receive wages and salaries, which they can spend on various goods and services, stimulating economic activity.

**Economic diversification:** Manufacturing industries help diversify the economy by moving it away from over-reliance on agriculture and raw material extraction. This diversification promotes sustainable economic development and reduces vulnerability to fluctuations in commodity prices.

**Skill development:** Manufacturing industries often require a skilled workforce. By creating jobs that demand specific skills, these industries contribute to human capital development and provide opportunities for workers to acquire valuable technical and vocational skills.

**Technological progress:** Manufacturing industries act as a catalyst for technological advancements in low-income countries. The adoption and adaptation of new technologies and techniques in these industries can lead to increased productivity, efficiency, and competitiveness.

**Value addition:** Manufacturing industries add value to raw materials by transforming them into finished or semi-finished goods. This value addition increases the price and profitability of goods, contributing to economic growth and improved trade balances.

**Export promotion:** Manufacturing industries often produce goods that can be exported, leading to increased foreign exchange earnings. This helps alleviate balance of payment constraints and can provide a foundation for export-led growth strategies.

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

**Ways to improve**

- Teachers should teach learners the importance of industries on different aspects e.g. political, social, environmental, economic, etc.

**(c) AOA (3) and AOD (7): To what extent do you agree that industrial developments create more problems than benefits for the environment in areas where they develop and operate?**

**Comment on questions**

Learners showed good knowledge and understanding and showed poor evaluation skills.

Most learners scored marks in level 2.

Majority of the candidates could not base their answers on the environment, rather they gave economic benefits too.



**Wrong answers**

- Create employment, reduce poverty, improve the standard of living.
- Exploitation of workers, industries close down, profit is taken.

**Correct answers****Problems of industrial developments**

**Pollution:** Industrial development often leads to increased pollution of air, water, and soil. Factories and manufacturing processes release harmful gases and chemicals into the atmosphere, leading to air pollution and contributing to climate change. Industrial waste, including chemicals and toxins, can contaminate water bodies and soil, affecting both human and animal health.

**Deforestation and habitat destruction:** Industrial development often requires the clearing of large areas of forests to make way for factories, infrastructure, and urbanization. This leads to the loss of valuable ecosystems, destruction of wildlife habitats, and loss of biodiversity.

**Resource depletion:** The demand for raw materials and energy in industrial processes can lead to overexploitation of natural resources. This includes deforestation for timber, mining for minerals, and extraction of fossil fuels. Over time, the depletion of these resources can have long-lasting negative effects on the environment and future generations.

**Increased waste generation:** Industrial development generates large amounts of waste, including packaging materials, leftover materials from manufacturing processes, and emissions. Proper disposal and management of these wastes are often overlooked, leading to environmental pollution and landfills that take up valuable land space.

**Climate change:** Industrial activities are major contributors to greenhouse gas emissions, predominantly carbon dioxide and methane. These emissions trap heat in the atmosphere, leading to global warming and climate change. The resulting impacts, such as rising sea levels, extreme weather events, and changing precipitation patterns, can have severe consequences for ecosystems and human populations.

**Benefits of industrial developments**

**Improved efficiency:** Industrial development often leads to the development of new technologies and systems that can help increase efficiency in production processes. This can lead to a reduction in overall resource consumption and waste generation, ultimately benefiting the environment.

**Reduced pollution:** With the advancement of industrial development, there has been a greater focus on implementing cleaner technologies and adopting sustainable practices. This includes the use of renewable energy sources, recycling systems, and advanced air and water pollution control technologies, all of which help reduce pollution and its impact on the environment.

**Environmental conservation:** Industrial development often drives initiatives for environmental conservation. Companies are increasingly aware of the importance of preserving natural resources and are taking steps to protect and restore ecosystems affected by industrial activities. This includes reforestation efforts, habitat restoration, and the establishment of protected areas.

**Job creation:** Industrial development often leads to the creation of new jobs and economic growth. As a result, communities experience improved living conditions, better access to education and healthcare, and reduced poverty rates. This, in turn, can lead to a decrease in unsustainable practices such as illegal logging and poaching, as people find alternative sources of income through formal employment.

**Innovation and research:** Industrial development fosters innovation and research, which can lead to the development of new technologies and processes that are more environmentally friendly. This includes advancements in renewable energy, waste management, and sustainable agriculture. These innovations can contribute to the transition towards a more sustainable and eco-friendly industrial sector.

**Level 3 (8-10 marks)**

Knowledge and understanding of the benefits and/or problems caused by industrial developments on the environment has been shown to a full extent.

Evaluation on how the benefits and/or problems of industrial developments are a benefit and/or a problem to the environment has been done, although not clearly and thoroughly.

Decision on whether industrial developments cause more problems and/or benefits on the environment has been made clearly.

**Level 2 (4-7marks)**

Knowledge and understanding of the benefits and/or problems caused by industrial developments on the environment has been shown to a certain extent.

Evaluation on how the benefits and/or problems of industrial developments are a benefit and/or a problem to the environment has been done, although not clearly and thoroughly.

Decision on whether industrial developments cause more problems and/or benefits on the environment has been made.

**Level 1 (1-3 marks)**

Limited knowledge and understanding of the benefits and/or problems caused by industrial developments on the environment has been shown.

Evaluation on how the benefits and/or problems of industrial developments are a benefit and/or a problem to the environment has not been done.

Decision on whether industrial developments cause more problems and/or benefits on the environment has not been made.

**Ways to improve**

- Teachers should teach learners how to make decisions and evaluations, as well as on how to support their answers and reasons.
- Give more examples to learners on how to approach evaluation and decision making questions by teaching them different approaches on how to make an evaluation.

[10]

[25]

- 4 (a) (i) **AOA: Describe the constraints a subsistence farmer should consider when developing land for pastoral agriculture in Namibia.**

**Comment on questions**

Fairly answered.

Many learners listed the general constraints without emphasising on the subsistence or pastoral farmer. Generally demonstrated good understanding but could not describe the factors.

**Wrong answers**

Land clearance is time consuming, requires a lot of money, leads to deforestation.

**Correct answers**

**Limited access to resources:** Subsistence farmers often face constraints in terms of access to resources such as land, water, and inputs like fertilizers and seeds. They need to consider the availability and affordability.

**Climate and weather conditions:** Namibia often experiences unfavourable climate and weather conditions, such as droughts, floods, or extreme temperatures. Subsistence farmers need to consider selecting appropriate livestock breeds and managing water resources efficiently.

**Land degradation and soil fertility:** Subsistence farmers need to consider soil health and soil conservation techniques.

**Limited infrastructure and market access:** Farmers should consider the proximity to potential markets.

**Lack of technical knowledge and access to information:** It is important for farmers to consider gathering information, attending trainings, or seeking support from agricultural extension services.

**2 Explanations – 4 marks**

**2 descriptions – 2 marks**

**Any 4 descriptions – 4 marks**

**Ways to improve**

- Teachers should teach learners how to give descriptions with explanations.

- (ii) **AOA: Describe the human and physical factors influencing a farmer's decision when creating an intensive agricultural system.**

**Comment on question**

Many learners listed the factors without description.

Candidates swapped the factors.

**Wrong answers**

Physical factors- capital, or proximity to the market.

**Correct answers****Physical factors**

**Climate:** Factors such as temperature, rainfall patterns, wind speed, and sunlight availability influence the types of crops that can be grown and the productivity of the system.

**Topography:** The physical characteristics of the land, including its slope, elevation, and soil composition, are important factors for farmers to consider when designing an intensive agricultural system. The quality and fertility of the soil also affects crop selection and yield potential.

Water availability: Farmers need to assess the availability of water sources, such as rivers, lakes, groundwater, or rainfall, and determine the methods of irrigation that best suit their crops and farming techniques.

**Pest and disease management:** Farmers must consider the prevalence and potential impact of pests and diseases in their region.

Human factors

**Economic Factors:** They consider factors like the cost of inputs (seeds, fertilizers, pesticides, and machinery), the potential yield and output, market demand for the product, and overall profitability.

**Social Factors:** Farmers are also influenced by social factors, such as the opinions and preferences of their community, neighbours, and consumers. They take into account social norms, cultural practices, and consumer preferences.

**Environmental Factors:** They take into account the impact of their practices on soil health, water availability, biodiversity, and overall ecosystem sustainability. Farmers may opt for practices that reduce soil erosion, conserve water, and minimize the use of harmful chemicals to protect the environment.

**Technological Factors:** They may consider new technologies such as precision agriculture techniques, smart irrigation systems, and advanced machinery that increase productivity, efficiency and reduce labour and resource costs.

**3/2 marks for human factors**

**3/2 marks for physical factors**

**4/1 marks for human factors**

**4/1 marks for physical factors**

**Well-developed accurate descriptions - 5 marks.**

**Descriptions that don't bear meaning- 0 marks**

[5]

**Ways to improve**

- Teachers should teach learners how to give descriptions with explanations.
- Teach learners to balance answers based on the allocated marks.

**(b) AOB: Discuss the positive economic implications of change in agricultural land use from arable farming to mixed farming.**

**Comment on questions**

Many candidates gave general economic implications which are not based on the change from arable to mixed farming.

**Wrong answers**

Words that do not bare description, e.g. GDP, Foreign currency, employment etc.

**Economic diversification:** mixed farming can offer farmers various income streams through the sale of different products. This diversification can reduce the economic risk associated with relying solely on one crop or market, providing farmers with a more stable income. It can also stimulate local economies through the creation of jobs and increased agricultural productivity.

**Foreign revenue:** Increased production allow farmers to produce more, export and economy generate foreign income.

**Diversification of income:** Multiple streams of income as risks are minimised from reliance on either crop or animal farming

**Reduced import dependency:** both crops and animals farmed help to reduce dependence of products.

**Economies of scale:** farmers save costs on buying animal feed as they can use crop residues to feed animals. Manure from animals used to fertilise the soil instead of buying.

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

**Ways to improve**

- Teachers should teach learners the importance of industries on different aspects e.g. political, social, environmental, economic, etc.

[6]

(c) **AOB (3) and AOD (7): To what extent do you agree that politics influence the development of extensive agricultural systems?**

**Comments on the question**

Poorly answered, many scored marks in level 1.

Candidates confused extensive farming with intensive farming of subsistence farming.

Candidates wrote general challenges of extensive farming.

**Wrong answers**

Politicians/ political parties decide the piece of land on which extensive farming should be done.

**Positive political influences**

**Policy incentives:** Governments can provide financial incentives and subsidies to promote extensive farming agricultural systems. These incentives can be aimed at promoting large-scale farming operations, such as offering tax breaks or financial assistance for purchasing expensive equipment or infrastructure. Such policies can encourage farmers to expand their operations and invest in extensive farming practices.

**Infrastructure development:** Governments can invest in developing infrastructure, such as irrigation systems, transportation networks, and storage facilities, which can support extensive farming. Improved infrastructure makes it easier for farmers to cultivate larger areas of land and transport their produce to markets efficiently, thereby encouraging the adoption of extensive farming practices.

**Research and development funding:** Governments often allocate funding for research and development in the agricultural sector. This funding can be used to support the development of technologies and practices that facilitate extensive farming, such as advanced machinery, precision agriculture techniques, and improved crop varieties. By investing in research and development, governments can encourage farmers to adopt extensive farming systems.

**Trade policies:** Governments can influence farming systems through trade policies. They can encourage agricultural exports by providing incentives for large-scale farming operations, such as reduced export tariffs or trade agreements that facilitate access to foreign markets. This encourages farmers to adopt extensive farming practices in order to increase their production capacity and meet export demands.

**Land use policies:** Governments can enact land use policies that favour extensive farming systems. For example, they can allocate large areas of land for agricultural purposes and restrict the conversion of agricultural land into non-agricultural purposes. By providing security of land tenure and promoting the availability of land for agriculture, governments can encourage the expansion of extensive farming operations.

**Negative political influences**

**Taxation and regulation:** Politics often result in heavy taxation and regulation on agricultural activities. This can discourage farmers from adopting extensive agricultural systems that require larger areas of land and resources. Higher taxes and regulatory burdens can eat into the profit margins of farmers, making it less financially viable to invest in extensive agricultural practices.

**Land use policies:** Politics can influence land use policies that prioritize industrial, commercial, or residential development over agriculture. This can lead to the conversion of agricultural land into urban areas, limiting the availability of land for extensive farming. Farmers may be discouraged from investing in extensive agricultural systems if they are uncertain about the long-term availability of land.

**Subsidies and support:** Politics can skew agricultural subsidies and support towards certain types of farming practices, such as intensive agriculture or large-scale industrial farming. This can create an uneven playing field, discouraging farmers from adopting extensive agricultural systems that may not qualify for the same level of support. Lack of financial incentives can hinder the widespread adoption of extensive farming methods.

**Market access and trade policies:** Politics can influence market access and trade policies, making it difficult for farmers engaged in extensive agricultural systems to compete globally. Protectionist measures, tariffs, and trade barriers can limit the export potential of agricultural products, discouraging farmers from investing in extensive farming practices that rely on international markets. Limited market opportunities can discourage farmers from scaling up their operations.

**Lack of political will:** Politics often has a limited focus on agricultural issues, particularly those related to extensive farming systems. Lack of political will to support and promote extensive agriculture can discourage farmers from adopting such systems. Without adequate government support and policies, farmers may find it challenging to navigate the complexities of implementing and sustaining extensive agricultural practices.

**Level 3 (8-10 marks)**

Knowledge and understanding on how politics does and/or does not influence the development of an extensive agricultural system has been shown to a full extent.

An evaluation on how politics does and/or does not influence the development of an extensive agricultural system has been done clearly and thoroughly.

A decision on whether politics does and/or does not influence the development of an extensive agricultural system has been made clearly.

**Level 2 (4-7marks)**

Knowledge and understanding on how politics does and/or does not influence the development of an extensive agricultural system has been shown to a certain extent.

An evaluation on how politics does and/or does not influence the development of an extensive agricultural system has been done, although not clearly and thoroughly.

A decision on whether politics does and/or does not influence the development of an extensive agricultural system has been made.

**Level 1 (1-3 marks)**

Limited knowledge and understanding on how politics does and/or does not influence the development of an extensive agricultural system has been shown.

An evaluation on how politics does and/or does not influence the development of an extensive agricultural system has not been done.

A decision on whether politics does and/or does not influence the development of an extensive agricultural system has not been made.

**Ways to improve**

- Teachers should teach learners how to make decisions and evaluations, as well as on how to support their answers and reason.
- Give more examples to learners on how to approach evaluation and decision making questions by teaching them different approaches on how to make an evaluation.

[10]

[25]

**Section C: Human Geography**

**5 (a) (i) AOA: Distinguish between population distribution and population density.**

**Comments on question**

Fairly answered. Majority of learners defined the terms perfectly. However, majority of learners failed to make a distinction between the two terms. Some learners used circular definitions. Hence, majority scored two marks.

**Wrong answers**

Population distribution is the way people are distributed/located in an area.

Population density is the number of people living in an area.

**Correct answers**

**Population distribution** is a measure of how spread out a population is in any given area. The simplest way to measure population distribution is to calculate the percentage of a population over a specific geographic area.

**Population density** refers to the average number of people living in a given area, usually a square kilometre (km<sup>2</sup>) whereby an area can be deemed as sparsely or densely populate.

**Population distribution** is about the measure of how spread out a population is in any given area, while population density refers to the average number of people living in a given area per square kilometre.

**Population distribution** is about the area where people live exactly while population density is about the whole general area where people live.

**1 mark - definition of population distribution.**

**1 mark - definition of population density.**

**2 marks - distinction.**

**Only definitions written - 2 marks.**

[4]

**Ways on improvement**

Teachers should help learners to distinguish/ make distinctions between terms by using the correct terms such as while, whereas, meanwhile etc.



(ii) **AOA: Describe the physical factors that lead to an area being sparsely populated.**

**Comments on question**

Well answered. Few learners described human factors instead of physical factors. Few learners described both human and physical factors. Some learners gave negative or opposite descriptions. Most learners scored 4 to 5 marks.

**Wrong answers**

- Lack of employment opportunities
- Hunger
- Poor sanitation
- Areas with good/ moderate climates are densely populated

**Correct answers**

**Harsh Climate:** Extreme temperatures, strong winds, or long periods of drought can make an area inhospitable for human habitation. In such areas, it can be challenging to grow crops, find sources of water, and maintain basic infrastructure, leading to low population densities.

**Inaccessible Terrain:** Areas with rugged mountain ranges, dense forests, or vast deserts can pose significant obstacles for human settlement. Lack of transportation infrastructure, limited access to resources, and difficulties in establishing communication networks can discourage people from inhabiting such areas.

**Lack of Water Resources:** Areas with limited or unreliable sources of water, such as arid or semi-arid regions, may have low population densities. People need water for various purposes, including agriculture, drinking, and sanitation. Without adequate water supplies, sustaining a viable population becomes challenging.

**Poor Soil Quality:** Areas with infertile or poor-quality soil can make agriculture difficult or even impossible. Lack of agricultural productivity reduces the ability to sustain a large population, leading to lower population densities in such areas.

**Lack of Natural Resources:** If an area lacks significant reserves of valuable natural resources like minerals, timber, or fossil fuels, it may not attract significant human settlement. The absence of economic opportunities can deter people from residing in these areas.

**Natural Hazards:** Areas prone to frequent natural disasters like earthquakes, volcanic eruptions, tsunamis, or hurricanes can have low population densities. The high risks associated with living in such areas, including the potential for property damage and loss of life, discourage human settlement.

**Other relevant answers to be discussed at standardisation.**

**1 description – well developed/explained – 5 marks**

**5 descriptions – 5 marks**

**Well-developed accurate descriptions - 5 marks.**

**Descriptions that don't bear meaning- 0 marks**

**Any five**

[5]

**Comments on a question**

- Teachers should help learners understand the differences between physical and human factors with examples.

(b) **AOB: Explain the contribution that Low Income Countries (LICs) made to the world's rapid population growth.**

**Comments on a question**

Well answered. Most learners gave the correct answers and scored 5 to 6 marks.

**Wrong answers**

LICs have encouraged people to use contraceptive to lower the birth rate.

LICs have high death rate reducing the population

Many people in LICs are educated to follow careers and gave birth later, to few children.

**Correct answers**

**High fertility rates:** Low-income countries often have higher fertility rates due to cultural, social, economic, and educational factors. Limited access to reproductive healthcare and family planning services contributes to larger family sizes.

**Limited access to education:** In many low-income countries, access to education, particularly for girls and women, is limited. This lack of education, particularly in sexual and reproductive health, can contribute to higher birth rates and a lack of awareness about effective contraceptive methods.

**Improving comprehensive healthcare services:** Low-income countries often face challenges in providing comprehensive healthcare services to their populations. Improving access to healthcare facilities, skilled

professionals, and adequate maternal and child health services can contribute to higher infant and child survival rates, leading to population growth.

**High infant and child mortality rates:** Low-income countries often struggle with high infant and child mortality rates due to limited access to quality healthcare, clean water, sanitation, and proper nutrition. Families may have more children to compensate for the risk of losing some to diseases or poor healthcare.

**Lack of economic opportunities:** Low-income countries often have limited economic opportunities and high unemployment rates. In such circumstances, having more children may be seen as a means to secure labour for household activities or agricultural work.

**Cultural and religious factors:** In many low-income countries, cultural and religious beliefs influence the desire for larger families. Cultural norms and societal expectations may prioritize having more children, often seen as a sign of prosperity, lineage continuation, or social support in old age.

**Poverty and inequality:** Low-income countries are often characterized by widespread poverty and inequality. These conditions can hinder access to family planning services, education, healthcare, and economic opportunities that could contribute to lower fertility rates and population growth.

**Other relevant answers to be discussed at standardisation.**

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

[6]

### Ways on improvement

Teachers should continue educating learners on the recent rapid growth of world population and the contributions made by both HICs and LICs.

- (c) **AOB (3) and AOD (7): To what extent do you agree that there is a link between a country's development changes and demographic indices?**

### Comments on question

Poorly answered. Learners couldn't tell how a country's development influences demographic indices. Most learners described the stages of the demographic transition model. Some learners described the population pyramids age groups without linking it to development and demographic indices. Majority of learners could not score more than 5 marks.

### Wrong answers

#### How there is a link between development changes and demographic indices.

*Approach: how development changes can affect demographic indices or how demographic indices can affect development changes*

**Economic development:** Economic development can lead to changes in demographic indices such as population growth, fertility rates, and life expectancy. As countries experience economic growth, their population growth rates tend to decrease due to increased access to education and healthcare, which in turn leads to lower fertility rates. Additionally, economic development can lead to improved living standards and healthcare infrastructure, resulting in higher life expectancies.

**Urbanization:** Urbanization is a common feature of development, where people move from rural areas to urban centers in search of better job opportunities and improved quality of life. This migration from rural to urban areas can significantly affect demographic indices. Urban areas often have lower fertility rates compared to rural areas due to factors such as increased education, access to family planning services, and changing social norms. Moreover, urban areas also tend to have higher life expectancies due to better healthcare facilities and living conditions.

**Education:** Development is closely linked to improvements in education and literacy rates. Higher levels of education are associated with lower fertility rates as individuals, particularly women, gain knowledge about family planning and reproductive health. Education also plays a key role in empowering women and increasing their participation in the workforce, which can lead to delayed marriages and lower fertility rates. Additionally, educated individuals are more likely to have access to higher-paying jobs and better healthcare, resulting in higher life expectancies.

**Healthcare infrastructure:** Development is often accompanied by improvements in healthcare infrastructure, including increased access to healthcare facilities, better sanitation, and medical advancements. These improvements have a direct impact on demographic indices. Access to healthcare services lowers infant and child mortality rates, leading to decreased fertility rates as parents are more confident that their children will survive. Similarly, improved healthcare infrastructure and medical

advancements can lead to higher life expectancies as diseases are better managed and treated.

**Social and cultural changes:** Development often brings about social and cultural changes that can have profound effects on demographic indices. As societies modernize and become more urbanized, traditional family structures and norms may undergo changes. For example, there may be a shift towards smaller family sizes, delayed marriages, and higher rates of contraceptive use. Additionally, as societies become more gender equitable through development, women's empowerment and access to education and employment opportunities increase, resulting in lower fertility rates and improved reproductive health outcomes.

**How there is no link between development changes and demographic indices.**

**Timing:** Development changes and demographic indices may not have a direct link if they occur at different times. Development changes may happen rapidly in a short period, while demographic indices, such as population growth or fertility rates, may take longer to adjust. Therefore, it is possible for development changes to occur without an immediate impact on demographic indices.

**Economic factors:** Development changes often focus on improving economic conditions, such as increasing income levels, job opportunities, and access to resources. However, demographic indices are influenced by various factors, including cultural, social, and environmental factors that may not be directly related to economic development. Thus, changes in development may not always correlate with changes in demographic indices.

**Policy and governance:** Development changes are often driven by specific policies and governance measures implemented by governments or organizations. However, demographic indices are influenced by a wide range of factors, including individual choices, societal norms, and cultural practices. Therefore, even if development changes are put in place, they may not necessarily affect demographic indices if there is no alignment between the policies and demographic concerns.

**Social and cultural factors:** Demographic indices, such as population growth or fertility rates, are influenced by social and cultural factors, such as family structures, gender roles, and traditions. Development changes, on the other hand, may focus more on infrastructural and economic improvements, without directly addressing or impacting these social and cultural aspects. As a result, there may not be a direct link between development changes and demographic indices.

**Lagged effects:** Development changes may take time to have an impact on demographic indices. For example, improvements in healthcare and access to education may lead to better health outcomes and reduced fertility rates, but these effects may not be immediately visible. It may take several years or even generations for these changes to be reflected in demographic indices. Thus, the absence of an immediate link between development changes and demographic indices does not negate the potential long-term impact.

**Other relevant answers to be discussed at standardisation.**

**Answer based on learner's evaluation and decision made.**

### **Level 3 (8-10 marks)**

Knowledge and understanding of there being a link and/or there not being a link between a country's development changes and demographic indices has been shown to a full extent.

An evaluation of there being a link and/or there not being a link between a country's development changes and demographic indices has been done clearly and thoroughly.

A decision of there being a link and/or there not being a link between a country's development changes and demographic indices has been made clearly.

### **Level 2 (4-7marks)**

Knowledge and understanding of there being a link and/or there not being a link between a country's development changes and demographic indices has been shown to a certain extent.

An evaluation of there being a link and/or there not being a link between a country's development changes and demographic indices has been done, although not clearly and thoroughly.

A decision of there being a link and/or there not being a link between a country's development changes and demographic indices has been made.

### **Level 1 (1-3 marks)**

Limited knowledge and understanding of there being a link and/or there not being a link between a country's development changes and demographic indices has been shown.

An evaluation of there being a link and/or there not being a link between a country's development changes and demographic indices has not been done.

A decision of there being a link and/or there not being a link between a country's development changes and demographic indices has not been made.

[10]



### Ways on improvement

Teachers should help learners to understand the link between the country's development and demographic indices such as birth rate, literacy rate, death rate, life expectancy, employment, living standard, etc. Teachers should also emphasise that the two influence each other.

[25]

#### 6 (a) (i) AOA: Distinguish between internal voluntary migration and international involuntary migration.

##### Comments on question

Fairly answered. Learners failed to make a distinction between the two concepts. Hence most of them scored two marks for the correct definitions.

##### Wrong answers

- The movement of people from one place to another
- The movement of people within their own countries
- The migration of people between places

##### Correct answers

- Internal voluntary migration - movement of people by their own volition from one area to another within a specific country over a period of one year.
- International involuntary migration - movement of people not by their own volition from one area to another, crossing an international boundary over a period of one year.
- Internal voluntary migration is done by own volition while international migration is forced.
- Internal voluntary migration is movement within a country, while international involuntary is movement over an international boundary.

**1 mark - definition of internal voluntary migration.**

**1 mark - definition of international involuntary migration**

**2 marks - distinction.**

**Only definitions written - 2 marks.**

[4]

### Ways on improvement

Teachers should help learners to make distinctions, by using the correct terms such as While, whereas, meanwhile etc. Teachers should also emphasise on internal vs international migration and voluntary vs involuntary migration.

#### (ii) AOA: Describe the role of obstacles associated with international migration.

##### Comments on question

Poorly answered. Most candidate described migration restrictions instead of the roles they play on restricting migration. Most of the candidates gave the general problems experienced by migrants and those who intend to migrate. Majority scored 1 to 2 marks.

##### Wrong answers

- Migrants were refused visas
- Migrants were required to take vaccinations
- Migrants were afraid of discriminations, xenophobia and violence in destination places.
- Migrants did not have the required qualifications

##### Correct answers

**Regulatory role:** Immigration laws and policies, play a regulatory role in controlling the flow of migrants into a country.

**Economic role:** Measures such as work permits, visas, and quotas to protect domestic job markets and prevent competition from foreign workers.

**Security role:** Border controls, security checks, and visa requirements to prevent the entry of individuals who may pose a threat to national security.

**Social and cultural role:** Restrictions on migration imposed in order to preserve the cultural identity and social cohesion of the host country.

**Humanitarian role:** Establishment of asylum systems to provide protection and refuge for individuals fleeing conflict, persecution, or human rights abuses.

**Economic development role:** To manage the brain drain phenomenon to retain talent and promote economic development within their own borders.

**Other relevant answers to be discussed at standardisation.**

**Well-developed accurate descriptions - 5 marks.**

**1 description – well developed/explained – 5 marks**

### **5 descriptions – 5 marks**

**Descriptions that don't bear meaning - 0 marks[5]**

#### **Ways on improvement**

- Teachers should help learners understand the restrictions to international migration and their roles or reasons or why such restrictions are necessary to some countries.

#### **(b) AOB: Explain the negative impacts of population change in areas of population loss.**

##### **Comments on question**

Well answered. Majority of learners could explain the problems experienced in areas of population loss. Most of them scored 5 to 6 marks.

##### **Wrong answers**

- Poor sanitations
- Low developments
- High birth rate
- More employment opportunities

##### **Correct answers**

**Declining Economy:** Population loss can lead to a decline in local economic activity, as there are fewer consumers and potential workers in the area. This can result in reduced business opportunities, loss of jobs, and contraction of industries, leading to economic stagnation or decline.

**Strained Public Services:** With a decreasing population, local governments may find it challenging to maintain and provide essential public services such as schools, hospitals, public transportation, and recreational facilities. The cost of maintaining these services becomes relatively higher per capita, adversely affecting the quality and accessibility of public services.

**Aging Population:** Population loss often coincides with an increase in the proportion of older individuals in the community. This demographic shift can strain healthcare and social support systems designed to cater to the needs of an aging population. Additionally, an aging population can result in a decline in productivity, reduced workforce, and increased dependency ratios.

**Reduced Diversity and Social Strain:** Population loss can lead to a decrease in cultural diversity and social interaction within a community. As people leave, the remaining population may become more homogeneous, affecting social cohesion and relationships. This lack of diversity can result in social strain and reduced opportunities for cross-cultural exchange and growth.

**Limited Educational Opportunities:** In areas experiencing population loss, schools often face challenges such as reduced enrolment and limited resources. This can lead to the closure of schools, reduced educational programs, and a decrease in quality education. Limited educational opportunities can, in turn, perpetuate the cycle of population loss as young families may be less inclined to settle in these areas.

**Decreased Political Influence:** A shrinking population can result in decreased political influence at the local, regional, or national level. With a smaller population, political representation may diminish, leading to reduced funding and support for the affected areas. This can further exacerbate existing social, economic, and infrastructural challenges.

**Long-term Decline:** If population loss continues unchecked, it can create a negative feedback loop, leading to long-term decline in the affected areas. As people move away, there may be a loss of community identity, decreased investment, and limited opportunities for growth and development. This can result in a downward spiral, making it increasingly difficult to attract new residents and businesses.

**Other relevant answers to be discussed at standardisation.**

**Any 1 point discussed and well developed with 2 explanations can get maximum marks**

**1 description with an explanation – 2 marks**

**2 descriptions with explanations – 4 marks**

**4 descriptions linked – 6 marks maximum**

**Descriptions without explanations - maximum 3 marks.**

**Words and phrases that don't bear descriptions - 0 marks**

[6]

##### **Ways on improvement**

Teachers should continue teaching learners the impacts of population change with emphasis on areas of both population loss and population gain.

(c) **AOB (3) and AOD (7): To what extent do you agree that step migration helps minimize challenges of migration experienced by migrants?**

**Comments on question**

Poorly answered. Majority of the candidates could make a decision by saying they could agree to a higher, certain or lower extent. Very few learners have shown the understanding of step migration. Most learners failed to evaluate or they did a very poor evaluation. Majority have shown no correlation between the decision made and evaluation. For example, a learner decided to agree to a larger extent, but the evaluation points do not show a large extent. Most learners could score between 1-5 marks.

**Correct answers**

**How step migration helps minimize challenges.**

**Economic opportunities:** Step migration allows individuals and families to take advantage of economic opportunities in different stages. By moving from one place to another, individuals can find better job prospects, higher wages, or entrepreneurial ventures. This can lead to improved living standards and financial stability.

**Skill acquisition:** As individuals move from one place to another during step migration, they often acquire new skills and knowledge. Different locations may offer different types of industries or job sectors, exposing migrants to diverse work experiences and allowing them to develop a broader skill set. This can enhance their employability and open up new career opportunities.

**Social and cultural integration:** Step migration can facilitate social and cultural integration for migrants. As they move from one place to another, migrants have the opportunity to interact with people from different backgrounds, traditions, and languages. This exposure to diverse cultures can broaden their perspectives, foster tolerance, and promote cultural exchange and understanding.

**Access to amenities and services:** Step migration allows individuals to access better amenities and services that may not be available in their current location. This can include improved healthcare facilities, better education systems, and improved infrastructure. By moving to areas with more developed amenities and services, migrants can enhance their quality of life and that of their families.

**Increased safety and security:** In some cases, step migration can provide individuals with increased safety and security. This may be due to escaping conflict or political instability, seeking refuge from natural disasters or climate change, or simply moving to areas with lower crime rates. By moving to safer and more secure locations, migrants can protect themselves and their families from potential harm.

**How step migration does not help minimise challenges**

**Disruption of social and cultural ties:** Step migration often involves leaving behind family and community members in the place of origin. This can result in a loss of social and cultural ties, leading to feelings of isolation and disconnection.

**Economic instability:** Step migration may require individuals to leave their current jobs and seek employment in a new location. This transition can result in economic instability, as individuals may face challenges in finding suitable employment opportunities in the new location.

**Difficulties in adaptation:** Moving to a new location with different cultural norms, languages, and customs can be challenging. Step migrants may face difficulties in adapting to the new environment, which can lead to feelings of alienation and a lack of social support.

**Inadequate access to services:** Step migrants often have limited access to essential services such as healthcare, education, and social welfare programs. This can result in reduced quality of life and hinder their ability to fully integrate into the new community.

**Discrimination and prejudice:** Step migrants may face discrimination and prejudice due to their status as newcomers. They may be subjected to stereotypes and biases, which can affect their overall well-being and sense of belonging in the new location.

**Other relevant answers to be discussed at standardisation.**

**Answer based on learner's evaluation and decision made.**

**Level 3 (8-10 marks)**

Knowledge and understanding of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been shown to a full extent.

An evaluation of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been done clearly and thoroughly.

A decision on whether step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been made clearly.

**Level 2 (4-7marks)**

Knowledge and understanding of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been shown to a certain extent.

An evaluation of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been done, although not clearly and thoroughly.

A decision on whether step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been made.

**Level 1 (1-3 marks)**

Limited knowledge and understanding of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has been shown.

An evaluation of how step migration minimizes and/or does not minimise challenges of migration experienced by migrants has not been done.

A decision on whether step migration minimizes and/or does not minimise challenges of migration experienced by migrants has not been made.

[10]

[25]

**Ways on improvements.**

- Teachers should help learners to make decisions and evaluations correctly. Teachers should also guide learners on writing and presenting their answers. Writing a lengthy answer with poor evaluation does not amount to higher marks and vice versa.

**Section D: Interpretation of Topographical Maps****7 (a) (i) AOA: Define the term gradient.****Comments on question**

Fairly answered

**Wrong answers**

Vertical interval divided by horizontal distance

Distance between two points.

Difference in height between two points.

**Correct answers**

Gradient is the angle of slope of the land /measure of how steep of gentle land is between two points.

**OR**

The ratio between the difference in altitude (height) between two points and the horizontal distance between them.

**Any relevant answer**

[1]

**Ways to improve**

Teachers should teach the definitions of terms in map work.

**(ii) AOA: Calculate the gradient from spot height 974 to spot height 1023, which are located 3 km from each other on the map.****Comments on question**

Fairly answered.

Most candidates used the wrong units or no units at all.

Candidates did not make use of the given distance, rather they measured their own distance on the map.

**Wrong answers**

8.5 cm x 50 000 = 425 000

425 000 / 100 = 4250 m

**Correct answer**

1023 m – 974 m = 49 m

3k m = 3000 m

49:3000

1: 61.22

**Awarding of marks**

**1 mark – subtracting/getting the difference in height**

**1 mark – converting the km to m**

**1 mark – correct formula**

**1 mark – final answer**

**No conversion – minus one mark**

**Final answer with no work shown – full marks**

**Ways to improve**

- Teachers should teach candidates various ways to calculate gradient.

[4]

- (b) (i) **AOB: State one factor that will prevent agricultural activities from taking place in the south of the map extract.**

**Comments on question**

Well answered

**Wrong answers**

The area is barren

There are non-perennial waters

**Correct answers**

Steep slope/Mountainous area.

The course of the river/river channel

High drainage density/multiple streams

Any one

**Ways to improve**

Teachers should teach candidates to link features on the map with the human activities.

[1]

- (ii) **AOB: Discuss the factors that could encourage the growth of Keetmanshoop.**

**Comments on question**

Poorly answered

Candidates could identify the evidence on the map, but could not explain how the factor could encourage the growth of the town.

**Wrong answers**

Lower lying, water, river etc.

Build more buildings, add more services, build more shops and hospital etc.

**Correct answers**

Flatter land to the south

Trunk roads linking it to the other towns/Main roads linking to towns – communication

Already existing secondary roads – communication with other parts of the town.

Airport – communication to other town.

Railway communication

Water available in most parts of the area

Power lines

Any four

**Ways to improve**

Teachers should incorporate map work in settlement studies.

[4]

- (c) (i) **AOC: Give the compass direction of the Rifle range from the Golf course.**

**Comment on question**

Moderately answered.

Few learners gave the bearing.

**Wrong answers**

SSE, ESE, 108°, SEE etc.

**Correct answer**

South East/SE

**Ways to improve**

Teachers should emphasise on from and to point.

[1]

- (ii) **AOC: Measure and calculate the length of the Airstrip. Give your answer in meters. [3]**

**Comment on question**

Many candidates were giving the wrong measurements.

Many candidates measured the airport symbol and not the airstrip.

Few candidates calculated the area.

**Wrong answer**

$0.4\text{cm} \times 50\,000 = 20\,000\text{ cm}$

$20\,000/100 = 200\text{ m}$

**Correct answer**

4.4 cm - 4.6 cm (range)

$4.5\text{ cm} \times 50\,000 = 225\,000\text{ cm}$  (accept 5000mm)

$225\,000/100 = 2\,250\text{ m}$

**Awarding of marks**

**1 mark – measurement**

**1 mark – correct method**

**1 mark – correct final answer**

**Do not penalise for carrying error forward**

**Ways to improve**

Expose learners to different features that could be calculated.

[3]

**(d) (i) AOC: Account for the distribution of the built-up area of Keetmanshoop.**

**Comment on question**

Poorly answered

Candidates referred to where on the map the built-up area is situated.

Many candidates referred to the settlement pattern.

Candidates did not use descriptive prepositions such as next to, close, on, at.

**Wrong answer**

Building for schools, police station.

The trunk road is passing through the town

Built-up is distributed north central, south etc.

Built-up is nucleated/ sparsely distributed.

**Correct answers**

On gently sloping land for easy construction and future expansion

Next/along the trunk roads for transport

Close to the railway- transport bulky goods

Away from the airport

Away from the major river avoid flooding

**Ways to improve**

Emphasise on descriptive prepositions.

Any **four**

[4]

**(ii) AOC: Compare the relief of the South Eastern and South Western parts of the map extract.**

**Comments on question**

Fairly answered

Candidates swapped the directions

Candidates focused on drainage rather than relief

**Wrong answers**

Contours are far apart on south east.

South west is well drained

**Correct answers**

Mountainous /hills/ saddles in SW/absent in the SE with more plateau-like low landscapes.

Higher lying land in SW / Lower lying land SE

Highest point 1032m in SW / Highest point 1008m in SE or indication of lower heights. (No need for units)

Dev of either of above ideas.

Steeper slopes /gradient / on gently sloping land/gentler slopes/ less steep land

Any **two** comparisons

**Ways to improve**

Teachers should teach the differences between relief and drainage features.

Develop some reference to gradient calculated or approximated from map to illustrate this. – calculation and commenting on the slope for 4 marks

[4]

- (e) **AOD: To what extent do you agree that the river near the Gobas area will have a negative impact on the built up area around it (South Western corner of the map) if it continues eroding its banks?**

**Comment on question**

Fairly answered.

Candidates failed to make a decision

**Wrong answers**

The river is meandering.

The river is protected by the wall.

***The learner will make an evaluation and decision or offer a mixed conclusion. They will offer two reasons to support this.***

**Large extent/large impact - Flooding of homes/work places.**

Relocation of people/services in build-up area.

Other road may collapse

Railway might collapse/damaged

**To a certain extent only at certain times; Flooding- only during rainy season**

Relocation of people/services in built up area- temporarily

Other road may collapse - bridge will be built

Railway might collapse/damaged - bridge built

**To a small/low extent/The impact of flooding reduced due to hard engineering methods/strategies**

Relocation of people/services in built up area - river channel dredging

Other road may collapse - bridge is built

Railway might collapse/damaged - bridge built or river will be diverted

***1 mark – decision/judgement made.***

***2 marks - 2 reasons for the decision made OR one reason supporting and one reason to counter.***

**Ways to improve**

Teachers should train learners to be able to make decisions and evaluations correctly with reference to map evidence.





## 1. GENERAL COMMENTS

Overall, the question paper was fair. Most learners chose to focus on the Paris Peace Conference, the collapse of international order in the 1930s, and the Cold War. It was clear that the learners had studied all the topics comprehensively rather than selectively. Many learners performed particularly well on questions 1, 2, 3, and 6.

Markers noted a significant improvement in how learners answered parts (a) and (c) compared to previous years, where only a few answered these questions correctly. However, some students struggled with parts (b) and (c), as they failed to connect the content to the specific questions. Teachers and tutors should continue to give equal attention to the entire syllabus, which was reflected in how learners approached questions 3, 4, and 5.

Additionally, there was a misinterpretation of question 6 (b), where most learners explained why South Africa wanted to annex Namibia instead of discussing the factors that led South Africa to change its approach and ultimately support Namibia's independence. Most learners also demonstrated limited knowledge of the D tente period of the Cold War, as assessed in question 3 (a). Furthermore, many confused the events of 1896 with those of 1904-1907, indicating a lack of understanding and mastery of Namibian history under German colonial rule.

## 2. COMMENTS ON SPECIFIC QUESTIONS

### SECTION A: INTERNATIONAL RELATIONS, 1919 – 1939

- 1 (a) Describe the political impacts of the Treaty of Versailles on Germany. [5]

**Well answered. Most learners demonstrated a strong understanding of contextual knowledge, effectively linking it to the question. However, a few learners failed to make these connections.**

**Level 1: Identifies point(s)**

*One mark for each relevant point*

e.g. It caused political chaos in the country.

It led to a lot of uprisings against the Weimar Republic.[ 1-2]

**Level 2: Describes point(s)**

*One mark for each relevant description*

e.g. The Germans blamed the Weimar Republic for all the suffering they endured after World War 1 for signing the Treaty of Versailles, e.g. they were called 'November Criminals'.

The Treaty of Versailles weakened Germany militarily to an extent that it struggled to maintain order in the country, which encouraged extremists like the Communists (Spartacists), Freikorps and the Nazis to attempt overthrowing the Weimar Republic, in all those attempts people's lives got lost in the process. [3-5]

- (b) Explain how Italy's dissatisfaction with the Paris Peace Treaties contributed to the collapse of international order. [8]

**Fairly answered. Most learners achieved the maximum identification level of L2/4 but struggled to reach Level 4/8 due to their inability to link their contextual knowledge to the question. For instance, they needed to explain how Italy's frustration contributed to the collapse of the international order. While learners described the effects of World War I and the Paris Peace Treaties on Italy, they could not articulate how these events escalated into a broader European issue that led to the collapse of the international order.**

**Level 1: General answer with no specific contextual knowledge**

e.g. Italy's dissatisfactions made her to go against international order or laws.

[1]

**Level 2: Identifies reason(s)**

e.g. Exclusion from the decision making in Paris set up resentment meaning it was less likely to work with Britain and France in the future

They didn't get any mandates/territory so they felt resentment/wanted to gain more land

Felt humiliated that they didn't make more gains meaning that they voted for an extremist who favoured military solutions  
They had been promised land in the Treaty of London and when the Big Three refused to satisfy them, Italy became an unwilling partner in keeping peace.

*One mark for each relevant point*

[2-3]

**Level 3: Explains one reason**

e.g. Italy was enraged by the Conference because the treaty did not give Italy the territorial gains that it had been promised in exchange for joining the Allies during World War I. Italy had been promised territory from the Austro-Hungarian Empire, but the treaty instead awarded that territory to Yugoslavia. This caused a great deal of disappointment and anger among the Italian people, and led to a sense of betrayal by the other Allied powers. (5) Italy's dissatisfaction with the conference meant when Germany offered an alliance Italy was more likely to agree, neither were friendly towards Britain and France. First there was the Rome-Berlin Axis and then the Pact of Steel. These alliances made war more likely and contributed to the collapse of peace. (6)  
*Additional mark to be awarded for further details as above.*

[5-6]

**Level 4: Explains two or more reasons**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanations offering good detail.

[7-8]

- (c) 'Anger at not achieving acknowledgement of racial equality at the Paris Peace Conference explains the increase of Japanese militarism.' How far do you agree? Explain your answer.

[12]

**Fairly answered. Most learners reached the highest identification level of L3/4 but found it challenging to provide adequate explanations. A few learners scored L5/10 but could not write a convincing conclusion that could have elevated their scores to L6/12.**

**Level 1: General answers with no specific contextual knowledge**

e.g. The Paris Peace Treaties did not satisfy the victors neither the defeated countries.

[1]

**Level 2: Identifies reason(s) on one side**

*One mark for each relevant point*

[2-3]

The rejection of the racial equality clause planted the seeds for tension to grow between Japan and the leading Western powers  
Japan also became offended when its representatives were not treated as equals among the predominantly white European leaders

**OR**

Japan was upset it did not gain all of Germany's colonies in the Pacific - they were shared with Australia, New Zealand and it only got mandates not complete control. Militarism could not be a response to what happened at the Peace Conference as it had started before then otherwise Japan could not have been in a position to demand racial equality in 1919.  
The stock market crash in the United States and the world-wide depression in 1929 further strained international relations and led to the increase of Japanese militarism.

**Level 3: Identifies reasons on both sides**

[4]

**Level 4: Explains reason(s) on one side**

e.g. Japan's proposal to include racial equality in the League of Nation's Covenant was blocked and this created resentment. Britain and France could not agree to it because it challenged their position in their Empires and Wilson could not accept it because of the inequality black people faced in the South of the USA. (5) This meant that the war-time alliance broke down and set Japan on a path of increased militarism and conflict because if Japan would not be given racial equality it would have to prove it through conquering more land e.g. in China. (6)

**OR**

There were other reasons why there was increased militarism in Japan. The worldwide depression caused instability that created unrest in Japan. Politicians were assassinated and some people turned to the army. A small group of young military officers used this to act on their increasing frustrations with Japan's problems. They saw military solutions to economic and political problems and steered Japan towards an aggressive foreign policy which meant Japan needed a more

powerful military. (5) This ultimately led to the invasion of Manchuria because it solved the economic problems and made Japan a more powerful country helping solve some of the political problems both at home and on the world stage allowing it enough power to leave the League and not fear the consequences. (6)

*One mark for each relevant explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations offering good detail, 8 marks for both explanations offering good detail.* [5-8]

**Level 5: Explains reasons on both sides**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks. [9-10]

**Level 6: Level 5 + a valid conclusion.**

There needs to be an answer to the question and marks awarded on the quality of evaluation providing the answer. [11-12]

[25]

**2 (a) Describe how the Spanish Civil War contributed to the collapse of international relations in the 1930s.** [5]

**This question was very well answered and most learners were able to describe how the Spanish Civil War contributed to the collapse of international relations.**

**Level 1: Identifies point(s)**

*One mark for each relevant point*

e.g. Hitler tested his weapons.

It became a proxy war

[1-2]

**Level 2: Describes point(s)**

*One mark for each relevant description*

e.g. The Spanish Civil War could be considered a dress rehearsal for a full-scale European war

The war gave birth to an alliance between Hitler and Mussolini which threatened world peace as the two now formed the 'Rome-Berlin Axis'

The three years of war distracted diplomats and officials from the affairs of central Europe

During this time, Hitler was able to take successful action over Austria and Czechoslovakia which was a recipe for war

It showed the League's weakness when it came up against major powers such as Italy. Countries lost faith in the League of Nations and its ideals as it was again shown to be ineffective

Rather than put their trust in international co-operation, several countries including France and Britain began to rearm.

[3-5]

**(b) Explain how the development of militarism in Japan weakened the work of the League of Nations.** [8]

**Fairly answered. Most learners confused the development of militarism with how the Manchurian crisis weakened the work of the League of Nations, though there's a thin line between the two questions. There were learners who fully understood it and managed to get L5/9-10.**

**Level 1: General answers with no specific contextual knowledge**

e.g. It made Japan untouchable.

[1]

**Level 2: Identifies reason(s)**

*One mark for each relevant point*

e.g. It led to the increase in arms rather than the demilitarisation the League was supposed to be overseeing

Japan felt strong enough to refuse to obey the recommendation of Lytton Report

Japan knew it was too strong militarily to be challenged by the League so could behave without consequence

Japan ignored the League's Covenant when it invaded Manchuria and as a member of the Council should have set an example

[2-4]

**Level 3: Explains one reason**

e.g. The increased militarism in Japan weakened the work of the League of Nations because it worked directly against the Covenant of the League of Nations which stated that members were supposed to work against military aggression and keep the peace. When Japan invaded Manchuria on a pretext they were working directly against this article in the Covenant and in doing

so made the League look weak. (5) This is because it showed that powerful nations could do what they wanted, that the League was not powerful enough to stop them. This then led to other powerful countries, such as Italy, with Abyssinia, and Germany, ignoring its Treaty obligations, copying Japan in ignoring the League making its work even harder. (6)

*Additional mark to be awarded for further details as above.*

[5-6]

**Level 4: Explain two or more reasons**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanations offering good detail. [7-8]

- (c) 'The League was trusted to maintain international relations in the 1920s.' How far do you agree? Explain your answer. [12]

This question was generally answered well. Most learners scored L5, with scores ranging from 9 to 10. However, some confused the political successes of the League of Nations with its socio-economic achievements. Most learners described the political disputes in the 1920s but failed to indicate the reaction of the countries involved in a disagreement and the actions of the League of Nations. Additionally, some learners failed to pay attention to the specific time period mentioned in the question.

**Level 1: General answer with no specific contextual knowledge**

e.g. I partially agree with the statement, in the sense that the League successfully resolved some political disputes in the 1920s. [1]

**Level 2: Identifies reason(s) on one side**

*One mark for each relevant point*

e.g. The League successfully settled the Aaland Islands dispute in 1921, preventing a military clash between Sweden and Finland

The League resolved the issue of Upper Silesia in 1921, deciding to split the territory between both Germany and Poland, and bringing an end to the riots

The membership of the League of Nations grew in the 1920s as countries such as Germany joined in 1926

**OR**

e.g. The League could not stop wars when powerful nations were involved in the 1920s e.g. the Corfu incident

International agreements signed outside of the League were a sign that nations did not think the League could stop wars.

The League failed to enforce the Treaty of Versailles e.g. in 1920, the Poles captured Vilna and refused to withdraw when the League ordered it to; the League could do nothing [2-3]

**Level 3: Identifies reasons on both sides**

[4]

**Level 4: Explains reason(s) on one side**

Some countries did trust the League and they were willing to accept the League's authority. For example, Germany and Poland accepted the League's ruling that it would conduct a plebiscite to decide what happened with land in Upper Silesia. The League sent troops to keep the peace while the vote took place and make sure the result was accepted. After the vote the League separated the land in the way people had voted. (5) The League proved it was worth trusting by building in safeguards to avoid future disputes, such as ensuring rail links as well as water and electricity supplies, and these actions made them trusted by the governments and people of Germany and Poland. (6)

**OR**

Italy showed it did not trust the League to maintain peace when it attacked Greece. Instead of trusting the League to act when an Italian General was murdered, on League duties, they made demand of Greece. When Greece appealed to the League Italy did not wait, it attacked and invaded Corfu. This showed Italy did not trust the League to make a sound decision. (5) The incident showed that some countries did not trust the League because Italy ignored a League ruling, went behind its back and got the Council of Ambassadors to reverse their ruling. This also showed that countries could still bully other countries meaning the League would be trusted less in the future. (6)

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations offering good detail, 8 marks for both explanations offering good detail. [5-8]

Level 5: **Level 4 + Explains reasons on the other side**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks. [9-10]

Level 6: **Level 5 + a valid conclusion**

There needs to be an answer to the question and marks awarded on the quality of evaluation providing the answer. [11-12]

[25]

3 (a) Describe the Détente period of the Cold War. [5]

**Poorly answered. Most learners were not familiar with the Détente period of the Cold War.**

Level 1: **Identifies point(s)**

One mark for each relevant point

e.g. By the late 1960s, both superpowers wanted a lessening of Cold War tensions and a halt to the arms race.

This is the thaw and co-existence of Cold War between USA and USSR. [1-2]

Level 2: **Describes point(s)**

One mark for each relevant description

e.g. By the late 1960s, both superpowers wanted a lessening of Cold War tensions and a halt to the arms race, because of the: huge cost especially for the relatively poorer USSR, increased danger of war, after the Cuban missile crisis, systems errors, spread of nuclear weapons to other countries and increased opposition to nuclear weapons.

In addition the USA wanted to be friendlier with China to prevent its allying with the USSR. It also re-thought its Cold War strategies after the economic and political costs of involvement in Vietnam. The USSR wanted friendship with the USA to stop it allying with China. China wanted an ally against the USSR and to increase trade with the West.

This process was called détente. Its main supporters were Presidents Nixon and Carter in the USA, President Brezhnev in the USSR and Chairman Mao Zedong in China. [3-5]

(b) Explain why the people in Hungary rose against communism. [8]

**Poorly answered. Most learners struggled to identify and explain why people in Hungary rose against communism.**

Level 1: **General answers with no specific contextual knowledge**

e.g. Hungarians just got tired of being mistreated by the Russians. [1]

Level 2: **Identifies reason(s)**

e.g. There was an increase in poverty as much of the food produced as well as industrial goods were sent to Russia.

The Russian did not respect the Hungarian's religion.

The Hungarians believed that the Western countries will come to their rescue.

Khrushchev's secret speech in 1956 made the Hungarians feel they now had a chance to get rid of their own Stalinist leaders because he attacked Stalin's leadership style

Cruel and strict Russian control limited their freedoms e.g. there were Russian troops on their streets.

One mark for each relevant point [2-4]

Level 3: **Explains one reason**

e.g. The Hungarians fought against communist rule after a moderate leader, Nagy, was arrested by communist leaders in Moscow, ending their hopes that their country might see the reforms they wanted and needed. Nagy had planned to do things like hold free elections and return to some private ownership. The Hungarians had been optimistic about how their country would change and get better but when the tanks rolled in they realised the Soviet Union would never allow this and it led to attempts to fight against the regime. (5) The actions by the USSR emphasised why the Hungarians would never be happy to live within the Soviet bloc, because they were not allowed to make their own laws, have things the way they wanted them, and elect their own leaders. Nagy had wanted the Soviet army to withdraw and was talking about leaving the Warsaw Pact because



Hungarians did not like the way the Soviets ruled by force so when they tried to rule them by force it encouraged them to fight. (6)

*Additional mark to be awarded for further details as above.*

[5-6]

**Level 4: Explain two or more reasons**

*One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanations offering good detail.*

[7-8]

- (c) Which cause of the Cold War do you find most convincing as an explanation? Truman's hatred of communism or Stalin's actions in Eastern Europe in the late 1940s. Explain your answer.

[12]

**Poorly answered. Most learners reached L2/3-4 but couldn't develop their ideas into coherent explanations that directly addressed the question.**

**Level 1: General answer with no specific contextual knowledge**

e.g. Truman's hatred for communism is what caused Stalin's paranoia.  
Stalin's actions in Eastern Europe caused mistrust.

[1]

**Level 2: Identifies reason(s) on one side**

e.g. The introduction of the Truman's Doctrine to contain the spread of communism was an aggressive act  
He believed that communism stood for a way of that denied individual freedoms  
The introduction of the Marshall plan to help European countries recover

**OR**

e.g. Stalin did not withdraw the Red Army from the liberated countries of Eastern European in accordance with agreements at Yalta  
Stalin claimed he only wanted buffer states, he wanted friendly governments in countries on his border, but his actions showed he wanted more control than that.  
Stalin installed communist governments in Poland and Romania and went to impose Soviet systems throughout Eastern Europe  
*One mark for each relevant point*

[2-3]

**Level 3: Identifies reasons on both sides**

[4]

**Level 4: Explains reason(s) on one side**

Truman's hatred of communism is a convincing reason for the Cold War because this made his attitude towards Stalin unhelpful, he made it clear he did not trust Stalin. The Truman Doctrine and Marshall Plan were introduced to stop the spread of communism and this only drove the wedge between the US and the USSR deeper. Stalin accused the US of dollar diplomacy and of trying to use Europe for its own economic gain. (5) The introduction of the Truman Doctrine and Marshall Aid were regarded by the USSR as highly provocative and designed to isolate the USSR. It was a further justification that the US policy was influenced by the need to create global free markets for American goods and an attempt to impose a capitalist system across the whole of Europe. These actions formed Truman's containment policy and came from his hatred of communism, his need to stop it spreading, and given the impact it had on post war relations shows how important this factor was in the development of the Cold War. (6)

**OR**

Stalin's actions in Eastern Europe are more convincing as an explanation because of the way he frightened the US. Stalin made sure that countries bordering the USSR such as Hungary (also accept Czechoslovakia, Poland and Romania) had communist governments by using rigged elections. Stalin said he was only trying to build up a buffer zone to protect his country against further attacks but the way he did it meant US could only see it as expansionism. This caused unfriendly relations to become even worse, leading to Cold War. (5) The situation was made even worse when Stalin set up Cominform to keep closer control on the friendly governments as Stalin would regularly call the leaders to Moscow and replace leaders he thought were not friendly enough. This made the US worry even more and deepened the rift leading to Cold War. (6)

*One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations offering good detail, 8 marks for both explanations offering good detail.* [5-8]

**Level 5: Level 4 + Explains reasons on the other side**

*One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks.* [9-10]

**Level 6: Level 5 + a valid conclusion**

*There needs to be an answer to the question and marks awarded on the quality of evaluation providing the answer.* [11-12]

**[25]**

- 4 (a)** Describe the USA's motives and reasons for getting involved in the Angolan Civil War. [5]

**Poorly answered. Most learners could not describe the USA's motives and reasons for getting involved in the Angolan Civil War due to a lack of content.**

**Level 1: One mark for each relevant point identified.**

e.g. They both wanted Angola to adopt their political ideologies.  
Both of them wanted to increase their influence. [1-2]

**Level 2: One mark for each relevant description.**

e.g. As in the case of Vietnam, the USA believed that a communist takeover in Angola would have a 'domino effect' in the rest of Southern Africa.  
Offshore of the northern half of the country lay enormous oil fields, USA wanted to control such reserves for her own benefit and prevent the USSR from have access to such a resource  
USA wanted to counteract USSR footholds in Africa [3-5]

- (b)** Explain how the Cold War derailed the peace process in Angola. [8]

**Poorly answered. Most learners struggled with this question due to a lack of content.**

**Level 1: General answers with no specific contextual knowledge**

e.g. By causing hatred among Angolans. [1]

**Level 2: Identifies reasons**

e.g. The Cold War rivalry in Europe caused several foreign countries to become involved in the war in Angola  
The continuing flow of superpower money into Angola prolonged the conflict and prevented peace  
The escalation of the conflict into a proxy conflict between the United States and the Soviet Union prevented peace from being realised within the shortest possible period of time [2-4]

**Level 3: Explain one reason**

e.g. The Cold War derailed the peace process in Angola because it encouraged countries who would otherwise have not had an interest to get involved and their involvement prevented peace. For example, Cuba supported the MPLA to promote communism and South Africa supported UNITA because of their links to the USA. This allowed the superpowers to send armaments and aid to the opposing sides and prevented peace because neither side ever ran out of resources meaning they never weakened to the extent they were beaten or needed to surrender. (5) The foreign intervention, by nations such as Yugoslavia who could claim no direct interest, widened the rift between the local political parties by deepening the ideological divide and this prolonged the reconciliation process. (6) [5-6]

**Level 4: Explains two reasons**

[7-8]

*(One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks, e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanation offering good detail)*

- (c) Which cause of the Angolan Civil War do you find most convincing as an explanation, ethnic divisions or the legacy of colonialism? Explain your answer. [12]

**Poorly answered. Most learners demonstrated a lack of content but were able to get L3/4. They just failed to explain their identifications by linking them to the question.**

Level 1: **General answers with no specific contextual knowledge.**

e.g. The Angolan Civil War was mostly caused by lack of unity between different ethnic groups [1]

Level 2: **Identifies reasons on one side**

e.g. The civil war after independence was fuelled by the reluctance of the dominant liberation movements to share power within a multi-ethnic society  
Old rivalries, along ethnic tribal lines, re-surfaced in the struggle to control Angola.

**OR**

The legacy of colonialism resulted in the politicisation of ethnicity by combining and placing vastly differing ethnicities under one centrally administered colonial territory.

It also intensified ethnic cleavages by introducing and imposing racial and class divisions.

The three rebel groups had started to fight colonial rule so they had armed and trained for that battle. After independence they just continued their fight but this time so they would have control. [2-3]

*(One mark for each point)*

Level 3: **Identifies reasons on both sides**

*(One mark for each example)*

[4]

Level 4: **Explain reasons on one side only**

e.g. The issue of ethnic divisions is a convincing reason for the Angolan Civil War because the fighting groups reflected these divisions and they did not want to share power. The MPLA was supported by the Ambundu people and UNITA was supported by the Ovimbundu people and the FNLA was supported by the Bakongo people. During the fight for independence these ethnic divisions had been less important because they were fighting a common enemy but once that enemy disappeared the divisions surfaced, causing the Civil War. (5) Each people had their own aims and desires such as the Bakongo people, the FNLA, wanted the restoration of the old Kongo empire, and this meant they needed to control Angola, not share power. These focused aims became ideological division, compromise became impossible meaning that fighting was seen as the only solution, therefore it is a convincing reason for the Civil War. (6)

**OR**

e.g. The factor of colonial legacy is a convincing cause because the Portuguese never prepared the Angolans to govern themselves. They knew that all 3 rebel groups, MPLA, FNLA and UNITA, wanted to rule and the Portuguese did nothing to stop them from turning on each other. Within 6 months of the Alvor Accords the MPLA was forcing the FNLA out of areas it considered theirs and UNITA withdrew too. It was actions like these that were the start of the Civil War and a legacy of colonial rule because if the Portuguese had attempted to find compromise and tried to demilitarise the groups they could have prevented war. (5) After the MPLA declared themselves the official government of an independent Angola it was logical the other groups would react and on 1 August 1975 UNITA declared war on the MPLA. Having forced the FNLA out of Luanda it was logical for them to join the fight too, against, MPLA, taking the country into a civil war. That these groups were already geared for the fight against Portuguese colonial masters and simply turned their guns on each other shows how convincing this reason is. (6) [5-8]

*(One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks, e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanation offering good detail)*

Level 5: **Explain reasons on both sides**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks. [9-10]



Level 6: **Explain with evaluation how far**

A valid conclusion is clearly answering the question, using the balanced evidence they have presented in the essay to explain how far they agree or disagree with the statement, marks to be awarded on the quality of the conclusion. [11-12]

[25]

**SECTION B: NAMIBIAN HISTORY**

Answer **one** question from Section **B**.

- 5 (a) Describe the significance of 1896 in Namibian history. [5]

**Poorly answered. Most learners demonstrated a lack of content. Most learners wrote about the War of National Resistance.**

Level 1: **Identifies point(s)**

*e.g. One mark for each relevant point*

It's the year when Leutwein established the 'southern border.'

It's the year when the Mbanderus challenged Samuel Maharero's right to be Paramount Chief. [1-2]

Level 2: **Describes point(s)**

*One mark for each relevant description*

e.g. Leutwein established the 'southern border' of

Hereroland to prevent the Herero people from moving southwards and taking back their land and cattle.

The Germans used the establishment of the 'southern border' to claim more land for white settlers.

The Germans confiscated thousands of cattle that crossed the border.

Other Herero chiefs, including the Mbanderu, challenged

Samuel Maharero's right to be the supreme chief of the

Herero

Samuel Maharero joined the Germans in helping to fight the Mbanderu.

The Mbanderu leaders, Kavikunua and Nguvauva, entered into armed conflict with the Germans and were shot. [3-5]

- (b) Explain why Hendrik Witbooi refused German Protection. [8]

**Poorly answered. Most learners could not explain why Hendrik Witbooi refused German Protection.**

Level 1: **General answer with no specific contextual knowledge**

e.g. He hated the Germans way of doing things. [1]

Level 2: **Identifies reason(s)**

e.g. He did not want to be under German control

He did not want to lose his land to the whites

He believed that Namibians are unique and have their own way of doing things

Treaties brought conflict between the Namas and Hereros

He believed that Germans came to Namibia without permission

*One mark for each relevant point*

[2-3]

Level 3: **Explains one reason**

e.g. Witbooi refused to sign a protection treaty because he was well aware that the Germans were using the treaties to gain control over large parts of the country. The treaties gave the Germans the right to use the resources of the territories so they took the mineral wealth and other resources and Witbooi understood that giving away his tribes rights to their land was not a good thing, that they gained too little to make it worth doing. (5) Witbooi concluded that signing the treaty was handing over his tribe's land and freedom to the Germans, he saw this would lead to making him and his tribe subjects of the Germans. He knew the treaties were not about protection, they were about control so he refused to sign. (6) [5-6]

Level 4: **Explains two or more reasons**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanations offering good detail. [7-8]

- (c) 'Leutwein's policy of divide and rule was effective in crushing all opposition to German control. 'How far do you agree? Explain your answer. [12]

**Poorly answered. Most learners identified the reasons on both sides without including supporting contextual knowledge to develop the identification into an explanation.**

Level 1: **General answers with no specific contextual knowledge**

e.g. It was effective because the Germans got more control

[1]

Level 2: **Identifies reason(s) on one side**

e.g. The policy was effective at the beginning since it caused conflict between the Namas and the Hereros

It was very effective since Germany managed to establish a colonial administration in the country.

He brought many indigenous groups under German control.

It brought misunderstandings and confusion between Namibian communities which made it easier for the Germans to control Namibians.

**OR**

e.g. Andreas Lambert, chief of the /Khaui or Kailkhuuanan tribe refused to sign a protection treaty, attacked German soldiers under Leutwein's command and refused to hand over the murderer of a German trader to Leutwein

Mbanderu tribe started revolts in 1896 and 1904

The Bondelswarts refused to pay tax and troops had to be sent to put down their revolt in 1898

The Bondelswarts attacked Germans again in 1903 and when Leutwein went to solve the problem the Hereros used the opportunity to rebel

In 1904 the Herero revolted against German rule and started the War of National Resistance

The War of National Resistance proves that Leutwein was not successful

*One mark for each relevant point*

[2-3]

Level 3: **Identifies reasons on both sides**

[4]

Level 4: **Explains reason(s) on one side**

e.g. 'German rule was oppressive and cruel. The colonial authorities crushed any attempts at opposition or resistance by Namibians. Leutwein carried out a textbook policy to divide and rule, isolating and crushing each revolt and gaining the collaboration of Herero and Nama, especially Witbooi. In 1896 the Mbanderus and the Khauias people revolted against the German colonialists. Leutwein had the leading chiefs executed in order to make a deterrent example. (5) Leutwein systematically dispossessed the Herero, choking them by means of 'boundary agreements', impounding their 'stray' cattle, and, in fact, perpetrating large-scale cattle theft. (6)

**OR**

However, the policy was not effective because the Hereros revolted against German rule in 1904 and started the War of National Resistance. This happened because the Hereros were unhappy how they were treated by the Germans- taking cattle, provocative behaviour, failure to protect them as agreed in the protection treaties. The first attack by the Hereros was against German garrisons and settlements. The fighters destroyed railway and telegraph lines and won back control over much of the central part of the country. For eight months they kept the upper hand over the Germans. (5) The fact that the Namas and Hereros worked together in their fight against the Germans during the War of National Resistance proved that local people began to see their real common enemy and rendered the 'policy of divide and rule' ineffective. (6)

*One mark for each relevant explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations offering good detail, 8 marks for both explanations offering good detail.* [5-8]

Level 5: **Explains reasons on both sides**

*One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks.* [9-10]

Level 6: **Level 5 + a valid conclusion.**

*There needs to be an answer to the question and marks awarded on the quality of evaluation providing the answer.* [11-12]

**[25]**

- 6 (a) Describe the role played by the Labour Unions in the liberation struggle of Namibia. [5]

**Fairly answered. Most learners were able to score L2/3, although some struggled to describe the role of the Labour Unions in Namibia's liberation struggle.**

Level 1: **Identifies point(s)**

*One mark for each point*

e.g. Resistance against contract labour system was the motivation behind the formation of the earliest resistance movements.

Those unions played an important role in standing up against unfair and discriminatory practices.

[1-2]

Level 2: **Describes point(s)**

*One mark for each valid description*

e.g. Resistance against contract labour system was the motivation behind the formation of the earliest resistance movements such as OPC, OPO and later SWAPO.

In 1949, a trade union was formed to represent all workers working in the fish factories of Walvis Bay and Lüderitz. In 1952 and 1953, three large strikes were organised to demand the improvement of the working conditions and wages of these workers.

The magnitude of the general strike paralysed the Namibian economy and forced South Africa to the negotiating table.

The unions played an important role in standing up against unfair and discriminatory practices in the workplace and ultimately in putting pressure on the South African government to withdraw from Namibia.

[3-5]

- (b) Explain why South Africa changed its policy on incorporating Namibia as a fifth province. [8]

**Some learners confused it with the question of why South Africa wanted to annex Namibia.**

**Nevertheless, there were also some learners who understood the question and reached L4/5-6.**

Level 1: **General answers with no specific contextual knowledge**

e.g. South Africa was under pressure.

[1]

Level 2: **Identifies reason(s)**

e.g. Angola's independence weakened South Africa's position because Angola was taken over by the Marxist Oriented MPLA which gave the support to SWAPO.

The insurgency on the northern borders made South Africa realise that time had come to prepare the territory for independence

South Africa changed its policy because the apartheid regime realised that with growing international pressure Namibians should be allowed to take charge of their affairs.

The UN Security Council unanimously adopted a resolution calling on South Africa to recognise the territorial integrity and unity of the Namibian nation and to withdraw its administration

*One mark for each relevant point*

[2-3]

Level 3: **Explains one reason**

e.g. The turning point, in changing the policy about incorporating Namibia, was a military coup in Portugal in 1974. This led to the withdrawal of the Portuguese authorities in Angola and Mozambique in 1975. This changed South Africa's strategic position. The new MPLA government of Angola was hostile towards South Africa and supportive of SWAPO. The MPLA opened borders for SWAPO freedom fighters to launch their attacks against South African troops in Namibia from the bases in Angola.(5) This meant that the fight against SWAPO intensified and became more expensive since SWAPO was now using Angolan soil to attack South Africa; this forced South Africa to the negotiating table and relinquish her idea of making Namibia a fifth province. (6)

Additional mark to be awarded for further details as above.

[5-6]

Level 4: **Explains two or more reasons**

One mark for each explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations having good detail, 8 marks for both explanations offering good detail.

[7-8]

- (c) 'Internal rather than external forces played the most important role in Namibia gaining independence.' How far do you agree? Explain your answer. [12]

**This question was well answered. Most learners demonstrated a strong interpretation of the question and explained their points well, but they could not achieve L6/11-12 due to inadequate or missing conclusions.**

Level 1: **General answers with no specific contextual knowledge**

e.g. Internal forces started the liberation struggle, which brought in external forces. [1]

**Level 2: Identifies reason(s) on one side**

e.g. Labour unions were established which organised strikes against the South African minority government.  
Independent Churches denounced the South African occupation of Namibia, opposed injustice and criticised acts of oppression  
Nationalists and liberation movements within Namibia petitioned the United Nations on the South African occupation of Namibia and demanded self-determination.  
The people of Namibia organised themselves into liberation movements such as SWAPO which took up arms against South Africa to gain independence for Namibia. [2-3]

**OR**

e.g. The UN passed a resolution in 1966 declaring the South African occupation of Namibia illegal. The UN recognised SWAPO as the sole and authentic representative of the Namibian people. OAU supported the Liberation Movements such as SWANU and SWAPO to fight colonialism. Eastern European countries also supported Liberation Movements to fight colonialism. The Western Contact Group negotiated with South Africa not to implement the Turnhalle Constitution.

*One mark for each relevant point*

**Level 3: Identifies reasons on both sides**

*One mark per example* [4]

**Level 4: Explains reason(s) on one side**

e.g. Internal forces played an important role in gaining independence because the people of Namibia organised themselves into liberation movements such as SWAPO. SWAPO campaigned politically through organisations such as the UN and gained their backing in their work against South African control, especially after the ICJ ruled that South Africa should leave Namibia, in 1971. SWAPO played a vital role in securing support for and gaining independence. (5)  
SWAPO also took up arms to take the fight to South Africa and get them to leave. The Battle of Ongulumbashe, in 1966, marked the start of their armed conflict and although South Africa were successful initially they continued guerrilla warfare carried out by the internal forces of SWAPO eventually helped to force South Africa to the negotiating table that resulted in Namibia's independence. (6)

**OR**

External forces played a vital role in securing independence for Namibia through organisations working to end colonisation in Africa. The Organisation Of African Unity was set up in 1963 and aimed to create a continent of nations working together, in peace, to do things like protect human rights and promote economic development. They also helped assist nations in gaining their independence. The political support of a respected organisation like this, for indigenous Namibians was an important factor in the eventual gaining of independence.(5) However, they also arranged financial aid and material assistance to SWAPO and this was of vital importance in liberating Namibia. It was assistance such as this that enabled SWAPO to continue fighting the apartheid regime of South Africa until its demise in 1990. (6)

*One mark for each relevant explanation with an extra mark available for more developed explanations to a maximum of 8 marks e.g. 6 marks for 2 basic explanations, 7 marks for one of the explanations offering good detail, 8 marks for both explanations offering good detail.* [5-8]

**Level 5: Explains reasons on both sides**

*One mark for each explanation with an extra mark available for more developed explanations to a maximum of 10 marks.* [9-10]

**Level 6: Level 5 + a valid conclusion.**

*There needs to be an answer to the question and marks awarded on the quality of evaluation providing the answer.* [11-12]

## 1. GENERAL COMMENTS

Generally, the question paper was fair. It is advisable to ensure learners obtain the skills to answer this paper. Most learners scored better marks on questions 1 and 5. The comparison question is still problematic. Learners must not analyse the sources in isolation. The idea is for learners to look at the similarities and differences between the sources without using direct words from the source but using synonyms. Similarities and differences can be identified by inferring from the sources. They must use evidence from the sources to support the similarities and differences identified. Learners must use contextual knowledge to explain why there are differences and similarities.

Learners should work on identifying the purpose(s). Most learners still struggle with the evaluation questions. Teachers and tutors must train the learners to make choices where necessary, e.g. support and not support, agree and disagree, etc. Learners should avoid using the exact words from the sources to make valid inferences or assertions; instead, they can use similar words or synonyms based on their understanding.

It is essential that the identified inferences, assertions, and purposes are supported by evidence from the sources. Additionally, greater emphasis must be placed on contextual knowledge, as many learners have difficulty interpreting the sources effectively. While this is primarily a skills-based paper, understanding the context is crucial.

When evaluating the reliability of a source, consider the following four elements:

1. **Reliability Assessment:** A brief statement to determine whether the source is reliable or unreliable.
2. **Author Information:** The author's name and a short explanation of why they published the source.
3. **Date of Publication:** The date when the source was published and an explanation of its significance.
4. **Target Audience:** The intended audience for the source, the reasoning behind this targeting and the expected reaction or response from that audience.

In answering question 5, learners must use the content of the sources to determine whether they support or contradict a given hypothesis. They should make a clear choice—either “Support” or “Reject”—and provide direct evidence from the sources as support. This evidence should be quoted directly; paraphrasing is not allowed. Additionally, learners should explain their choices using contextual knowledge.

When addressing cartoons, pictures, or photographs in the last question, learners must provide a choice, an explanation, and support from the visual source. This support can come from the captions, the text within the source, or a description of what is visible in the image. Additionally, to earn the last two bonus marks, learners are still required to test the reliability of their sources.

Here is an example on how an evaluation/testing of the reliability of a source should be done:

**Source E**

**The source is reliable:**

**Explanation:** The author used the content in objective manner because he/she is not emotionally involved or after thorough research he/she came to the conclusion, did not display his/her name because of his/her own safety in a time of racial tension.

**NB:** The learners must first indicate whether the source is reliable and/or less reliable when evaluating the reliability of a source.

**Author:** The author is a British historian (**why**) to let people know about that whites also contributed to the fall of apartheid.

**Date:** It was published in the 2020s, (**why**) because it was a time of racial tension around the world and most likely there was a comparison between Steve Biko and Floyd George as martyrs.

**Audience:** the world/learner (**why**) to be educated on the reality of the reasons for the fall of apartheid and to learn from it, to acknowledge the importance of whites in the past in ending apartheid as well as in modern society with racial incidents as Black Lives Matters to learn to work together.

OR

**The source is less reliable:** It could have been change over the years to suit the author's view by letting Steve Biko look insignificant/ to demoralise blacks.

**Author:** The author is a British historian (**why**) to let people know that Biko caused harm to many blacks.

**Date:** It was published in the 2020s, (**why**) because many people looked up to Steve Biko as a leader who fought for the improvement of black lives in a time of fuelling racial tension with the killing of George Floyd.

**Audience:** the world/learner (**why**) to tarnish Steve Biko's image and let him look not so significant for blacks to see they can't achieve success without the input of whites.

**Example of cross reference:**

**Source A can be cross referred with Source C.**

**Source A**

By 1977, all BCM-related organisations were banned, many of its leaders arrested and their social programmes dismantled.

**Source C**

Steve Biko in chains/Black Peoples Convention tribute to the late Honourary President Bantu Stephen Biko. (**Any of the two can be used as support**)

**Linking statement:** Source A and C confirm that the South African Police Force eliminate the BCM leadership and outstanding members.

**Source D**

"Some people were killed".

**Source E**

"Biko did little more than encourage black people to put themselves in harm's way; giving them black pride didn't put food on the table, but it did encourage them to take to the streets and get arrested".

**Linking statement:** Both sources D and E point out that because of Biko's Black Consciousness Philosophy people were hurt or were eliminated by the South African Police.

**An example of a similarity and difference:**

**Similarity**

**Both Sources show how the organisations led resistance to the apartheid system.**

**Support: Source A** "Black Consciousness challenged the entire white power structure that existed in South Africa by providing alternative structures."

**Source B** "Meanwhile, learner on the black campuses around the country participated in solidarity protests and boycotts."



### **Difference:**

Source **A** shows how they were prevented from making change because of actions by the authorities but **B** shows how they did make a difference because of actions by the authorities; it caused a boycott that had a nationwide

**Support: Source A** “However, although it successfully implemented a system of comprehensive local committees to facilitate organised resistance, the Black Consciousness Movement itself was devastated by security action taken against its leaders and social programmes.”

**Source B** “Meanwhile, learner on the black campuses around the country participated in solidarity protests and boycotts.”

### **Usefulness of sources:**

#### **Source C**

Use the identified sub-message (s) with proper support that suits the valid assertions in your answer because it is useful. Good contextual knowledge will help a learner to bring out the usefulness or less usefulness of a source.

#### **Source D**

**Study** the source and note down **what is the meaning of the source** to bring out the usefulness.

### **Less usefulness of sources:**

In both sources look at what is stated in general and what is contradicting to bring out less usefulness.

**NB: We should train our learners that each source can be useful and/or less useful.**

**The next step is to provide a conclusion on whether the source is useful or less useful with a brief but detailed explanation.**

**Please provide contextual knowledge that supports both sides of an argument. It's important to cross-reference different sources to highlight their usefulness or limitations. Then provide a proper evaluation (testing of reliability) of Sources C and D to bring out the usefulness/less usefulness.**

### **Trust/Not Trust**

#### **Source D and E**

**Compare the sources: what is trustworthy can be found in the content that is the same (match/similar) in both sources. Provide Valid Assertions for your choices, and follow it up with support from both sources that fit. The differences can be seen by content that doesn't match/add up between the sources. Provide valid assertions with valid support.**

**The next step is to provide a conclusion to choose whether the source can be trusted or not to be trusted with a brief but detailed explanation.**

**Please provide contextual knowledge and cross-reference to bring out the fact that the sources can be trusted.**

**Evaluating the reliability of sources is the most important skill for this question. Learners should assess both sources to determine the reasons for trusting or not trusting them.**

### **To improve for 2025:**

1. Ensure learners have the necessary skills to tackle this question paper to avoid negative outcomes.
2. Teach your learners to apply all their skills when answering questions, as marking schemes can vary each year. This is crucial for playing it safe.
3. Learners must have a strong grasp of the content from the depth study. One of the major challenges is that many learners have limited contextual knowledge, which prevents them from achieving higher marks.
4. Teach learners to connect recent events with historical ones to enhance their contextual knowledge. For example, compare the Black Lives Matter movement with the Black Consciousness Movement and the Soweto Uprising.

5. If learners do not thoroughly understand their content, they struggle to interpret questions effectively. Even if they are capable of analyzing sources, their lack of knowledge inhibits their ability to elaborate on their interpretations.
6. Teach learners to identify similarities and differences in sources without paraphrasing or copying them. For instance, when comparing sources, ensure they compare similar elements—for example, Source A may describe an apple as fresh while Source B describes it as rotten.
7. While there has been some improvement, the challenge of identifying differences persists.
8. Learners should understand how to use appropriate support; the evidence must support their inferences rather than contradict them.
9. Teachers must practice in class with the learners how to identify a purpose. The purpose is the intentions of the author to get a response from the audience.
10. The usefulness and less usefulness of sources need to be practiced in class. The less useful side can be answered better if one looks at the shortcomings (limitations) in a source.
11. Teachers and tutors should focus extensively on evaluation questions, particularly question four, which deals with trust and mistrust.
12. Learners should consistently compare sources to highlight surprising and unsurprising elements.
13. To answer the last question, follow the same principle as for ordinary level by making a choice and copying the sentence or phrase that fits with your choice, but you need to explain why the support for your choice is supportive or rejecting the statement/hypothesis. To give a proper explanation use contextual knowledge.
14. Evaluation (testing the reliability) of two chosen sources is necessary for the two bonus marks and must align with the last question.
15. Encourage learners to avoid providing cross-references, comparisons, or contextual knowledge for these two bonus marks.
16. Do not share marking scheme with your learners, as they may lack the necessary context to understand it.
17. In the same breath teach your learners the skills for each question, but not the levels.

**NB: Please encourage your learners to structure their responses effectively. Below is an example of how they should write.**

**Consider the following for testing the reliability of a source:**

**Identify with a short explanation why the source is reliable or less reliable.**

**Author:** From where/the origin of the source/reasons **why (purpose)** the author published the source.

**Date:** When it was published by then and **why (purpose)?**

**Audience:** For whom it was meant and **why (purpose)?**

**NB: The last question doesn't need contextual knowledge, cross-reference and a summary at the end. Learners at the AS level should desist from using a Yes/No because they will be penalised.**

#### **Question 1:**

This question was fairly well answered. They could mostly outline the similarities but still a large number of learners failed to bring out the differences. Although there was an improvement with identifying differences with proper support. Many learners fail to use the correct support from the sources. Most learners did not provide **proper contextual knowledge and evaluation to reach the highest level**. A very low number of learners still fail to compare the sources and rather opted for interpreting the sources in isolation which will end up in a very low level of marks.

Learners were proficient in finding **similarities** but needed to be going beyond saying what they saw to offer **differences**. They need to consider use their inference skills to uncover these.

Teachers need to teach learners to use command words in order to compare for example:

**Similarities:** Both sources

**Differences:** while, whilst, but, and, etc.



## COMMENTS OF THE QUESTIONS:

### Question 1

This question was answered reasonably well in comparison with previous years. However, learner must be warned not to spend too much time on this question because they might easily not finish to answer the paper. The use of **contextual knowledge** and **evaluation** in this question is of utmost importance to score maximum marks. **Contextual knowledge** was mostly copied/paraphrased from Sources A and B or other sources. **If the learners contextual knowledge was good most could have scored full marks in this question.** Learners must explain the choice (reliability) based on the author, date and audience. However, this must be explained in detail (**why**). Most learners still struggle with interpreting the sources and tend to paraphrase instead of providing their conclusions. Learners needed to focus their **contextual knowledge, cross-reference or evaluation** on the question to explain why **similarities and differences** existed. This means that contextual knowledge needed to be focused on the Black Consciousness Movement before the Soweto Uprising.

#### 1. Study Sources **A** and **B**.

Compare and contrast how the Black Consciousness Movement influenced change in South Africans in the 1970s. Use the sources and your knowledge to explain your answer. [9]

#### Level 1: **No valid source use / describes sources**

[1]

One is about life in the community, and one is about life at university

#### Level 2: **Valid comparison with similarity(ies) AND/OR difference(s) with no source support**

**Valid comparisons include but are not limited to:**

[2-5]

##### **Similarities**

Both show how the organisations led resistance to the apartheid system

Both show how the Black Consciousness Movement aimed to change how black people saw themselves

Both show how the BCM started to increase literacy levels/improve health care/provide child care to improve black people's ability to work

Both show levels of success in achieving change because of the way the authorities reacted to the movement i.e. no success/change = no need to react

Both show the ideology of the BCM at work, changing attitudes of black people in rejecting white help

Both show the philosophy of the movement in action; blacks helping blacks and refusing to accept white people in organisations set up for black people

##### **Differences**

Source **A** shows how they were prevented from making change because of actions by the authorities but **B** shows how they did make a difference because of actions by the authorities; it caused a boycott that had a nationwide

Source **B** shows the roots of the organisation, with SASO/students, where the influence of BCM started, and Source **A** shows how it transformed into practical work within the community

*Marks should reflect the quality of the answer at this level and could be based on number of similarities/differences identified.*

#### Level 3: **Valid similarity (ies) AND/OR difference(s) with source support**

[6-8]

e.g. Both show how the Black Consciousness Movement aimed to change how black people saw themselves.

Source **A** says 'With friends he set up the Black Community Programmes in which blacks helped other blacks without white assistance' and Source **B** shows 'a South African Students' Organisation (SASO) member and former president of the SRC, gave a powerful speech condemning Bantu Education and its implementation at Turfloop'. These are similar because they are both about showing how black people wanted change by stopping white people having power over things that affected only them.

Source **A** shows how they were prevented from making change because of actions by the authorities but **B** shows how they did make a difference because of actions by the authorities. Source **A** shows the challenges faced by the BCM as it says 'by 1977 all BCM-related organisations were banned, many of its leaders arrested, and their social programmes dismantled' while **B** shows the students' solidarity to transform the system as it says 'Turfloop students boycotted classes until administrators shut down the university and sent all the students' home'.

*Higher marks to be awarded according to quality of support and explanation. They could also be based on the number of similarities and differences given. Top mark only for similarity AND difference with support.*

#### Level 4: **Similarity AND difference with source support and contextual knowledge**

[9]

e.g. Level 3 plus in 1970s the Black Consciousness Movement instilled self-pride, discipline and assertiveness among black South Africans to demand equality.

## Question 2

The question was moderately answered. Most learners identified the purpose, i.e. to encourage blacks despite the death of Steve Biko to continue to fight the apartheid rule in his honour to bring an end to apartheid rule in South Africa. **If the learner's contextual knowledge was better, they could have done extremely well in this question.** Learners found it difficult to support the purpose. Most learners could provide a purpose not specifically linked to 1977. Those who reached Level 3 were more than last year, but their answers were mostly one-sided e.g. only similarities or differences with the proper support.

Only a few could reach level 4 because they provided proper contextual knowledge. The lack of proper contextual knowledge is very much evident. No source can be interpreted well if the learners lack contextual knowledge.

### Give attention to:

Learners should also be aware that **evaluation** and the **purpose** go hand in hand with **contextual knowledge** to answer this question. The **views/intentions of the author** are the same as the **purpose** for producing the photograph, this **same** author has a specific **audience** in mind to convey his message in exchange for a **reaction**. The only part that need to be explained is the **date** and this can only be done with suitable **contextual knowledge**. This means that the **purpose** and **evaluation** can not be separated from each other. They work together with the help of a suitable **contextual knowledge** to reach the highest level of this question. The use of **support at face value** from the photograph must be encouraged especially when the **caption** doesn't give much away.

### 2. Study Source C.

Why was this poster published in 1977? Use only the poster, held by the man in the photograph and your knowledge to explain your answer. [9]

**Level 1: No valid source use/describes the source** [1]

**Level 2: Identifies message of photograph** [2-3]

#### Message unsupported

e.g. To show people gathered together to honour Steve Biko  
To show how many people were sad/angry at his death  
To honour Steve Biko  
To show him as a hero or martyr

*2 marks for a message*

*1 message = L2/2*

*2 messages = L2/3*

**Level 3: Identifies message with support** [4-5]

*e.g. 1 message + support = L3/4*

*2 messages = L3/5*

*Marks to be awarded on quality of answers and this could be based on number of messages identified or presence of source support.*

**Level 4: Identifies a purpose** [6-7]

e.g. To get support for the Black People's Convention (6) and continue Biko's work for change (7)  
To gain support for anti-apartheid action/reduce support for the government (6) by making people angry about what happened to Biko (7) To encourage people to support the BMC by showing how many people were already supporting it  
To encourage people to use the black power fist salute (7)

*6 marks for a purpose linked to the general context of apartheid, 7 marks for a purpose showing understanding of Biko's death but not linked to his death in custody.*

**Level 5: Purpose should be specifically linked to the death of Biko in police custody** [8-9]

To get more support for the Black People's Convention by making people angry over his murder by the police who were supposed to protect people not abuse their position to kill black people  
To get more support for the anti-apartheid struggle by showing that individuals could be killed by the police in cells but together, with solidarity they were stronger

To get people to understand that Biko had been a martyr for their cause, that he had died at the hands of the authorities because he wanted to challenge the status quo by encouraging black people to be proud of the colour of their skin, that he was a victim of apartheid.

*Marks awarded for quality of explanation or contextual knowledge.*

### Question 3

The question was moderately answered. Many learners could explain the **usefulness and/or less usefulness** of the sources but could not reach the last level due to the lack of **contextual knowledge, cross-reference and evaluation**. There was an improvement in many learners' explanations which enabled them to reach a purpose in **Source D**, but they still failed to bring out the usefulness and less usefulness of a pictorial source.

Most learners misinterpreted **Source C**. A lot of work need to be done on the less useful side. Teachers and tutors must work on the choices because many learners made wrong choices, but used the correct support (meaning the support must fit with the valid assertion(s)). Learners should learn to bring out the strengths/clarity of sources: this identifies the **usefulness** of the sources. The **less usefulness** of sources comes from the limitations of the sources, e.g. things that cannot clearly be answered e.g. in **Source C**, Who published the photograph? In **Source D**, Where did Steve Biko make his speech? Was it in private or public? The **support from Source C was difficult for the learner to get. After addressing both sides of each source**, learners need to provide a conclusion on which source is more useful. A lack of **contextual knowledge** made it difficult for learners to score more marks. **Cross-reference** was rarely used but should be emphasized that it is a must for this question.

**The evaluation of sources (testing of reliability) is a must for this question. It must be in line with the question, e.g. to bring out the usefulness or less usefulness of the sources.**

**NB:** Remember with the audience, the author want them to react in a certain way after viewing the source.

### 3. Study Sources **C** and **D**.

Which of these sources is more useful in telling you why people developed the courage to challenge the apartheid regime? Use the sources and your knowledge to explain your answer. [10]

**Level 1: No valid source use/describes the sources** [1]

**Level 2: Undeveloped provenance** [2]  
e.g. Both C and D are primary sources

**Level 3: Uses only one source** [3-5]  
e.g. **C is useful** because it shows that although Biko is dead people would continue to use his philosophy to inspire others to have courage in challenging the regime. (3) It shows that Biko had power as a martyr, as a victim of the system so would continue to inspire people. (4) The source is also useful because it shows how Biko became a symbol of the increased political consciousness that helped give black South Africans the courage they needed to challenge the system. (5)

*Marks awarded on quality of explanation/source support.*

**Level 4: Uses both sources** [6-8]  
e.g. As above plus... **D is also useful** because it provides more detail on how people were given the tools to develop courage to challenge the regime such as through "more political talks... more political debates". (6) It was through these political meetings, coming together to talk about the problems of the regime that allowed more people to have courage to challenge the regime. (7) The source also shows how far people's courage developed by talking about what was done by the authorities to stop the "aspirations of black people... by bringing in police and armoured cars and dogs" as well as talking about people being killed. (8)

**Level 5: Uses both sources AND contextual knowledge AND/OR evaluation** [9-10]  
e.g. **C is useful** if you are trying to confirm what you already know, that Biko's death was used as a way of increasing the courage of those fighting apartheid. There had been many deaths in the preceding 2 years but Biko's prominence, through his organisation the BPC, meant that he could be used more effectively than the other black people killed in police custody, and it was used to bring worldwide attention to the brutality of apartheid. The international outcry helped give black people courage to fight against the regime. (9) The government blamed Biko and the BPC for the riots that started in Soweto in 1976 and continued until 1977. This allowed anti-apartheid campaigners to demonstrate the link between Biko and the brutality of

the regime in a way that the whole world could understand and use his death to encourage the fight against apartheid. (10)

OR

**D is useful** because it outlines what was happening in the 1970s to encourage black people to fight for their rights and how they developed solidarity to gain more courage. (8) Source D is most likely talking about the circumstances that led to the Soweto Uprising of June 1976 where thousands of learner, encouraged by Biko's ideas, gathered together to protest. It ended in hundreds of children and young people being killed or injured but this event, rather than frightening black people, gave them courage to fight harder. (9) Biko's death is linked to this event and the riots that continued after it because he was blamed by the government for causing them and that then allowed the anti-apartheid movement to use Biko as a symbol to give courage to others to keep fighting, so he had not died in vain. (10)

#### Question 4:

Overall, learners did not do well in answering this question. Most learners failed to make a comparison between the two sources. Most learners could not see the link between the content of the sources. Mostly the sources were address in isolation. A few learners could identify and address at least one side, e.g. **trust** and **not trust** with valid assertions supported with evidence from the sources. Most learners copied the correct support from the sources but failed to provide valid assertions. **Contextual knowledge was lacking** because learner used other sources' content as contextual knowledge which is not allowed. **Contextual knowledge must be a content that is valid but not from the question paper. The evaluation (testing of reliability) must be in line with the question and in this case, it must be in line with the decision in Source E.**

**NB:** Valid inferences must be provided for both similarities and differences. It must be followed by support from both sources. **Knowing this shows again how important contextual knowledge is in analysing and interpreting sources. Cross-reference must be given attention. The evaluation (testing of reliability) remains a problem.** Teachers and tutors should teach learners to follow a particular pattern when **testing the sources for reliability, e.g.**

**NB: First: Choice:** Reliable or less reliable and then provide an explanation for your choice.

**Secondly: use this structure:**

**Author:** ... : and **why...** “

**Date:** **When** ..... and **why** ...”

**Audience:** **For whom** .... and **why** ...?.

#### 4. Study Sources D and E.

After reading Source D do you trust Source E's view on the significance of Biko in ending the apartheid regime? Use the sources and your knowledge to explain your answer. [10]

**Level 1: No valid source use/describes the sources** [1]

**Level 2: Undeveloped provenance** [2]  
e.g. Source D was published in the 1970s while Source E in the 2020s.

**Level 3: Trust/not trust using content of source only** [3-4]  
e.g. **I trust E** because it acknowledges the importance of Biko and BPC in the fight against the apartheid. (3) It provides information that apartheid took many more years to end. (4) Or D is right as it shows that the apartheid regime was brutal towards black South Africans. (3) The apartheid government responded with police, armored vehicles and dogs. (4)

*Marks awarded on quality of answer.*

Not Trust	Trust
Source E has a negative impact on Biko's aims and methods to oppose apartheid <b>whilst</b> source D shows the aims of Biko did work as people got confidence to oppose apartheid.	In <b>both sources</b> , the BCM and Biko were very confident in helping to oppose apartheid and liberate South Africa from minority rule.
Source <b>E</b> talks about the failures of Biko, but not really about the successes <b>and</b> in source <b>D</b> , the successes of Biko's methods to resist apartheid, eventually contributed to the independence of South Africa.	<b>Both sources</b> show the determination of the black people to resist apartheid that paved the way for the liberation of all in South Africa.

Source <b>E</b> is a British historian (racist/pro-apartheid), not expect him to talk good about Biko/BCM or BPC, because he was against the resistance of apartheid, <b>but</b> in source <b>D</b> , it was a speech by Biko, the men who experienced the disadvantages of apartheid himself and who later became the leader of BCM that resisted apartheid.	<b>In both sources</b> , Biko cemented his place in the world books as one of the most crucial people in contributing to the resistance of apartheid and the liberation of South Africa.
Source <b>E</b> was published by a former colonial master of South Africa who will definitely criticise Steve Biko for his methods of implementation to resist apartheid of the South African government, while source <b>D</b> was a speech from Steve Biko, a leader who existed and experienced all the suffering of apartheid in South Africa.	<b>In both sources</b> , it talks about the failures of the Black Consciousness Movement. In both sources it shows how Biko worked hard to help abolish apartheid in South Africa and how black pupil were motivated/encouraged to have confidence to fight for the liberation of South Africa under white minority rule.

**Level 4: Evaluates D but no use of content from E (TR of one source)** [5-8]

e.g. **Source D is more trustworthy** when considering the short-term impact of Biko because he can talk of first-hand knowledge of the changes he had witnessed and can be cross referenced to Source B to show that what he is saying is true. (6) However, in considering Biko's significance it does have to be considered that Biko would stress his own importance to the struggle and in a speech, he want to talk about his successes, so it needs to be considered carefully alongside other contemporary sources. (7) Obviously, he has no knowledge of his long-term significance given his death the following year. (8)

**Level 5: Compares the sources and evaluate one (D or E)** [6-8]  
e.g. as above + **Source E is more trustworthy** when considering the long-term significance because it offers a longer term view and knows that apartheid took many more years to end meaning it can argue that Biko's significance was minimal. (6) However, the source ignores Biko's long term and widespread impact because it ignores the way in which Biko's death was significant in increasing opposition to the government. (7) This could be their political viewpoint that appears to want to show how black people have not had importance and so is deliberately ignoring how difficult it was to dismantle the apparatus of apartheid with all the obstacles to prevent protest. (8)

**NB:** better answer therefore entry level starting at 6 marks.

**Level 6: Compares the sources and evaluates both** [9-10]  
Convincing explanation why one is trusted or not trusted.

#### Question 5:

It was answered well. Most learners reached Level 3 by addressing both sides of the hypothesis. A few learners reached Level 2. Some learners used contextual knowledge and cross-reference to answer the question, which is not needed. Only a very small number scored Level 1.

A few learners tested the reliability of the sources correctly. **The use of cross-reference, comparing of sources as well as contextual knowledge for the two bonus marks is a growing concern which must be dealt with in the classroom.**

**Keep the following in mind when you prepare your learner:**

At the AS level, learners are expected to provide a clear explanation to link their quotation from the source when answering this question. They must make a choice, infer from the source or make a linking statement as to why the source supports or challenges the statement, and then provide evidence by quoting from the source.

**Having proper contextual knowledge enables learners to effectively evaluate and analyse historical sources. A pictorial source should include three key elements: the choice of image, a valid inference (explanation), and support drawn from the visual content or a clear caption. An additional explanation is unnecessary, as the valid inference serves as an explanation in itself.**

**5** Study **all** the sources.

"The Black Consciousness Movement was a success in South Africa in the 1970s." How far do these sources support this view? Explain your answer using the sources. [12]

**Level 1: No valid source use** [1-3]

**Level 2: Use sources to support OR reject the statement** [4-6]



**Level 3: Uses sources to support AND reject the statement.**

[7-10]

Support/Yes – A, B, C, D

Reject/No – A, B, C, D, E

*NB: At Levels 2 and 3 explanations are required to show how a decision has been reached. This explanation can use either a summary of content or direct quote to show how a decision has been reached are required. e.g. Source A supports the statement because it talks about how the movement successfully provided alternative structures to help black people gain their freedom and confidence. It talks about how things like “clinics, crèches and literacy training” were all set up to help black people and says they were successful.*

*Award up to 2 bonus marks for evaluation of sources (no more than one per source). Maximum mark for source use only is 12 marks.*

**SOURCE A**

**Support:** “Black Consciousness challenged the entire white power structure that existed in South Africa by providing alternative structures.”

**Explanation:** BCM influenced especially learner to stand up against the apartheid regime.

**Reject:** “Black Consciousness challenged the entire white power structure that existed in South Africa by providing alternative structures.”

**Explanation:** BCM influenced especially learner to stand up against the apartheid regime but many paid a hefty price.

**Support:** “Until they had confidence in themselves and their society, Biko said that blacks would never gain their freedom and to regain their confidence they must end their dependence on whites.”

**Explanation:** Biko encourage people to adopt his BC philosophy to challenge white rule and many could have pursued that dream to work for a better South Africa.

**Reject:** “Until they had confidence in themselves and their society, Biko said that blacks would never gain their freedom and to regain their confidence they must end their dependence on whites.”

**Explanation:** Biko encourage people to adopt his BC philosophy to challenge white rule and but many could not have pursued that dream to work for a better South Africa because of fear for retaliation by the apartheid regime.

**Support:** “With friends he set up the Black Community Programmes in which blacks helped other blacks without white assistance.”

**Explanation:** He encourage blacks to try to live independent from whites.

**Reject:** “With friends he set up the Black Community Programmes in which blacks helped other blacks without white assistance.”

**Explanation:** Not all blacks would have supported the idea because of fear for the apartheid authorities.

**Support:** “The Black Consciousness Movement (BCM) used a variety of programmes- clinics, crèches and literacy training- to reach out to the masses.”

**Explanation:** The programmes could help blacks to operate in a way independently from whites.

**Reject:** “The Black Consciousness Movement (BCM) used a variety of programmes- clinics, crèches and literacy training- to reach out to the masses.”

**Explanation:** The programmes might have help many but still it could not address the main issue of bringing an end to the authoritarian regime.

**Support:** “However, although it successfully implemented a system of comprehensive local committees to facilitate organised resistance, the Black Consciousness Movement itself was devastated by security action taken against its leaders and social programmes.”

**Explanation:** The fact that structures was well implemented could encourage people to constantly improve their networking.

**Reject:** "However, although it successfully implemented a system of comprehensive local committees to facilitate organised resistance, the Black Consciousness Movement itself was devastated by security action taken against its leaders and social programmes."

**Explanation:** The government eliminated opponents to demotivate supporters of the BCM.

**Support:** "By 1976, 123 key members had been banned and confined to remote rural districts."

**Explanation:** The BCM was an idea that was popular, most likely when leadership was eliminated, there was more than willing people to fill their places to oppose apartheid.

**Reject:** "By 1976, 123 key members had been banned and confined to remote rural districts."

**Explanation:** The government eliminated opponents to demotivate supporters of the BCM.

**Support:** "By 1977, all BCM-related organisations were banned, many of its leaders arrested and their social programmes dismantled."

**Explanation:** The BCM was an idea that was popular, most likely when leadership was eliminated, there was more than willing people to fill their places to oppose apartheid.

**Reject:** "By 1977, all BCM-related organisations were banned, many of its leaders arrested and their social programmes dismantled."

**Explanation:** The government eliminated opponents to demotivate supporters of the BCM.

## **SOURCE B**

**Support:** "By early 1970s, thanks to South African Students Organisation (SASO)'s organisation on the campus, Turfloop was a centre of activism."

**Explanation:** By the 1970s the BCM philosophy spread like a wildfire among black students which could bring successes when opposing the Bantu Education System.

**Support:** "Boycotts and protest marches became a regular feature of student life."

**Explanation:** Students voiced their grievances through protest and was successful in luring more students into their political plan.

**Reject:** "Boycotts and protest marches became a regular feature of student life."

**Explanation:** Many students paid a hefty price by being killed, injured, not finishing their studies or jailed.

**Support:** "In 1972, the rural campus came to national attention."

**Explanation:** People could see the bravery of the student and start to protest in their own area.

**Reject:** "In 1972, the rural campus came to national attention."

**Explanation:** The learner faced the danger of facing the South African Police Force to use them as an example to demotivate other uprisings.

**Support:** "At the university's graduation that year, Onkgopotse Tiro, a SASO member and former president and president of the SRC, gave a powerful speech condemning Bantu Education and its implementation at Turfloop."

**Explanation:** People could see the bravery of the learner and start to protest in their own area.

**Reject:** "At the university's graduation that year, Onkgopotse Tiro, a SASO member and former president and president of the SRC, gave a powerful speech condemning Bantu Education and its implementation at Turfloop."

**Explanation:** The students faced the danger of facing the South African Police Force to use them as an example to demotivate other uprisings.

**Support:** “Tiro attacked the fact that a supposedly black university was controlled by white leadership, that white companies received contracts to supply the campus and that white dignitaries took seats from black parents who came to see their children graduate.”

**Explanation:** Tiro was brave to stand up against the white dominated leadership of the campus.

**Reject:** “Tiro attacked the fact that a supposedly black university was controlled by white leadership, that white companies received contracts to supply the campus and that white dignitaries took seats from black parents who came to see their children graduate.”

**Explanation:** Tiro was brave to stand up against the white dominated leadership of the campus but him and his fellow supporters could face severe punishment.

**Support:** “The speech sparked controversy at Turfloop and beyond.”

**Explanation:** The BCM ideas were supported by the blacks.

**Reject:** “The speech sparked controversy at Turfloop and beyond.”

**Explanation:** The speech made many whites angry and this could spark a devastating response for the blacks.

**Reject:** “The all-white council of the university expelled Tiro.”

**Explanation:** Tiro paid the price for his speech by losing his education.

**Support:** “Black academic staff walked out of the meeting where that decision was announced, in protest.”

**Explanation:** Black academic stood up in solidarity of BCM.

**Reject:** “Black academic staff walked out of the meeting where that decision was announced, in protest.”

**Explanation:** These people might have loosed their jobs because of their actions.

**Support:** “In response to Tiro’s expulsion, Turfloop students boycotted classes until administrators shut down the university and sent all the learner’ home.”

**Explanation:** The students managed to stop education at the campus.

**Reject:** “In response to Tiro’s expulsion, Turfloop students boycotted classes until administrators shut down the university and sent all the learner’ home.”

**Explanation:** Many students lost out on their education.

**Support:** “Meanwhile, students on the black campuses around the country participated in solidarity protests and boycotts.”

**Explanation:** More students around the country became involved which could spark more trouble for the government to contain them.

**Reject:** “Meanwhile, students on the black campuses around the country participated in solidarity protests and boycotts.”

**Explanation:** Many students could be killed, injured or loosen out on their education.

**Support:** “SASO strengthened its national links between campuses through this process.”

**Explanation:** More students around the country became involved which could spark more trouble for the government to contain them.

**Reject:** “SASO strengthened its national links between campuses through this process.”

**Explanation:** Many students could be killed, injured or loosen out on their education.



## SOURCE C

**NB:** Choice, valid inference and support (surface detail or the caption).

**Example:** Choice – support or reject the statement

- **VI = support:** This shows that blacks oppose/resisted apartheid.

**Caption/surface detail (support)** = *The photograph shows a black man lobbying for support to continue the legacy of Steve Biko.*

- **VI = Support:** This photograph shows an attempt to motivate the people to continue to resist apartheid despite their leader's (Steve Biko) death to continue his legacy.

**Caption/Surface detail (support)** = Biko and Solidarity/Black Peoples Convention tribute to the late honorary President Bantu Stephen Biko/ Steve Biko attempt to break the chains.

- **VI = Reject:** This photograph shows that Steve Biko was killed and that this could have discouraged a lot of members because they could sense that the same could happen to them if they continue to oppose the apartheid regime.

**Caption/Surface detail (support)** = Biko and Solidarity/Black Peoples Convention tribute to the late honorary President Bantu Stephen Biko/ Steve Biko attempt to break the chains.

## SOURCE D

**Support:** “ We have been successful to the extent that we have diminished the element of fear in the minds of black people.”

**Explanation:** **Many people could be motivated to stand up against the apartheid regime because of the BCM.**

**Reject:** “We have been successful to the extent that we have diminished the element of fear in the minds of black people.”

**Explanation:** **Many people would not join because of fear for retaliation of the apartheid regime.**

**Reject:** “During the 1960s, black people were terribly scared of involvement in politics.”

**Explanation:** **The 60's was called the silent 60's because of blacks' silence after the Sharpeville Killings in 1960.**

**Support:** “The universities were putting out no useful leadership to the black people because everybody found it more comfortable to lose themselves in a particular profession, to make money.”

**Explanation:** **Blacks was more interested to improve their lives with other alternatives than education.**

**Reject:** “The universities were putting out no useful leadership to the black people because everybody found it more comfortable to lose themselves in a particular profession, to make money.”

**Explanation:** **Blacks were deprived from have a big say in the education system.**

**Support:** “But since those days, black students have seen their role as being primarily to prepare themselves in a particular profession, to make money.”

**Explanation:** **Black students focused on improving their own lives from a different angle.**

**Reject:** “But since those days, black learner have seen their role as being primary to prepare themselves for leadership roles in the various facets of the black people community.”

**Explanation:** **Black learner was deprived from a better live by opting for safer options.**

**Support:** “Through our political expression of the aspirations of black people, many black people have come to appreciate the need to stand up and be counted against the system.”

**Explanation:** **The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime.**

**Reject:** “Through our political expression of the aspirations of black people, many black people have come to appreciate the need to stand up and be counted against the system.”

**Explanation:** **The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime but it did not prepare them for the painful price they had to pay.**

**Support:** “There are far more political talks now, far more political debate and far more condemnation of the system from average black people than there has ever been.”

**Explanation:** **The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime.**

**Reject:** “There are far more political talks now, far more political debate and far more condemnation of the system from average black people than there has ever been.”

**Explanation:** The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime but it did not prepare them for the painful price they had to pay.

**Support:** “I am referring here to the whole oppressive education system that the students are talking about.”

**Explanation:** The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime in particular the Bantu Education system.

**Reject:** “I am referring here to the whole oppressive education system that the students are talking about.”

**Explanation:** The Black Consciousness ideas was successful in motivating many blacks to opposed the apartheid regime but it did not prepare them for the painful price they had to pay.

**Support:** “After complaining about it, the apartheid government wants to further entrench what the students are protesting about by bringing in police and armoured cars and dogs.”

**Explanation:** The students succeeded in getting the attention of the apartheid regime.

**Reject:** “After complaining about it, the apartheid government wants to further entrench what the learner are protesting about by bringing in police and armoured cars and dogs.”

**Explanation:** The students brought more danger on them by provoking the apartheid regime.

**Support:** “Now, the response of the learner was in terms of their pride.”

**Explanation:** Many students opposed the system to improve their or others lives.

**Reject:** “Now, the response of the learner was in terms of their pride.”

**Explanation:** Many students paid a heavy price that leave misery and devastation.

**Support:** “They were not prepared to be calmed down even at the point of a gun.”

**Explanation:** Students were willing to oppose the education system no matter the consequences.

**Reject:** “They were not prepared to be calmed down even at the point of a gun.”

**Explanation:** Many students lost their lives, careers as one can look at events like the Soweto Uprising (1976) and the aftermath.

**Support:** “And hence, what happened, happened.”

**Explanation:** People lost their lives for the cause to improve the education and lives of all blacks.

**Reject:** “And hence, what happened, happened.”

**Explanation:** Students with a possible bright future lives were cut short.

**Support:** “Some people were killed.”

**Explanation:** People lost their lives for the cause to improve the education and lives of all blacks.

**Reject:** “Some people were killed.”

**Explanation:** Students with a possible bright future lives were cut short.

**Support:** “These uprisings just continued and continued.”

**Explanation:** People were not demotivated by a barrel of a gun or other consequences.

**Reject:** “These uprisings just continued and continued.”

**Explanation:** Many people paid a heavy price for their parts in opposing the system.

## SOURCE E

**Support:** “Biko and his Black People’s Convention (BPC) clearly had an importance, but questions have to asked about their actual impact.”

**Explanation:** BCM made a mark and contributed to the fall of apartheid in the long run.

**Reject:** “Biko and his Black People’s Convention (BPC) clearly had an importance, but questions have to asked about their actual impact.”

**Explanation:** BCM was seen as a minor factor in leading to the fall of apartheid.

**Support:** “Biko did little more than encourage black people to put themselves in harm’s way; giving them black pride didn’t put food on the table, but it did encourage them to take to the streets and get arrested.”

**Explanation:** BCM was successful in encouraging people to opposed the system.

**Reject:** “Biko did little more than encourage black people to put themselves in harm’s way; giving them black pride didn’t put food on the table, but it did encourage them to take to the streets and get arrested.”

**Explanation:** Biko was blamed for the misery of many because of his Black Consciousness philosophy.

**Support:** “Having a black consciousness was all well and good but it did not help them in the law courts when in the law courts when they were tried and imprisoned.”

**Explanation:** BCM was successful in encouraging people to opposed the system.

**Reject:** “Having a black consciousness was all well and good but it did not help them in the law courts when in the law courts when they were tried and imprisoned.”

**Explanation:** Biko was blamed for the misery of many because of his Black Consciousness philosophy.

**Support:** “Refusing the help of white people, the people that did have power, is a lofty principle but in practice was never going to work.”

**Explanation:** It was an idea successfully planted in the minds of blacks to opposed the apartheid system.

**Reject:** “Refusing the help of white people, the people that did have power, is a lofty principle but in practice was never going to work.”

**Explanation:** Blacks could not gain independence without the help of whites in and outside South Africa.

**Reject:** “Biko proved this because he needed Donald Woods to write and publish accurate stories while he was alive and then after to help prove he was murdered and attract international attention.”

**Explanation:** Blacks could not gain independence without the help of whites in and outside South Africa.

**Support:** “Biko might be a key figure, but his impact has to be considered limited because ending apartheid happened 25 years after he started fighting for it.”

**Explanation:** BCM was successful in encouraging people to opposed the system even after his death.

**Reject:** “Biko might be a key figure, but his impact has to be considered limited because ending apartheid happened 25 years after he started fighting for it.”

**Explanation:** There were other reasons more significant than Biko that caused the downfall of apartheid.

**NB:** For the two extra bonus marks provide the testing of reliability (evaluation) of any two sources of your of your choice:

Here are the examples of how learner should approach it:

## Source E

### The source is reliable:

**Explanation:** The author used the content in objective manner because he/she is not emotionally involved or after thorough research he/she came to the conclusion, did not display his/her name because of his/her own safety in a time of racial tension.

**NB: the learner must choose only (reliable/less reliable (one side) in their answer.**

**Author:** The author is a British historian (**why**) to let people know that whites also contributed to the fall of apartheid.

**Date:** It was published in the year 2020s, (**why**) because it was a time of racial tension around the world and most likely there was a comparison between Steve Biko and Floyd George as martyrs.

**Audience:** the world/learner (**why**) to be educated on the reality of the reasons for the fall of apartheid and to learn from it, to acknowledge the importance of whites in the past in ending apartheid as well as in modern society with racial incidents as Black Lives Matters to learn to work together.

### OR

**The source is less reliable:** It could have been change over the years to suit the author's view by letting Steve Biko look insignificant/ to demoralise blacks.

**Author:** The author is a British historian (**why**) to let people know that Biko caused harm to many blacks.

**Date:** It was published in the year 2020s, (**why**) because many people looked up to Steve Biko as a leader who fought for the improvement of black lives in a time of fuelling racial tension with the killing of George Floyd.

**Audience:** the world/learner (**why**) to tarnish Steve Biko's image and let him look not so significant for blacks to see they can't achieve success without the input of whites.

**NB: Remember any attempt of testing of reliability without a proper structure like the one above cannot be consider.**

## General Comments

The paper was of similar standard as that of last year. The marks ranged from 0 to 75.

The candidates showed a general improvement in the quality of their work. Candidates should be reminded that at this level, they must show working wherever necessary. This will enable them to gain method marks even if their final answer is wrong.

However, on the other hand, some candidates clearly showed signs of lack of basic competences which should form the foundation for their AS work. If candidates lack basic concepts such algebra or trigonometry, this will affect their work at this level.

## Areas that still need improvement.

It should be noted that the areas of improvement suggested in this report should be discussed with the candidates thoroughly to avoid the candidates making the same mistakes year after year. It was quite worrisome that although these points were raised in the previous reports, the candidates still continue to lose valuable marks. The teachers are therefore advised to read these suggestions and advise the candidates accordingly.

- Candidates are encouraged to cancel any abandoned work before attempting to answer the question again. If two answers are left on the same question, then the first answer seen will be marked.
- If a candidate decides to use the additional page for answering any question, they must clearly cross out the abandoned work and refer the marker to the additional page. For example, a candidate can write "Qn 3(a) on additional page" or "See page 19". This will make the marker aware that the question has been rewritten on the additional page. If the candidate does not cross out the work on the original page, the work on the additional page is treated as a second answer, and will not be marked.
- For questions that require candidates to show or prove a quoted answer, candidates are encouraged to show all the necessary steps and state the quoted answer at the end.
- Learners should not try to write answers in different forms unless the question requires them to do so. Once they have arrived at an acceptable answer they must stop there and avoid spoiling correct answers by attempting to rewrite answers in an alternative form. For example, candidates will lose marks by trying to express  $\frac{9}{\pi+4}$  as  $\frac{9}{\pi} + \frac{9}{4}$ .
- It was noted with concern that a number of candidates are failing to copy the figures correctly from the question. Learners who misread numbers do not score maximum marks even if their method is correct.
- Learners are discouraged from using pencils for writing. They must strictly use a blue or black pen as indicated in the instructions for candidates.

## Comments on specific questions

### 1 Moderately answered.

Most candidates were able to realize the disguised quadratic equation as  $3k^2 - 28k + 9 = 0$ . However some missed the equation and worked with the equation  $k^2 - 28k + 9 = 0$ . For those who got the quadratic equation right, some could not proceed beyond the values  $k = \frac{1}{3}$ ,  $k = 9$ .

1	$3(3^x)^2 - 28(3^x) + 9 = 0$ or	M1	Realizing the quadratic equation.	4 [4]
	$3k^2 - 28k + 9 = 0$			
	$k = \frac{1}{3}$ , $k = 9$ or $3^x = \frac{1}{3}$ , $3^x = 9$	A1	For both values correct	
	$x = -1$ or $x = 2$	B1 B1		

## 2 Well answered

The concept of comparing coefficients in identities was well mastered by majority of the candidates. Apart from few calculation errors, majority of the candidates managed to get the constants correct.

2	$a = 2$	<b>B1</b>		4 <b>[4]</b>
	$b = -18$	<b>B1</b>		
	$c = 3$	<b>B1</b>		
	$d = -2$	<b>B1</b>		

## 3. Fairly answered.

The concept of binomial expansion is still a problem for some of the candidates. The candidates should be taught the shorter way to determine a specific term in a binomial expression, rather than writing all the terms, including terms that are not needed in answering the question. This proves to be time wasting and may increase the chances of loss of marks due to calculation errors.

Some candidates substituted  $\left(\frac{3}{x}\right)^r$  instead of  $\left(-\frac{3}{x}\right)^r$  which resulted in their answer as 4320.

Others only listed the terms but did not pick out the term independent of  $x$  as required by the question. A few gave their answer as  $T_4$  or the 4<sup>th</sup> term. They should be encouraged to write the value of the term rather than state the position of the term.

3	<b>M1</b> for $\binom{6}{r}(2x)^{6-r}\left(\frac{-3}{x}\right)^r$ <b>OR</b> <b>M1</b> for $\binom{6}{r}(2)^{6-r}(-3)^r(x)^{6-2r}$ <b>OR</b> <b>M1</b> for the first 3 correct terms excluding -4320	<b>M 1</b>	SC1 if $\binom{6}{r}(2x)^{6-r}\left(\frac{3}{x}\right)^r$ <b>OR</b> 4320	3 <b>[3]</b>
	<b>M2</b> for the first 4 terms including -4320 . $64x^6 - 576x^4 + 2160x^2 - 4320 \dots$ <b>OR</b> <b>M2</b> for $\binom{6}{3}(2x)^3\left(-\frac{3}{x}\right)^3$ or $-4320x^3x^{-3}$ <b>OR</b> <b>M2</b> for $6 - 2r = 0$ <b>OR</b> <b>M2</b> for $r = 3$	<b>M2</b>		
	-4320	<b>A1</b>		

4 (a) Moderately answered.

Misreading of the number 74.24 was often seen in some candidates, resulting in wrong values of  $r$ . As a result, they could not get full marks even if their method was correct. A few candidates left their answer as  $\sqrt[3]{\frac{74.24}{145}}$  or  $\sqrt[3]{0.512}$ . In such cases, full marks cannot be obtained since this is a simple calculation that can easily be done on a calculator.

4(a)	$145r^3 = 74.24$ or $r^3 = \sqrt[3]{0.512}$ $r = \frac{4}{5}$	M1 A1	Using the $n^{\text{th}}$ term of a GP	2
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4 (b) Fairly answered

It was noted with concern that candidates resorted to listing all the terms from  $T_1$  to  $T_{13}$  in order to determine the term below 10. This is time wasting and can easily result in calculation errors. If more terms are involved, this will be a very cumbersome task for the candidates to do. Learners should be encouraged to make use of formulae to calculate the required values.

For those who used the correct inequality  $145 \left(\frac{4}{5}\right)^{n-1} < 10$ , most of them missed the sign change when they divided both sides by  $\log 0.8$ . Others wrongly multiplied 145 by 0.8 and proceeded to divide by  $\log 116$ , which resulted in the loss of marks.

4(b)	$145 \left(\frac{4}{5}\right)^{n-1} < 10$ $n - 1 > \log_{\frac{4}{5}} \left(\frac{10}{145}\right)$ o.e $n = 13$	M1 ✓ M1 ✓ A1	FT their $r$ , for $r \neq 1$ Correct use of Logs with sign change A0 if not an integer.	3
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4 (c) Fairly answered

A few candidates used the formula for  $S_n$  instead of  $S_\infty$ . Candidates should understand that contextual questions are meant to apply the concept they have learnt from a topic in a particular setup. Some candidates failed to realize that the term "indefinitely" was a clue for them to realize that this was a sum to infinity. Instead, they used the answer from the previous question and calculated the sum of 13 terms.

4(c)	$S_\infty = \frac{145}{1 - \frac{4}{5}}$ 725	M1 ✓ A1	FT use of sum to infinity, only for $-1 < r < 1$ .	2
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5 (a) Moderately answered

Majority of the candidates realized that they had to calculate the discriminant in terms of  $h$ , but could not deal with the resulting quadratic inequality. The common wrong answer seen was  $h < 0$  or  $h < \frac{4}{9}$ . Some who could manage to deal with the quadratic inequality still spoiled their final answer by leaving the answer as  $0 \leq h \leq \frac{4}{9}$ . Quadratic inequalities should be taught well.



<b>5(a)</b>	$\Delta = (-3h)^2 - 4(1)(h)$ or	<b>M1</b>	For the discriminant ( $< 0$ )	3
	$9h^2 - 4h (< 0)$			
	$h = 0$ or $h = \frac{4}{9}$	<b>M1</b>	For both critical values correct.	
	$0 < h < \frac{4}{9}$	<b>A1</b>		

## 5 (b) Poorly answered

Most candidates only managed to substitute  $-2$  in the equation to obtain the equation  $x^2 + 6x - 2 = 0$  but could not use the idea of the discriminant to make a conclusion. Those who got the  $\Delta = 44$  wrongly concluded that the equation has 44 real roots. Others concluded that the equation has real and unequal roots but did not mention the number of roots.

<b>5(b)</b>	$\Delta = 9(-2)^2 - 4(-2) = 44$	<b>M1</b>	Substituting $-2$ to find $\Delta$ , allow 1 slip	2
	Since $\Delta > 0$ , two roots	<b>A1</b> ✓	FT their $\Delta$ .	

## 6 (a) Well answered

This question was well handled by most of the candidates. Completing square is a concept covered at Ordinary level and is not expected to give learners at this level some problem. It was also seen in some candidates that they failed to introduce the square and left their answers as  $2(x - 3) - 4$ .

<b>6(a)</b>	$2(x - 3)^2 - 4$ OR $a = 2, \quad p = -3 \quad q = -4$	<b>B3</b>	B1 for each correct constant	3
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## 6 (b) Fairly answered

A number of candidates got  $f(0) = 14$  and  $f(5) = 4$ , and concluded that  $4 \leq y \leq 14$ . They did not realize that the turning point was included in the given domain. Others only wrote  $y \leq 14$  while others only wrote  $y \geq -4$ .

<b>6(b)</b>	TP(3, $-4$ ), or $f(0) = 14$ and $f(5) = 4$	<b>B1</b> ✓	<b>FT their <math>(-p, q)</math></b>	2
	$\{-4 \leq y \leq 14\}$	<b>B1</b> ✓	<b>{their <math>q \leq y \leq 14</math>} for <math>q &lt; 14</math></b>	

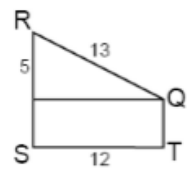
### 6(c). Fairly answered

Some candidates did not realize that the form  $a(x + p)^2 + q$  from 6(a) was supposed to be used for the inverse of  $g$ . They couldn't see that  $f(x)$  and  $g(x)$  shared the same function but with different domains. Those who got the inverse correct missed the final mark by wrongly stating that  $g^{-1}(x) = 3 + \sqrt{\frac{x+4}{2}}$  or  $g^{-1}(x) = 3 \pm \sqrt{\frac{x+4}{2}}$ .

<b>6(c)</b>	$y = 2(x - 3)^2 - 4 \Leftrightarrow x = 2(y - 3)^2 - 4$  $g^{-1}(x) = 3 - \sqrt{\frac{x+4}{2}}$	<b>M1</b> $\checkmark$  <b>A1</b>	For interchanging $x$ and $y$ and any correct step to make $y$ subject. FT from 6 (a).	<b>2</b>
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### 7 (a) Moderately answered

A number of candidates struggled to see that the question required them to use the primary trigonometric ratios. They went on to use the Cosine Rule, the Sine Rule or some other complicated options. In many cases they could not establish the quoted answer. In questions of this nature, candidates are advised to write their full calculator display before stating the quoted answer. Those who wrote  $\cos^{-1}\left(\frac{5}{13}\right) = 1.176$  could not obtain full marks.

<b>7 (a)</b>	 $\widehat{RQ} = \cos^{-1}\left(\frac{5}{13}\right) \text{ o.e.}$ $= 1.176005207$ $\approx 1.176 \text{ (3 d.p.)}$	<b>M1</b>     <b>E1</b>	Identifying the correct trigonometric ratio.   Simplify and establish.  <b>SC1</b> for realising 5 and 13	<b>2</b>
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### 7 (b) Moderately answered

Majority of candidates only calculated area of sector PRS  $= \frac{1}{2} \times 9^2 \times 1.176$  and wrongly calculated area of sector PQT as  $= \frac{1}{2} \times 4^2 \times 1.176$ .

There were few candidates who missed the accuracy of their answer by prematurely rounding their part-answers to 3sf, and then used the rounded answers to calculate the final answer. Answers used in the working should always be rounded to more than 3 to avoid premature rounding.

<b>7 (b)</b>	Area of Trap $= \frac{12}{2}(9 + 4) = 78$  Sector RSP $= \frac{1}{2}(9)^2 \times 1.176 = 47.628$  Sector QPT $= \frac{1}{2}(4)^2 \times (\pi - 1.176)$ $= 15.7247$  Shaded area $= 14.6(473)$	<b>M1</b>  <b>M1</b>  <b>M1</b>  <b>A1</b>	For area of trapezium  Correct use of $A = \frac{1}{2}r^2\theta$	<b>4</b>
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## 8 Fairly answered

A number of candidates managed to get the midpoint  $M(3,5)$ , but could not proceed beyond that. Others even wrongly concluded that  $(3,5)$  was the required point D. There were a few candidates who struggled to solve simultaneously the equation of AC and BD. This is an Ordinary Level concept which candidates at this level are expected to master well.

8	Line AC: $y = \frac{1}{3}x + 4$	M1		
	Line BD: $y = -3x + 14$	M1 ✓	FT use of perp. grad of AC and point $(4, 2)$	
	Solve simultaneously Line AC and BD. Midpoint $M(3, 5)$	M1 ✓	Solving simultaneously to get <b>their</b> $M(x_1, y_1)$ .	
	$\left(\frac{x+4}{2}, \frac{y+2}{2}\right) = (3, 5)$ or $x - 3 = 3 - 4$ and $y - 5 = 5 - 2$	M1 ✓	$\left(\frac{x+4}{2}, \frac{y+2}{2}\right) = \text{Their } (x_1, y_1)$ o.e.	5
	D(2, 8).	A1		

## 9 (a) Poorly answered

A number of candidates gave the value of  $a$  as  $+3$ . Even those who initially got the value as  $-3$  wrongly concluded that the amplitude cannot be negative and changed their final answer to  $+3$ , spoiling a correct answer.

9 (a)	$a = -3$	B1		2
	$b = 3$	B1		

## 9 (b) Moderately answered

Common wrong answer seen was  $180^\circ$  or 1 period.

9 (b)	Period = $360^\circ$	B1	Accept $2\pi$	1
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## 9 (c) Extremely poorly answered

Majority of candidates had no clue about what the question required them to do. Some did not even attempt the question. Others multiplied the functions  $f(x) \times g(x)$  and resulted with an inequality  $a \sin x \times \cos b x > 0$  and tried to solve the inequality.

9 (c)	$-30^\circ < x < 0^\circ$	B1	Accept $-\frac{\pi}{6} < x < 0$	2
	$30^\circ < x < 90^\circ$	B1	Accept $\frac{\pi}{6} < x < \frac{\pi}{2}$	

10 (a) Moderately answered

Many candidates managed to show the required vector. There were some few candidates who tried to work from the diagram to determine the vectors. Vectors such as  $\frac{1}{4}\overrightarrow{AB}$  or  $\frac{3}{4}\overrightarrow{OB}$  were occasionally seen. It was not clear how the candidates determined the fractions.

10(a)	<p><b>M1</b> for <math>\overrightarrow{BV} = -6\mathbf{i} - 4\mathbf{j} + 14\mathbf{k}</math>  OR <b>M1</b> for <math>\overrightarrow{VB} = 6\mathbf{i} + 4\mathbf{j} - 14\mathbf{k}</math>  OR <b>M1</b> for <math>\overrightarrow{ON} = 9\mathbf{i} + 6\mathbf{j} + 7\mathbf{k}</math></p> <p><math>\overrightarrow{AN} = 8\mathbf{j} + \frac{1}{2}(-6\mathbf{i} - 4\mathbf{j} + 14\mathbf{k})</math>  OR <math>\overrightarrow{AN} = 8\mathbf{j} - \frac{1}{2}(6\mathbf{i} + 4\mathbf{j} - 14\mathbf{k})</math>  OR <math>\overrightarrow{AN} = (9\mathbf{i} + 6\mathbf{j} + 7\mathbf{k}) - 12\mathbf{i}</math>  <math>\therefore \overrightarrow{AN} = -3\mathbf{i} + 6\mathbf{j} + 7\mathbf{k}</math></p>	<p><b>M1</b></p> <p><b>E1</b></p>	<p>Simplify and establish <math>\overrightarrow{AN}</math>.</p>	2
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10 (b) Well answered

Majority of candidates managed to give the correct vector either in unit vector form or column vector form. A few candidates tried to write the vector as  $(-12, 8, 0)$ . This answer could not be accepted since this is in coordinate form and not vector form.

10 (b)	$\overrightarrow{AC} = -12\mathbf{i} + 8\mathbf{j}$	<b>B1</b>		1
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10 (c) Well answered

It is advisable that the candidates calculate the magnitudes and the dot products separately before substituting them into a scalar product form. This will earn them method marks even if their final answer is not correct.

Candidates must always write their full calculator value before attempting to round off their final answer.

10(c)	<p><math>\overrightarrow{AN} \cdot \overrightarrow{AC} = \begin{pmatrix} -3 \\ 6 \\ 7 \end{pmatrix} \cdot \begin{pmatrix} -12 \\ 8 \\ 0 \end{pmatrix} = 84</math></p> <p><math> \overrightarrow{AN}  = \sqrt{94}</math>  <math> \overrightarrow{AC}  = \sqrt{208} = 4\sqrt{13},</math>  <math>\cos \theta = \left( \frac{84}{\sqrt{94}\sqrt{208}} \right)</math>  OR <math>84 = \sqrt{94} \times 4\sqrt{13} \cos \theta</math></p> <p><math>\theta = 53.07736873^\circ \approx 53.1^\circ</math> (1 d.p.)</p>	<p><b>B 1</b> ✓</p> <p><b>M1</b></p> <p><b>M 1</b></p> <p><b>A1</b></p>	<p>For the dot product.</p> <p>For one or both magnitudes correct.</p> <p>Correct use of the scalar product method.</p> <p><b>Accept</b> 0.926(37) radians</p>	4
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**11 (a) Moderately answered**

A few candidates failed to realize that the door width is equal to the diameter of the semicircle, which is  $2r$ . Others mistakenly treated the length of the semicircle as  $2\pi r$ . Others used  $\theta$  as the angle and gave their answers in terms of  $\theta$ .

Answers such as  $h = \frac{9-2r-r\theta}{2}$  were sometimes seen. This answer cannot be accepted unless the candidate replaces the value of  $\theta$  with  $\pi$ .

<b>11(a)</b>	$P = 2h + 2r + \pi r = 9$ $h = \frac{9 - 2r - \pi r}{2}$ OR $h = \frac{9}{2} - r - \frac{1}{2}\pi r$	<b>M1</b>  <b>A1</b>	For P in terms of h and r (= 9)	2
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**11 (b) Moderately answered**

This is a “show” question. A candidate who expects to get full marks for this question should show each step clearly. They were supposed to show that the area of the door is the sum of the area of the rectangle and area of the semicircle.

<b>11(b)</b>	$\text{Area of Rectangle} = 2r \left( \frac{9-2r-\pi r}{2} \right)$ $= 9r - 2r^2 - \pi r^2$ $\text{Area of semi-circle} = \frac{1}{2}\pi r^2$ $A = 9r - 2r^2 - \pi r^2 + \frac{1}{2}\pi r^2$ $\therefore A = 9r - 2r^2 - \frac{1}{2}\pi r^2$	<b>M1</b> ✓  <b>B1</b>  <b>E1</b>	Substitution of <b>their</b> $h$ in the area of the rectangle.   Simplify and establish A.	3
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**11 (c) Moderately answered**

Candidates were expected to realize that the quoted formula for in (b) was supposed to be differentiated in this question. A few candidates tried to differentiate their own answers which were different from the quoted answer. No method mark could be earned in that case. There were some few candidates who spoiled their answers by trying to express  $\frac{9}{\pi+4}$  as  $\frac{9}{\pi} + \frac{9}{4}$  and lost the accuracy marks.

<b>11(c)</b>	$\frac{dA}{dr} = 9 - 4r - \pi r = 0$  $r = \frac{9}{4 + \pi}$ OR	<b>M1</b>  <b>A1</b>	Correct differentiation (= 0)  Accept $r = 1.26$	2
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**12 (a) Well answered**

Many candidates managed to establish the given equation. However, in some few cases, it was clear that the candidates were working backwards from the quoted answer. If the steps are not clear, the candidate may not be awarded full marks. In a “show” question, EVERY STEP must be clearly written down.

<b>12(a)</b>	$3 \frac{\cos x}{\sin x} - 2 \sin x = 0$ $3 \cos x - 2 \sin^2 x = 0$ $3 \cos x - 2(1 - \cos^2 x) = 0$ $\therefore 3 \cos x - 2 + 2 \cos^2 x = 0$	<b>M1</b>  <b>E1</b>	For $\cot = \frac{\cos x}{\sin x}$ or $\sin^2 x = 1 - \cos^2 x$  Simplify and establish	2
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## 12 (b) Well answered

The majority of the candidates managed to solve the trigonometric equation, and gave the two solutions. A few candidates left the final answer in degrees, while others gave more than two solutions. In such cases, the candidates could not obtain full marks. If the domain is given in radians, the final answers should also be given in radians.

Some few candidates missed the whole question by failing to factorize the expression. They ended up solving  $\cos x = -\frac{1}{2}$ , which gave them wrong answers.

12(b)	$\cos x = \frac{1}{2}$ and $(\cos x = -2)$ or $\cos^{-1}\left(\frac{1}{2}\right)$  $x = \frac{1}{3}\pi$ and $\frac{5}{3}\pi$ or 1.05 rad and 5.24 rad	<b>M1</b>   <b>A1A1</b>	   <b>A1</b> if solutions given in degrees. (60°, 300°) OR <b>A1</b> if more than 2 answers given	3
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## 13 (a) Moderately answered

A number of candidates did not change the gradient of the normal to the gradient of tangent. It should be emphasized that the candidates should familiarize themselves with the relationship between tangent and normal. Common wrong answers seen were  $3a + 3 = \frac{1}{9}$ ,  $3a + 3 = -14$ , or  $3a + 3 = 9$ .

13(b)	$y = \int -4x + 3 \, dx = -2x^2 + 3x (+C)$  $-14 = -2(3)^2 + 3(3) + C$ or $C = -5$  $y = -2x^2 + 3x - 5$	<b>M1</b> ✓  <b>M1</b> ✓  <b>A1</b>	For correct integration (+C)  For substitution of (3, -14)	3
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## 13 (b) Moderately answered

A number of candidates found the equation of the straight line and not the equation of the curve. Answers such as  $y - (-4) = -9(x - 3)$  or  $y - (-14) = \frac{1}{9}(x - 3)$  were often seen.

For the candidates who integrated, it is encouraged that they substitute clearly the given point in their integral in order to earn method marks, even if their final answer may be wrong.

13(b)	$y = \int -4x + 3 \, dx = -2x^2 + 3x (+C)$  $-14 = -2(3)^2 + 3(3) + C$ or $C = -5$  $y = -2x^2 + 3x - 5$	<b>M1</b> ✓  <b>M1</b> ✓  <b>A1</b>	For correct integration (+C)  For substitution of (3, -14)	3
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## 14 Fairly answered

A significant number of candidates found the integral of the curve function and ended with the answer  $\frac{20}{3}$ . They failed to consider the area under the line  $y = 4$ .

Others tried to use the option of *Top function* – *Bottom function* but still missed the expression by failing to put brackets. Common wrong answer seen was  $\int_1^3 4 - x^2 - 4x + 7 dx$ . This resulted in integration of a wrong expression. There were some candidates who also subtracted the functions the other-way-round. In this case, the common wrong answer seen was  $\int_1^3 x^2 - 4x + 7 - 4 dx$ .

14	<p><b><u>Option 1</u></b></p> $A_1 = \int_1^3 x^2 - 4x + 7 dx$ $= \left[ \frac{x^3}{3} - 2x^2 + 7x (+C) \right]_1^3$ $= 6\frac{2}{3} \text{ units OR for correct use of limits}$ $A_2 \text{ under the straight line} = 8 \text{ units}$ $\text{Shaded area} = 1\frac{1}{3} \text{ units}$ <p style="text-align: center;"><b>OR</b></p> <p><b><u>Option 2</u></b></p> <p>M1 for <math>\int_1^3 4 dx - \int_1^3 x^2 - 4x + 7 dx</math> or <math>\int_1^3 -x^2 + 4x - 3 dx</math></p> $= \left[ -\frac{x^3}{3} + 2x^2 - 3x (+C) \right]_1^3$ <p>Correct substitution of limits</p> $\text{Shaded area} = 1\frac{1}{3} \text{ units}$	<p>M1</p> <p>M1</p> <p>M1</p> <p>A1</p> <p>M1</p> <p>M1</p> <p>M1</p> <p>A1</p>	<p>SC2 for <math>\int_1^3 x^2 - 4x + 7 - 4 dx</math></p> $\left[ \frac{x^3}{3} - \frac{4x^2}{2} + 3x \right]_1^3$ $0 - \frac{4}{3}$	4
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### General Comments:

The paper was of a similar standard as that of last year. The marks ranged between 0 and 74. Most candidates finished the paper.

It was clearly noticed that a significant number of the candidates who entered this syllabus without a solid algebra foundation, struggled to cope with the majority of topics. Many candidates struggled with basic Ordinary Level competencies, like the factorisation of trinomials and basic logarithmic laws.

It should be noted that the emphasis in AS is more on the **method** and the mathematical process than on the final solution. **Complete methods** should be shown at all times. It was noted that a significant number of candidates failed to show their working if they solve quadratic equations. The **factorisation** or **substitution** into the **quadratic equation** must be shown at all times.

Candidates must make sure to **delete** work that they do not want to be marked at the specific question. It was seen that some candidates approached a problem in two or three different ways, without deleting any of the work. It was also seen that questions were replaced on the additional pages, without deleting the work at the original question. In these cases, the work at the original question was marked.

If candidates want to use the additional pages, they should clearly refer to the additional page at the appropriate question.

Candidates should be discouraged to work in pencil first and then to rewrite their work in pen. They often do not copy the pencil properly and some accuracy is lost after the pencil is erased. In addition, it is more work and can result into candidates not finishing the paper.

Centres must **NOT** provide any **additional paper**. Candidates do their work on these papers and then just copy the answers, which results in the loss of all the marks for the specific question.

It is advisable that answers should be left **exact** where possible. An answer of  $-\frac{1}{36}$  is exact and is preferred above the decimal version of  $-0.027777\ldots$ . Candidates should be encouraged only to round their **final** answer. This prevents the loss of accuracy caused by premature rounding.

It was noted that some candidates used **calculators** that can **solve cubic equations**. Candidates who use these calculators, must be taught to show **all the steps** of their working. **No marks** are awarded if only answers are given.

Most candidates took care to show their working, which allows them to gain marks for correct methods even when their final answers are wrong. However, candidates should be encouraged to show **complete** methods, especially when they are asked to prove a **quoted** answer. Candidates may **NOT** work **backwards** from the quoted answer.

Candidates should realise that questions are structured in an attempt to help them. The earlier parts of a question are often used in subsequent parts. The word "**HENCE**" is an indication that the previous answer **must** be used in order to solve the specific question. Candidates must be taught how to interpret questions of this nature. If the question states "**hence**" and the previous question is not used, no marks may be awarded for the solution.

More care should be taken in the classroom with the mathematical notation and the teaching of the relevant terminology. Teachers and learners should not only concentrate on the final answer, but also on the accuracy of the mathematical writing. For example, it was often extremely difficult to decide whether a candidate meant  $\sin^2 x$  or  $\sin 2x$ .

Teachers should take more care in the teaching of degrees and radians in class. It is not advisable to teach candidates to work only in degrees and then to convert the answers to radians. Candidates must learn how to change their calculator settings from degrees into radians. Candidates should be taught that they must immediately change their calculators to the correct setting once they read a question.

Candidates should be taught **with formula sheets** in class. They should know which formulas will appear on the formula sheet and which formulas they need to study by heart. It was very often seen that formulas, derivatives and integrals appearing on the formula sheet were quoted wrongly.

Candidates should take care **NOT TO CHANGE** the given variable, i.e.,  $x$  on the question paper cannot be changed to  $\theta$  or  $A$ . If the formula sheet is used, the variables used on the formula sheet must be replaced for the relevant unknown of the specific question.

Many candidates were very careless with the rounding instructions throughout this paper. It is always advisable to write the complete answer, before the attempt to round.

## Comments on specific questions:

### Question 1

Well answered. Some candidates were careless with the brackets or the expansion of the brackets, resulting in a loss of accuracy marks. It was seen that candidates used the quotient rule incorrectly. A common mistake seen was  $\frac{(2x-3)(1)-(x-2)(2)}{(x-2)^2}$ , where the quotient rule was wrongly applied in the numerator.

It is not advisable to change a quotient rule into a product rule. The majority of the candidates who applied this method lost accuracy mark due to sign mistakes.

1	$\frac{(x-2)\frac{d}{dx}(2x-3)-(2x-3)\frac{d}{dx}(x-2)}{(x-2)^2}$ $\frac{(x-2)(2)-(2x-3)(1)}{(x-2)^2}$ $-\frac{1}{36} \text{ or } -0.02\dot{7}$	<p>M 1</p> <p>A 1</p> <p>A 1</p>	<p>M 1: Use of the quotient rule. Allow one slip.</p> <p>Substitute <math>x = -4</math> and conclude.</p>	[3]
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### Question 2

Well answered. Most candidates succeeded in using the correct formula for the expansion of compound angles. They could also successfully replace the  $\cos 60^\circ$  and  $\sin 60^\circ$  with the exact values. Some candidates struggled to use  $\sec \theta = \frac{1}{\cos \theta}$  and then successfully expand the brackets. It was seldomly seen that candidates did not score any marks on this question. When candidates failed to solve the question completely, it was mostly due to algebraic errors.

2	$\sin \theta \cos 60^\circ + \cos \theta \sin 60^\circ$ $\cos 60^\circ = \frac{1}{2} \text{ and } \sin 60^\circ = \frac{\sqrt{3}}{2}$ $\frac{1}{2} \times \frac{\sin \theta}{\cos \theta} + \frac{\cos \theta}{1} \times \frac{\sqrt{3}}{2} \times \frac{1}{\cos \theta} = 2$ $\frac{1}{2} \tan \theta + \frac{\sqrt{3}}{2} = 2$ $\tan \theta = 4 - \sqrt{3} \text{ (2.2679...)}$ $\theta = \tan^{-1}(4 - \sqrt{3}) \text{ or }$ $\theta = 180^\circ + \tan^{-1}(4 - \sqrt{3})$ $\theta = 66.2^\circ \text{ and } 246.2^\circ$	<p>B 1</p> <p>B 1</p> <p>M 1</p> <p>A 1</p> <p>A 1</p>	<p>Expand s.o.i</p> <p>Both must be s.o.i.</p> <p>Use <math>\sec \theta = \frac{1}{\cos \theta}</math> leading to an equation in <math>\tan \theta</math> or <math>\cot \theta</math></p> <p>A 0 if more answers given Both correct answers</p>	[5]
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### Question 3

Moderately answered. Very sloppy application of the log-laws was seen regularly. The most common mistake was to write  $2 \ln 2x = \ln 2x^2$ . It was very often seen that a **quadratic equation** was created and solved without any working shown. The **factorisation or substitution** into the quadratic formula must be shown. Just the answers, without any working, resulted in the loss of marks. Many candidates struggled to solve a quadratic inequality.

It should be noted that the inequality  $-2 \leq x \leq 6$  must be written as a **single inequality**. The majority of the candidates failed to include the log conditions ( $x > 0$ ) in the final solution.

3	$\ln \frac{(2x)^2}{x+3} \leq \ln 2^4$	M 1	Use log-laws to reach a single logs on both sides	
	$4x^2 - 16x - 48 \leq 0$	DM 1	Simplify to a 3-term quadratic equation	
	$(x-6)(x+2)$ $x = 6$ or $x = -2$	M 1 A 1	Any method of solving quadratic equation to find two critical values	
	$-2 \leq x \leq 6$	A 1	Solve single quadratic inequality	
	$0 < x \leq 6$		Include log conditions	
				[5]

#### Question 4

- (a) Well answered. The candidates who struggled with this question, failed to realise that they need to use the chain rule to differentiate the given expression. Candidates are not advised to do the chain rule in separate steps. Those who did this, often failed to put them together successfully for the final answer.
- (b) Poorly answered. Although the word “hence” was used, very few candidates realised that an integral is an anti-derivative. The candidates needed to compare their answer to part (a) with the given integrant in part (b). Candidates were just expected to see that  $2 \times 30 = 60$ . This resulted in the final solution of  $2 \times$  the given expression in part (a).

4 (a)	$5(3e^{2x} - 7)^4 (6e^{2x})$ $30e^{2x} (3e^{2x} - 7)^4$	B 3	B 1: $5(3e^{2x} - 7)^4$ B 1: $6(e^{2x})$	
(b)	$2 \int 30e^{2x} (3e^{2x} - 7)^4 dx$ $2(3e^{2x} - 7)^5 [+c]$	M 1 F.T. A 1 F.T.	Realise integration is anti-derivative From their	
				[5]

#### Question 5

- (a) Extremely well answered. Some candidates who used synthetic division, failed to divide their result by 2 to get the correct quotient. It was noted that a few candidates only used the remainder theorem to find the remainder, but failed to find the quotient as well. This resulted in a loss of marks.
- (b) Extremely poorly answered. The minority of the candidates succeeded in finding the correct integrant from their answer in part (a). Most candidates wrongly attempted to apply a quotient rule in integration. Very few correct solutions were seen. It seemed as if the majority of the candidates were never exposed to a similar question in the past.
- (c) Poorly answered. Many candidates did not read the question properly. They did not realise that  $f(x) + 6$  indicate that  $(2x - 1)$  is a factor. Many candidates solved a cubic equation, instead of factorising. Once again, factorisation seemed to be a problem. Many candidates attempted to solve the equation and then put the solutions into brackets. It should be noted that a trinomial of  $4x^2 + 18x + 18$  cannot be factorised as  $(2x + 3)(x + 3)$ .

If a factor of  $2x + 3$  is written as  $x + \frac{3}{2}$ , it is not correct and no marks will be awarded.

Those who factorised successfully, often lacked the theory that  $\operatorname{cosec} 2\theta = \frac{1}{\sin 2\theta}$ .

Many candidates, who reached this stage, struggled to solve a trigonometric equation in 4 quadrants. Premature rounding was also regularly seen by the candidates who used key angles.

A common mistake was to calculate  $\theta$  before working in the third quadrant.

It was often seen that  $\theta = 19.471\dots \div 2 = 9.735\dots$ . Candidates then wrongly calculated the angle as  $180^\circ + 9.735\dots = 189.7$ .

It is advisable to start with  $2\theta = 180^\circ + \sin^{-1}\left(\frac{1}{3}\right)$  or  $2\theta = 180^\circ + \sin^{-1}\left(\frac{2}{3}\right)$ .

5 (a)	<p>Carry out division to at least as far as <math>2x^2 + kx</math></p> <p>OR</p> <table border="1" data-bbox="252 197 730 313"> <tr> <td><math>\frac{1}{2}</math></td><td>4</td><td>16</td><td>9</td><td>- 15</td></tr> <tr> <td></td><td></td><td>2</td><td>9</td><td>9</td></tr> <tr> <td></td><td>4</td><td>18</td><td>18</td><td>- 6</td></tr> </table> <p>Quotient: <math>2x^2 + 9x + 9</math></p> <p>Remainder: - 6</p>	$\frac{1}{2}$	4	16	9	- 15			2	9	9		4	18	18	- 6	M 1		
$\frac{1}{2}$	4	16	9	- 15															
		2	9	9															
	4	18	18	- 6															
(b)	<p><math>\int \left( 2x^2 + 9x + 9 - \frac{6}{2x-1} \right) dx</math></p> <p>Integrate and obtain at least <math>k_1 x^3</math> and <math>k_2 \ln(2x-1)</math> terms</p> <p><math>\frac{2x^3}{3} + \frac{9x^2}{2} + 9x - \frac{6 \ln(2x-1)}{2} [+c]</math></p> <p><math>\frac{2x^3}{3} + \frac{9x^2}{2} + 9x - 3 \ln(2x-1) [+c]</math></p>	<p>B 1</p> <p>F.T.</p> <p>M 1</p>	<p>All necessary detail needed.</p> <p>Can be from remainder theorem</p>																
(c)	<p>State or imply <math>(2x-1)(2x^2+9x+9)</math></p> <p>OR <math>(x+3)(4x^2+4x-3)</math></p> <p>OR <math>(2x+3)(2x^2+5x-3)</math></p> <p><math>(2x-1)(2x+3)(x+3)</math></p> <p><math>\sin 2\theta = -\frac{2}{3}</math> or <math>\sin 2\theta = -\frac{1}{3}</math></p> <p><math>2\theta = 180^\circ + 41.810^\circ</math> or <math>2\theta = 180^\circ + 19.471^\circ</math></p> <p><math>\theta = 99.7^\circ</math> or <math>110.9^\circ</math></p>	<p>B 1</p> <p>DB 1</p> <p>DB 1</p> <p>M 1</p> <p>A 1</p>	<p>F.T. from their quotient</p> <p>F.T. Factorise their 3-term trinomial.</p> <p>F.T. from their relevant factors</p> <p>Accept if correct from B 0 B 0</p> <p>Carry out correct process to find q in at least <b>one case</b>.</p> <p>Both correct solutions</p>	[11]															

## Question 6

- (a) Moderately answered. Most learners realised they had to convert  $\cos^2 x$  to double angles. They also applied the theory of  $\frac{1}{\cos^2 x} = \sec^2 x$  correctly. Candidates must be discouraged to do two steps in one.

It was seen that candidates changed  $\cos^2 x$  to double angles and integrated in the same step. This normally led to the loss of accuracy in the integration.

A common mistake made was where candidates concluded that  $\frac{1}{\cos^2 x} = \frac{1}{\frac{1}{2}(1+\cos 2x)}$ .

Candidates must show the **substitution** of the **boundaries** into the integrated expression, NOT only the answers of the substitution.

It was also seen that candidates did not replace  $\cos 2A$  from the formula sheet with  $\cos 2x$  or they wrongly used a combination of  $\theta$  and  $x$  as variables. Candidates need to stick to the given variable.

- (b) Moderately answered. It was sad to see how many candidates did not know the formula for a revolution about the  $x$ -axis. The  $\pi$  was omitted regularly. Many candidates struggled to expand the brackets correctly. The minority of the candidates realised they could use the quoted answer of part (a) in part (b). Most of them redid all the work they did already.

6 (a)	$\cos^2 x = k_1 \cos 2x + k_2$ , where $k_1$ and $k_2 \neq 0$ $\cos^2 x = \frac{1}{2}(\cos 2x + 1)$ $\frac{1}{\cos^2 x} = \sec^2 x$ $\left[ \frac{1}{2} \frac{\sin 2x}{2} + \frac{1}{2}x + \tan x \right]_0^{\frac{\pi}{3}}$ $\frac{1}{4} \sin \left( 2 \times \frac{\pi}{3} \right) + \frac{1}{2} \times \frac{\pi}{3} + \tan \left( \frac{\pi}{3} \right) - 0$ $\frac{1}{4} \times \frac{\sqrt{3}}{2} + \frac{\pi}{6} + \sqrt{3}$ $= \frac{\pi}{6} + \frac{9}{8}\sqrt{3}$	M 1 A 1  B 1  M 1  DM 1  E 1	Accept + cos 2A  Rewrite 2 <sup>nd</sup> term as sec <sup>2</sup> x  Obtain at least $k_3 \sin 2x$ and $k_4 \tan x$ terms  Apply boundaries Second boundary may be implied.  All relevant steps leading to quoted answer.	
(b)	$\pi \int_0^{\frac{\pi}{3}} \left( \cos x + \frac{1}{\cos x} \right)^2 dx$ Obtain $\pi \int_0^{\frac{\pi}{3}} \left( \cos^2 x + \frac{1}{\cos^2 x} + 2 \right) dx$ $\pi \left( \frac{\pi}{6} + \frac{9}{8}\sqrt{3} \right) + \pi [2x]_0^{\frac{\pi}{3}}$ $\frac{9\sqrt{3}}{8}\pi + \frac{\pi^2}{6} + \frac{2}{3}\pi^2$ or $\frac{5}{6}\pi^2 + \frac{9\sqrt{3}}{8}\pi$ OR $\pi \int_0^{\frac{\pi}{3}} \left( \cos x + \frac{1}{\cos x} \right)^2 dx$ Obtain $\pi \int_0^{\frac{\pi}{3}} \left( \cos^2 x + \frac{1}{\cos^2 x} + 2 \right) dx$ $\pi \int_0^{\frac{\pi}{3}} \left( \frac{1}{2} \cos 2x + \frac{1}{2} + 2 + \sec^2 x \right) dx$ $\pi \left[ \frac{1}{2} \frac{\sin 2x}{2} + \frac{1}{2}x + 2x + \tan x \right]_0^{\frac{\pi}{3}}$ $\pi \left\{ \left[ \frac{1}{4} \sin \left( 2 \times \frac{\pi}{3} \right) + \frac{5}{2} \times \frac{\pi}{3} + \tan \left( \frac{\pi}{3} \right) \right] - \left[ \frac{1}{4} \sin(0) + \frac{5}{2} \times 0 + \tan(0) \right] \right\}$ $\pi \left( \frac{\sqrt{3}}{8} + \frac{5\pi}{6} + \sqrt{3} - 0 \right)$ $\frac{5}{6}\pi^2 + \frac{9\sqrt{3}}{8}\pi$ or $\pi \left( \frac{5}{6}\pi + \frac{9\sqrt{3}}{8} \right)$	B 1  B 1  M 1  A 1    B 1  B 1    M 1    A 1	$\pi$ may be implied if seen later  Integrate with integrant involving 3 terms using part (a)  Show all relevant steps in finding the exact solution.    $\pi$ may be implied if seen later    Integrate with integrant involving 3 terms from their expanded brackets    Show all relevant steps in finding the exact solution.	[10]

#### Question 7

- (a) Moderately answered. Very few candidates realised they had to equate  $y = 4t^2 e^{-t}$  to  $\frac{1}{4}$ .

Many candidates just saw parametric equations and presumed they needed to differentiate. The candidates who started with the correct first step, very often failed to show the relevant algebraic

steps to successfully reach the quoted answer. Many candidates did not know how to deal with  $e^{-t}$ .

Some candidates wrongly tried to prove a change of sign in this question.

- (b) Well answered. It was occasionally seen that candidates did not start with the given value of 0.4. It was, however, regularly seen that candidates did not give the iterations to 4 significant figures as required in the question. Some also failed to round the final answer correct to 3 significant figures. Most candidates could use their calculators properly to do the iteration process.
- (c) Well answered. Most candidates realised they must differentiate and then use the formula. In general, candidates realised they had to use the product rule to differentiate  $y$ . It was often wrongly seen that  $e^{-t}$  was differentiated as  $e^{-t}$ , instead of  $-e^{-t}$ . The mistakes seen, mostly resulted from poor algebraic work. The candidates who failed to differentiate  $x$  correctly, mostly failed to deal with the double negative. The formula was applied well. There was no need to change the negative indices to positive indices or to factorise the derivatives. Candidates who did this mostly spoiled their perfectly correct derivatives.

7 (a)	$\frac{1}{4} = 4t^2 e^{-t}$ $t^2 = \frac{1}{4} \div (4e^{-t})$ $t^2 = \frac{1}{16} e^t$ $t = \frac{1}{4} e^{\frac{1}{2}t}$	<p>M 1</p> <p>E 1</p>	Create a correct equation, with all relevant working, leading to the quoted answer.	
(b)	$t_0 = 0.4$ $t_1 = 0.3053$ or 4 $t_2 = 0.2912$ $t_3 = 0.2891$ or 2 $t_4 = 0.2888$ or 9 $t_5 = 0.2888$ Final answer: 0.289	<p>M 1</p> <p>A 1</p> <p>A 1</p>	<p>At least <math>t_1</math> and <math>t_2</math> seen to imply one complete iteration.</p> <p>Enough iterations to justify final answer. At least till <math>t_4</math></p>	
(c)	$\frac{dy}{dt} = e^{-t} \frac{d}{dt}(4t^2) + 4t^2 \frac{d}{dt}(e^{-t})$ $\frac{dy}{dt} = e^{-t}(8t) + 4t^2(-e^{-t})$ $\frac{dx}{dt} = 3 - 6e^{-2t}(-2)$ $\frac{dy}{dx} = \frac{-4t^2 e^{-t} + 8te^{-t}}{3 + 12e^{-2t}}$ <p>0.15</p>	<p>M 1</p> <p>A 1</p> <p>B 1</p> <p>DM 1</p> <p>A 1</p>	<p>Use product rule. Allow one slip</p> <p>Use of correct formula from their <math>\frac{dy}{dt}</math> and <math>\frac{dx}{dt}</math> from at least M 1</p> <p>0.152...</p>	[10]

#### Question 8

- (a) Poorly answered. Teachers must teach the candidates the basic shapes of the graphs, as well as their transformations. The candidates who attempted to use tables, mostly got the shape of the graph wrong. Candidates needed to realise that they had to draw a decreasing exponential graph and an increasing exponential graph. Both graphs had to be seen as smooth curves in the first and second quadrants. Care

must be taken that the graphs do NOT touch the  $x$ -axis. Graphs may NOT start turning up again as they approach the  $x$ -axis.

The  $x$ -axis is the asymptote of both graphs. It was seen at times that candidates wrongly drew in additional asymptotes.

- (b) Moderately answered. Most candidates realised they needed to solve simultaneous equations. Most of them failed to convert the  $e^{-x}$  to  $\frac{1}{e^x}$  and then use their exponential laws. The candidates who opted to take logs on both sides after the initial step, very often fail to use the log-laws correctly.

8 (a)		<p>B 1 B 1</p> <p>B 1 B 1</p>	<p><math>y = 3e^x</math> Correct shape Correct <math>y</math>-intercept seen</p> <p><math>y = e^{-x}</math> Correct shape Correct <math>y</math>-intercept seen</p>	
(b)	$3e^x = e^{-x}$ $e^{2x} = \frac{1}{3}$ $2x = \ln \frac{1}{3}$ $x = \frac{1}{2} \ln \frac{1}{3}$ o.e.  OR $\ln 3 + \ln e^x = \ln e^{-x}$ $\ln 3 + x \ln e = -x \ln e$ $\ln 3 = -2x$ $-\frac{1}{2} \ln 3 = x$ o.e.	<p>M 1 A 1 DM 1 A 1 M 1 A 1 DM 1 A 1</p>	<p>Simultaneous equations leading to equation in <math>e^{2x}</math></p> <p>Convert from exponential form to log form</p> <p>Exact asked</p> <p>Take logs on both sides and use multiplication rule correctly</p> <p>Make <math>x</math> subject of formula</p> <p>A 0 if decimals seen as well</p>	[8]

### Question 9

- (a) Moderately answered. It was unfortunately seen too often that candidates used the identity given on the formula sheet wrongly. Once again, some candidates only wrote **only answers** for solving the quadratic equation, and **not the working** (factorisation or substitution into the quadratic formula). This resulted in the loss of marks, as working is marked at all times.

If candidates want to use a substitution for the disguised quadratic,  **$\tan x = x$  may not be used**. It must be a different variable.

Many of the candidates who found the correct two values for  $\tan x$ , failed to conclude with only the positive value of  $\tan x$ . Some candidates did not read the question properly and also calculated the angles.

- (b) Moderately answered. Some candidates wrongly attempted to just substitute the angle value from part (a) and then used their calculator to find the solution. The question clearly stated that they had to use  $\tan x$ . Many candidates could apply the  $\tan$  compound angles correctly. Those who failed to select a positive  $\tan x$  in part (a), often used both their  $\tan x$  values in part (b).



9 (a)	$2(1 + \tan^2 x) - 3 \tan x = 22$	M 1	Use the identity $\sec^2 x = 1 + \tan^2 x$ leading to a quadratic equation in $\tan x$ Solve quadratic equation by any means  Conclude only positive value
	$2 \tan^2 x - 3 \tan x - 20 = 0$	M 1	
	$(2 \tan x + 5)(\tan x - 4)$ $\tan x = -2.5$ or $\tan x = 4$ $\tan x = 4$	A 1	
(b)	$\tan x + \tan\left(\frac{3}{4}\pi\right)$	B 1	Use correct compound angle formula   Use their $\tan x = 4$ and $\tan\left(\frac{3}{4}\pi\right) = -1$
	$\frac{1 - \tan x \tan\left(\frac{3}{4}\pi\right)}{4 + (-1)}$	M 1	
	$\frac{1 - 4(-1)}{3}$ $\frac{5}{3}$	F.T.	
		A 1	
[6]			

### Question 10

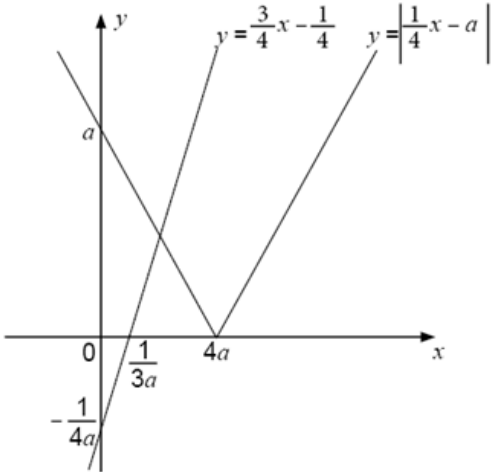
- (a) Well answered. The candidates who struggled to solve this question, mostly failed to apply the chain-rule properly. It was occasionally seen that candidates opted to change  $3 \ln(3x + 10)$  to  $\ln(3x + 10)^3$  before differentiation. This complicated the derivative considerably and very few of those candidates could execute the differentiation successfully.
- (b) Moderately answered. The majority of the candidates realised they had to use the second derivative. Many made algebraic mistakes in the process. Even some of the candidates who successfully differentiated the expression, failed to substitute and conclude accurately.

10 (a)	$y' = \frac{3}{3x+10} \times \frac{3}{1} - \frac{2}{x}$	B 2	B 1: or $\frac{k_1}{3x+10} - \frac{k_2}{x}$ or $\frac{k_1(3x+10)^2}{(3x+10)^3} - \frac{k_2x}{x^2}$	
	$\frac{9}{3x+10} - \frac{2}{x} = 0$	M 1	Derivative = 0, leading to a linear equation in $x$ from at least B 1.	
	$9x = 2(3x + 10)$ $x = \frac{20}{3}$	A 1		
(b)	$y'' = -9(3x + 10)^{-2}(3) + 2x^{-2}$	M 1	From their $y'$ in part (a)	
	$y'' = -27\left[3 \times \frac{20}{3} + 10\right]^{-2} + 2\left(\frac{20}{3}\right)^{-2}$	F.T.		
	$= \frac{3}{200} (0.015)$ $y'' > 0$ Minimum	A 1 c.a.o.	Show $y'' > 0$ and conclude	

[6]

### Question 11

- (a) Moderately answered. Many candidates knew that the modulus graph will have a vertex on the  $x$ -axis. They failed, however, to realise that the straight line has a greater gradient and should intersect the  $x$ -axis to the left of the vertex of the modulus graph.
- (b) Moderately answered. Very few candidates realised they only had to equate the straight line to the "negative" leg of the modulus graph. Most candidates worked with both legs, resulting in two  $x$ -values. Most candidates did not evaluate the  $y$ -value as well. The few who did this, fail to realise that both the  $x$ - and  $y$ -intercept must be positive.
- (c) Extremely poorly answered. The candidates did not see the correlation between the question, their graph and their answer to part (b).

11 (a)		<p>B 1: V-shape with vertex on positive <math>x</math>-axis</p> <p>B 1: Straight line with negative <math>y</math>-intercept and positive gradient.</p> <p>Line must intersect the <math>x</math>-axis to the left of the vertex of the V-shape</p> <p>No need to see the intercepts on the axes. If not ruled, straight by eye.</p> <p>B 2</p>	
(b)	$\frac{1}{4}x - a = -\frac{3}{4}x + \frac{1}{4}a$ <p>OR</p> $\left(\frac{1}{4}x - a\right)^2 = \left(\frac{3}{4}x - \frac{1}{4}a\right)^2$ $x = \frac{5}{4}a \text{ or } 1.25a$ $y = \frac{11}{16}a \text{ or } 0.6875a$	<p>M 1</p> <p>Solve linear equation = “negative leg” of modulus. Accept if both “legs” used OR Form quadratic equation. Expansion must be seen for M. Allow one slip</p> <p>A 1</p> <p>Condone if <math>x = -\frac{3a}{2}</math> also seen</p> <p>A 1</p> <p>A 0 if two solutions seen</p>	
(c)	$x < \frac{5}{4}a$	<p>B 1</p> <p>F.T. from their positive <math>x</math>-value in part (b) if two solutions given</p>	[6]



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

## General comments

Candidates should always read each question through in its entirety before looking at the four possible answers. All four answer options should be considered carefully, trying to justify eliminating three of the options as a check to make sure the answer selected is the correct one. When answering numerical questions, it is a good idea to try to calculate the answer before looking at the answer options. Candidates need to ensure that the units used in any calculation are consistent, particularly if the information includes prefixes such as k,  $\mu$  or M, or data which includes areas in  $\text{mm}^2$  or  $\text{cm}^2$  or volumes in  $\text{mm}^3$  or  $\text{cm}^3$ .

Candidates found **Questions 3, 5, 6, 23 and 36** difficult.

They found **Questions 1, 28, 29, 34, 37 and 40** relatively straightforward.

## Comments on specific questions

1. Well answered by 79% of the candidates.

2. Poorly answered

Many candidates chose B instead of the correct answer C. They seemed to have just added the uncertainties to obtain 0.03 cm. 26% of the candidate chose the correct option.

The absolute uncertainty in the volume of the block is:  $\left(\frac{0.01}{4} + \frac{0.01}{3} + \frac{0.01}{2}\right) \times 24 = 0.2592 = 0.3 \text{ cm}$

3. Poorly answered

Candidates found this question difficult. They chose C instead of D. Velocity of the student is not constant, it changes when the direction changes. 16.8 % chose the correct answer.

4. Poorly answered

The most common incorrect answer was A. 34.4% of the candidates chose the correct answer.

5. Poorly answered

Most candidates seemed to have successfully resolved the initial velocity into horizontal and vertical components.

$$v_x = v \cos \theta = 20 \times \cos 40^\circ = 15.32 \text{ ms}^{-1}$$

However, instead of multiplying the time (1.5s) by 2, they just used 1.5 and incorrectly got 23m (B) instead of D.

$$\text{Horizontal displacement} = 15.32 \text{ ms}^{-1} \times 2 \times 1.5 \text{ s} = 45.96 \text{ m or } 46 \text{ m}$$

17.5 % of the candidates chose the correct option.

6. Poorly answered

Candidates found this question particularly difficult. Only 14.4% of the candidates chose the correct option.

$$\begin{aligned}V_y &= u + gt \\&= 9.81 \times 4.0 \\&= 39.2\end{aligned}$$

$$\begin{aligned}V_p &= \sqrt{v_x^2 + v_y^2} \\&= \sqrt{12^2 + 39.2^2} \\&= 41.0 \text{ m s}^{-1}\end{aligned}$$

7. Fairly well answered by 61.1% of the candidates.

8. Fairly well answered 59 % of the candidates.

9. Poorly answered

45.2 % of the candidates chose the correct option.

$$\begin{aligned}250 \text{ N} \times 1.2 \text{ m} &= T \sin 30 \times 2.0 \\300 &= T \times 0.5 \times 2.0 \\300 \text{ N} &= T\end{aligned}$$

10. Poorly answered

Impulse is defined as the product of force and time. Force is equal to the rate of change of momentum, so the answer is C. 39 % of the candidates chose the correct answer.

11. Fairly well answered by 50.6 % of the candidates.

12. Poorly answered

Only 26.1% of the candidates successfully answered this question.

$$\begin{aligned}F &= \Delta p / \Delta t \\v_i &= 5.0 \text{ ms}^{-1} & v_f &= 4.0 \text{ ms}^{-1} \text{ (direction changes)} \\ \Delta p &= m \Delta v = 0.12 \times 10^{-3} \times (-4.0 - 5.0) \\&= 0.6 \times 10^{-3} \text{ (this is the change for one steel pellet)} \\ \text{Rate} &= 100 \text{ pellets per minute} \\ 1 \text{ minute} &= 100 \text{ pellets} \\ 1 \text{ s} &= \frac{100}{60} = 1.667 \text{ pellets}\end{aligned}$$

$$\begin{aligned}\text{Force is change in momentum per second.} \\&= 1.667 \times 0.6 \times 10^{-3} \\&= 0.0010 \text{ N}\end{aligned}$$

13. Fairly well answered by 55.8 % of the candidates.

14. Poorly answered

$$k = \frac{\Delta F}{\Delta L} = \frac{60}{1.2 \text{ m}}$$

The most chosen incorrect answer was B. 33.1 % of the candidates chose the correct answer.

15. Fairly well answered by 58.2% of the candidates.

16. Well answered by 74.4% of the candidates.

17. Poorly answered

The range of wavelengths for visible light is between 400 – 700 nm. The number of wavelengths in one meter is:

$$\frac{1}{400 \times 10^{-9}} = 2.5 \times 10^6 \text{ (option B)}$$

Many candidates chose the distractor; C. 30.2% of the candidates chose the correct answer.

**18. Poorly answered**

The most common incorrect answer was option A. 39.2 % of the candidates chose the correct answer.

**19. Poorly answered**

43% of the candidates chose the correct answer. The remaining options were chosen in equal numbers, giving evidence of guessing.

**20. Fairly well answered by 64% of the candidates.**

**21. Well answered by 73% of the candidates.**

**22. Poorly answered**

42.8 % of the candidates chose the correct option.

**23. Poorly answered (first wire A, length L, second wire 4A,  $\frac{3}{4}$  L)**

$$\begin{aligned}\Delta L_1 &= \frac{FL}{AE} \\ \Delta L_2 &= \frac{F\left(\frac{3}{4}L\right)}{4AE} \div \frac{FL}{AE} \\ \Delta L_2 &= \frac{F\left(\frac{3}{4}L\right)}{4AE} \times \frac{AE}{FL} \\ \frac{\Delta L_2}{\Delta L_1} &= \frac{3}{4} \\ \Delta L_2 &= 5mm \times \frac{3}{4} = 0.94 mm\end{aligned}$$

Only 17.5% of the candidates chose the correct answer.

**24. Fairly well answered by 51.5 % of the candidates.**

**25. Poorly answered**

The most chosen incorrect answer was B. Only 26.2% chose the correct option.

$$I = \frac{\text{Power}}{\text{Area}} = \frac{\frac{\text{energy}}{\text{time}}}{\text{area}} = \frac{\text{rate of energy}}{\text{area}}$$

**26. Poorly answered**

$$\begin{aligned}I &\propto A^2 \\ I &\propto kA^2 \\ I &= k(0.1)^2 \\ k &= \frac{I}{0.01} \times 0.25 \times 0.25 \\ &= \frac{0.0625I}{0.01} \\ &= 6.25I\end{aligned}$$

35.1% of the candidates chose the correct option.

**27. Well answered by 71.3% of the candidates.**

**28. Well answered by 85.5% of the candidates.**

**29. Well answered by 90.5% of the candidates.**

**30. Poorly answered**

47.2% of the candidates chose the correct answer.

**31. Fairly well answered by 61.8% of the candidates.**

**32. Poorly answered (30.5%)**

The most common incorrect answer was D. It seems many candidates just added the four resistances,  $R$ .  
The total resistance is ;

$$\begin{aligned} &= \frac{1}{R} + \frac{1}{2R} \\ &= \frac{2+1}{2R} = \frac{3}{2R} \\ &= \frac{2R}{3} + \frac{R}{1} \\ &= \frac{2R+3R}{3} = \frac{5R}{3} \end{aligned}$$

**33. Well answered by 74.6% of the candidates.**

**34. Well answered by 80,6% of the candidates.**

**35. Poorly answered**

29.5 % of the candidates chose the correct option. Kirchhoff's first law is a consequence of conservation of charge.

The most common incorrect answer was B.

**36. Poorly answered**

Many candidates found this question to be particularly difficult. 15.6% of the candidates chose the correct answer.

**37. Well answered by 88.9% of the candidates.**

**38. Well answered by 71.6% of the candidates.**

**39. Well answered by 72.3% of the candidates.**

**40. Well answered by 84.4% of the candidates.**

### Key messages

- Candidates are sometimes unable to gain full credit because their descriptions are not given with sufficient detail, and they would benefit from providing more detail. Often answers are made unclear through the omission of certain key words and inappropriate use of everyday language.
- Candidates should avoid prematurely rounding interim answers within a calculation as this can lead to the final answer given on the answer line being incorrect.
- Please note: Numerical answers may not be given as fractions, in terms of pi or in surd form. Although this is more accurate, candidates must show correct rounding.
- Candidates should use the number of significant figures in the question data as a guide to the number of significant figures required in the final answer. In the vast majority of cases a minimum of two significant figures is appropriate for the final answer.
- Please refer to the syllabus, page 5, bullet 5 of Arithmetics: “take account of accuracy in numerical work and handle calculations so that significant figures are neither lost unnecessarily nor carried beyond what is justified.”
- Candidates should pay particular attention to the prefixes of units. If these are ignored or interpreted incorrectly, it can lead to a power-of-ten error in the final answer.
- Candidates should avoid to show their working with an expression that does not have a subject. There are times when the subject changes because of changes made. Rearrangement of equations is only possible with the inclusion of the subject.
- Many questions at AS Level require candidates to perform unit conversions, for example from  $\text{mm}^2$  to  $\text{m}^2$  or from g to kg. Errors due to incorrect unit conversions can add up over a number of different question parts and make a significant difference to the final mark for the paper. Candidates should continually practise converting between units when performing calculations.
- Many candidates answered in pencil first and had to rewrite everything. This is very wasteful of valuable time. Many candidates did not have enough time to rewrite answers and were not awarded any marks for answers written in pencil. Many candidates also did not have enough time to erase the pencil answers, which made it very difficult to read and could result in marks being lost.
- For AS-level physics, candidates need to be comfortable using physics formulae where more than one variable is substituted. Solving equations using variables is essential mathematics here.
- It is important that candidates practise answering questions that are of the same standard as those in the examination. Working through past papers is a way of achieving this.
- Some credit is awarded for the application and extension of the content of the syllabus. In order to score highly, candidates need to have a thorough understanding of the subject matter so that they can discuss sensibly situations that are based on the theoretical work.

### GENERAL COMMENTS

The marks awarded varied over a wide range. There were some high-scoring papers where candidates showed a good understanding of topics across the full range of the syllabus. There were also other candidates who had significant gaps in their basic knowledge.

A minority of candidates left a significant number of their answer spaces blank. Candidates should always be encouraged to attempt all parts of all questions.

There were certain questions that most candidates found particularly challenging. These included **percentage uncertainty** and **moment where the distance was not perpendicular** as well as **Modern Physics**.



## COMMENTS ON INDIVIDUAL QUESTIONS

### Question 1

- (a) The majority of candidates could not give the correct estimation in the expected range. This part of the syllabus only comes natural if practiced a lot, starting in the junior grades.

#### **Mark scheme / expected answers**

- (i) 50 g – 250 g  
(ii) 6 ms<sup>-1</sup> – 11 ms<sup>-1</sup>

- (b) Most candidates found the calculation of the density to be straightforward, although some found the use of the calculator and the correct rounding to be problematic as it was stated in the question to give the answer to an appropriate number of significant figures. However, in part (ii) a small number of candidates were able to determine the percentage uncertainty correctly. Many candidates did conversions here, which is not necessary. Many candidates did not add the % uncertainty of d twice and thus they were only awarded 1 mark.

#### **Mark scheme / expected answers**

- (i)  $V = \frac{\pi (8.6 \times 10^{-3})^2 (31.0 \times 10^{-2})}{4} = 1.800729 \times 10^{-5} \text{ m}^3$   
 $\rho = \frac{0.122}{1.800729 \times 10^{-5}} = \mathbf{6800 \text{ (kg.m}^{-3}\text{)}}$   
(ii) 0.12% + 0.12% + 0.32% + 0.82% = 1.38%

### Question 2

- (a) The principle of conservation of momentum was mostly given accurate. Weaker candidates omitted the fact that this must happen in a closed system where no external forces are acting on the system. Here it was also sometimes omitted that it is the TOTAL momentum that should be the same. A minority of candidates also confused this with moments, stating that clockwise momentum must be equal to anti clockwise momentum.

#### **Mark scheme / expected answers**

The principle of conservation of momentum states, (that when bodies in a system interact), the total momentum remains constant / resultant momentum is equal to 0. Provided that no external force acts on the system / in a closed system / in an isolated system.

- (b) This question was accessible to the better candidate only. The algebra in this question proved to be challenging to most candidates. It is therefore advisable that learners that take physics also take mathematics. A common mistake was that candidates used  $v^2$  in part (ii) where momentum had to be used in the calculation. Candidates should be advised that a ratio is a decimal number and should not be given as a fraction or as follows: 4 : 1

#### **Mark scheme / expected answers**

- (i) **BEFORE:**  $12.5 m_A v^2 (+0)$   
**AFTER:**  $\frac{1}{2} (m_A + m_B) v$   
(ii)  $m_A (5v) = (m_A + m_B) v$   
 $\therefore 5 m_A = m_A + m_B$   
 $\therefore 5 m_A - m_A = m_B$   
 $\therefore 4 m_A = m_B$   
 $\therefore \frac{m_B}{m_A} = \mathbf{4}$

### Question 3

- (a) The vast majority of candidates could correctly define the moment in part (i) and could correctly determine the SI base unit of moment. A common error though was that candidates omitted the fact that the distance must be perpendicular to the force in (i), which is an essential part of the definition.

#### **Mark scheme / expected answers**

- (i) Moment is the product of force and perpendicular distance (through the line of action from the pivot)  
 (ii)  $\text{moment} = F \perp x = \text{Nm} = \text{kgms}^{-2} (\text{m}) = \text{kgm}^2\text{s}^{-2}$

- (b) This is another question that was accessible to the better candidate only. Part (i) is just a part that should have been memorized. Part (ii) expected candidates to do resolution of vectors.

#### **Mark scheme / expected answers**

- (i) **U:** reaction force / normal force  
**V:** frictional force / friction / resistive force  
 (ii)  $w (\cos 21^\circ) (4) = 70 (8.0)$  **OR**  $w (\sin 69^\circ) (4) = 70 (8.0)$   
 $\therefore w = 150 (\text{N})$

### Question 4

- (a) The vast majority of answers were correct. The minority of candidates used the term rate here wrongly. It should be made clear to candidates that a rate means that a quantity is divided by time.

#### **Mark scheme / expected answers**

- (i) force per unit area  
 (ii) extension per unit length

- (b) This question was poorly answered. It is evident that candidates do not understand graphs. A simple thing like calculating the gradient from the correct part of the graph was a problem. The question clearly states that the graph must be used to answer the question and still candidates used a single coordinate to calculate Young Modulus as they just used the formula. When choosing coordinates, candidates should use points that can clearly be given values according to the x-axis and y-axis. For part (i) many candidates omitted the power of ten given as a label on the y-axis.

#### **Mark scheme / expected answers**

- (i)  $1.88 \times 10^8 - 1.9 \times 10^8$   
 (ii) gradient of STRAIGHT section:  $m = \frac{1.04 \times 10^8 - 0}{0.9 \times 10^{-3} - 0}$   
 $= 1.16 \times 10^{11} - 1.2 \times 10^{11} \text{ Pa} / \text{N.m}^{-2} / \text{kg.m}^{-1}.\text{s}^{-2}$   
**OR**  $116 - 120 \text{ GPa} / \text{G Nm}^{-2} / \text{G kgm}^{-1}\text{s}^{-2}$

### Question 5

This question was well answered.

- (a) In part (ii) of this question, candidates rarely confused the conditions with how a stationary wave is produced. The weaker candidates did not mention that a wave has to reflect to interfere.

#### **Mark scheme / expected answers**

- (i)  $\lambda = \frac{v}{f} = \frac{25}{50} = 0.50 \text{ m}$   
 (ii) wave/s (travel along string and) reflect at S / wall / fixed end  
 incident and reflected waves interfere / superpose

- (b) This question was usually answered correctly.  
The minority of candidates were careless in labelling the antinode and nodes in part (ii).

**Mark scheme / expected answers**

- (i)  $ST = (0.5)(1.5) = 0.75 \text{ m}$
- (ii) nodes labelled at S, T AND the two points at zero displacement (4 nodes)  
antinodes labelled at the three points of maximum displacement

**Question 6**

- (a) The vast majority of answers were correct. A common mistake with weaker candidates though, was that candidates refer to refraction.

**Mark scheme / expected answers**

When a wave is incident on an edge or an obstacle / slit / gap  
wave bends into the geometrical shadow / changes shape / spreads

- (b) (i) This question was poorly answered. The minority of candidates knew how to find the distance between adjacent slits. The majority of candidates used physics formulae here to try and calculate this distance, where only a simple calculation is required. This shows that candidates do not understand the principles of diffraction gratings.

**Mark scheme / expected answers**

$$d = \frac{1}{N} = \frac{1}{7.00 \times 10^5} = 1.43 \times 10^{-6} \text{ m} / 1.43 \mu\text{m}$$

- (b) (ii) This question could only be fully answered by the minority of candidates as part (i) was necessary here. Many candidates ended up with a mathematical error due to the wrong answer from part (i). The formula for diffraction grating helped many candidates to achieve at least one mark. Another common mistake here was that candidates substituted the wrong values into the correct formula which shows that they do not know what every symbol of the equation stands for.

**Mark scheme / expected answers**

$$\sin \theta = \frac{n\lambda}{d} = \frac{1(630 \times 10^{-9})}{1.43 \times 10^{-6}} = 26^\circ$$

**Question 7**

- (a) (i) Well answered.

**Mark scheme / expected answers**

$$E = \frac{V}{d} = \frac{1000}{0.04} = 25\,000 / 2.5 \times 10^4 \text{ (Vm}^{-1}\text{)}$$

- (a) (ii) The majority of the candidates calculated the electric force acting on the nucleus correctly. A common mistake was that the 0 after the comma was omitted.

**Mark scheme / expected answers**

$$F = \frac{VQ}{d} / EQ = (2.5 \times 10^4)(2.0 \times 10^{-9}) = 5.0 \times 10^{-5} \text{ N}$$

- (a) (iii) Many candidates did not realize that  $\Delta E = W$ .

**Mark scheme / expected answers**

$$E_k \text{ (kinetic energy) } VQ = (1000)(2.0 \times 10^{-9}) = 2.0 \times 10^{-6} \text{ J}$$

**OR**

$$E_k = W = Fs = (5 \times 10^{-5})(0.04) = 2.0 \times 10^{-6} \text{ J}$$

- (b) Many candidates did not read carefully that this question is about another experiment and substituted values from part (a). Candidates should always be encouraged to read carefully.

**Mark scheme / expected answers**

$$a = \frac{EQ}{m} / \frac{E}{m} = \frac{(3.0 \times 10^4)(1.6 \times 10^{-19})}{9.11 \times 10^{-31}} = 5.27 \times 10^{15} \text{ ms}^{-2}$$

**Question 8**

- (a) A significant number of candidates gave the correct response. A similar number of candidates gave answers referring to the quantities voltage and current and not to the units volt and ampere.

**Mark scheme / expected answers**

The ohm is the ratio of volt to ampere /  
transmitting a current of 1 ampere when subjected to a potential difference of 1 volt

- (b) A significant number of candidates gave the correct answer. The majority of candidates said that  $\frac{5}{12} = \frac{12}{5}$ , which is wrong. Candidates should show how they changed the subject of the original formula clearly in a 'show' question.

**Mark scheme / expected answers**

$$\frac{1}{R_T} = \frac{1}{6} + \frac{1}{4} = \frac{5}{12} \quad \text{OR} \quad R_T = \frac{6 \times 4}{6 + 4}$$

$$\therefore R_T = \frac{12}{5} (= 2.4 \Omega)$$

- (c) Part (i) was answered well. Here the 0 after the comma was once again omitted. In part (ii) it was evident that candidates do not clearly understand the difference between terminal voltage and emf.

**Mark scheme / expected answers**

(i)  $I = \frac{V}{R} = \frac{4.8}{2.4} = 2.0 \text{ A}$

(ii)  $V = \text{emf} - Ir = I(R + r) \quad \text{OR} \quad \text{lost } V \text{ IR}$   
 $\therefore 4.8 = 6.0 - 2.0r \quad \therefore 6.0 - 4.8 = 2.0r$   
 $r = 0.6 (0) \Omega \quad r = 0.6(0) \Omega$

- (d) In this part too candidates showed that the difference between voltage and emf is not fully understood. Candidates used the correct formula, but substituted voltage in place of emf.

**Mark scheme / expected answers**

$$E / W = VQ = 6.0 (1.5 \times 10^3) = 9\,000 \text{ J} \quad \text{OR} \quad W = VI t \quad (t = 750 \text{ s}) = 9\,000 \text{ J}$$

- (e) (i) The majority of candidates could correctly calculate the current. Again the 0 at the end was often omitted.

**Mark scheme / expected answers**

$$I = \frac{V}{R} = \frac{4.8}{6} = 0.80 \text{ A}$$

- (e) (ii) The majority of candidates could not be awarded the one mark as the meaning of the answer was completely changed by the way this question was answered. There is a big difference between number density of electrons and density of number of electrons.

**Mark scheme / expected answers**

number density of charge carriers /  
number of charge carriers / free electrons per unit volume

- (e) (iii) The majority of candidates were able to correctly calculate the value of  $n$ . Common mistakes were that  $Q$  was used instead of the charge of an electron and the negative of the charge of an electron was substituted.

**Mark scheme / expected answers**

$$n = \left( \frac{I}{A v q} \right) = \frac{2.0}{(4.5 \times 10^{-7}) (1.2 \times 10^{-4}) (1.6 \times 10^{-19})} = \frac{2.0}{8.64 \times 10^{-30}} = 2.3 \times 10^{29} \text{ m}^{-3}$$

**Question 9**

- (a) Candidates are not precise enough.

**Mark scheme / expected answers**

Particle with no internal structure /  
Particle which cannot be broken down into anything smaller

- (b) A significant number of candidates encircled wrong words, showing that Modern Physics is not understood.

**Mark scheme / expected answers**

antineutrino AND positron both circled

- (c) This question also clearly showed that fundamental particles are maybe known but not fully understood. It should also be noted that answers have to be specific. Just mentioning the same value is not enough, the quantity to which is referred should also be mentioned.

**Mark scheme / expected answers**

**Similarity:**

same or equal mass / same or equal charge / both fundamental particles / both have strangeness of 0 / both are held together by gluons  
both are found **in** the nucleus / hadrons or mesons

**Difference:**

opposite sign of charge /  
one is matter other one is anti-matter

- (d) It should be noted that if the type of beta decay is not clearly specified, it refers to beta minus.

**Mark scheme / expected answers**

R at (92, 234)  
S at (90, 230)

## GENERAL COMMENTS

What was very remarkable in the 8225 Physics Paper 3 2024 series is the substantial improvement in the quantity as well as quality of the Supervisor's Reports received from different centres. These included sets of numerical results for the experiments, as well as additional useful details about difficulties encountered in the experiments, plus any help given to candidates. This is impressive and supervisors at various centres are commended for the job well done.

The major difficulty experienced by many centres, as reflected in the Supervisors' reports, was around the equipment for Question 1. It was evident from the Supervisors' results that the specified range for current of 0.10 A to 0.99 A in the question paper was not achievable in many instances, owing to the limits in the equipment provided by suppliers (variable resistors / rheostats/ potentiometers). In such cases, candidates who obtained data less than 0.10 A or more than 0.99 A were taken into account as being in the range as supported by numerical data from the supervisors' results. The candidates could be awarded credit if the value was outside the range specified in the question paper, but within the range of the Supervisor's data.

The general standard of the work done by the candidates was good, there were many excellent scripts and the performance was more often than not, centre dependent. On the one hand, there were many candidates who had been well prepared for the practical paper, and they demonstrated their skills in measuring, recording and processing their results. On the other hand, in some centres, candidates seemed to be short of time and some part questions (especially part questions 1 (b) and 1 (c), were left unanswered by a noteworthy number of candidates in those centres.

## Key messages

- Candidates need to remember to state their recorded measurements to the precision of their measuring instruments. For instance, a digital voltmeter, reading to the nearest 0.01 V and a digital ammeter, reading to the nearest 0.01 A, is used to measure  $V_0$ ,  $V$  and  $I$  in question 1 (a) and 1 (b). These readings need to be recorded to the appropriate degree of precision which is consistent with the instrument used. Similarly, a metre rule (with the precision of 1 mm) is used for measuring the diameter of the base of the cup  $l$  in 2 (a); the height of the water in the cup, as well as the diameter of the surface of water  $L$  in 2 (b). These need to be recorded to the nearest 1 mm (0.1 cm; 0.001 m).
- If a raw value is out of trend to that expected, candidates should be encouraged to check the readings again with the equipment provided in the early stages of data collection.
- In the table work, the number of significant figures in the calculated quantity should relate to the number of significant figures in the raw data with the least number of significant figures. Each calculated quantity should be checked row by row.
- In the graphical work, candidates should be able to read off any points to the nearest half a small square. Incorrect read-offs of plotted points into the gradient calculation or when determining the y-intercept was a common feature.
- When justifying a number of significant figures in a calculated quantity, candidates should relate the number of significant figures in the quantity to the raw readings used in the calculation. Candidates should not use the phrase 'raw readings' without explaining what those readings are, or attempt to use intermediate calculated quantities to justify the number of significant figures.
- In answering Question 2, candidates should be reminded that limitations and suggestions for improvement must be focused on the experiment. General points such as 'avoid parallax error' or 'use more precise measuring instruments' or 'use better apparatus' or 'use a camera / video / electronic method' or 'use a mechanical method' will not gain credit without further detail. As candidates take measurements, they should ask themselves 'why is this measurement difficult to take?' and then 'is there a better method I could use to take this measurement accurately?'

## COMMENTS ON SPECIFIC QUESTIONS: Question 1

- 1 (a) (i) Many candidates recorded the value of  $V_0$  that was in the expected range of about 1.50 V.  
Answers were generally provided to the correct precision (nearest 0.01 V) e.g. 1.54 V. In a few instances, candidates recorded a value of  $V_0 = 0.00$  V, which shows that they could not connect the circuit properly.
- 1 (a) (ii) Many candidates recorded the value of  $V$  and  $I$  that was in the expected range and to the correct precision (nearest 0.01 A and 0.01 V respectively). It was expected that the value of  $V < V_0$ . A significant number of candidates gave the value of  $V > V_0$  and were not awarded credit. Some candidates recorded the values of  $V_0$ ,  $V$  and  $I$  as negative values, which shows that they were experiencing challenges with the correct set up of the apparatus.

**1 (b) M1 Table of results [1 mark]**

A significant proportion of candidates were able to recognise that they needed to have at least four columns for  $V$ ,  $I$ ,  $\frac{1}{I}$  and  $\frac{V}{I}$  for the table. Other candidates were able to include additional columns to obtain average data such as  $I_1$ ,  $I_2$ ,  $I_{\text{average}}$ ;  $V_1$ ,  $V_2$ ,  $V_{\text{average}}$ , and this is impressive.

A handful of candidates were unable to recognise the need to have at least four columns, and drew incomplete tables, commonly comprised of two columns such as only  $V$  and  $I$  or only,  $\frac{1}{I}$  and  $\frac{V}{I}$ , and thus did not gain credit. Some candidates struggled to determine the units for  $\frac{1}{I}$  and  $\frac{V}{I}$ . Others omitted the units altogether.

According to the NSSCAS Physics 8225 syllabus on page 34, candidates should be able to present numerical data in a single table of results, draw up the table in advance of taking readings and use column headings that include both the quantity and the unit, and that conform to accepted scientific conventions.

**M2 Successful collection of data and observations [4 marks]**

Many candidates were able to collect six sets of values of  $I$  and  $V$  without assistance from the Supervisor, and showed a correct trend in their values. A minority of candidates took a set of results with the wrong trend. Some candidates took the time to repeat their readings. This helped to identify anomalous results and improve data quality. If time is limited, candidates should be encouraged to look out for possible outliers which do not fit a general trend and repeat these readings as they experiment to double-check.

**M3 Range and distribution of values**

A considerable number of candidates were able to make measurements that span the largest possible range of values within the limits either of the equipment provided or of the instructions given in the question paper. They were also able to make measurements whose values are appropriately distributed within this range. This is impressive. The Supervisors at the various examinations centres are commended for providing Supervisor's Results. These set of numerical results provided enabled examiners to take into account when candidates have recorded results which are out of the expected range. The candidates could be awarded credit if the value was within range of the Supervisor's data.

**M4 Consistency of presentation of raw readings [1 mark]**

Most candidates correctly recorded their raw values of  $V$  and  $I$  to the nearest 0.01 V and 0.01 A respectively, and thus gained credit for recording their raw readings to the same degree of precision, which is compatible with the measuring instruments used. In a few instances, candidates recorded to the nearest 0.1 or 0.001 and lost marks as a result.

**M5 Consistency of presentation of calculated quantities [1 mark]**

Most candidates recorded their values of  $\frac{1}{I}$  and  $\frac{V}{I}$  correctly, i.e. to the same number of significant figures as (or one more than) the number of significant figures of the raw values of  $V$  and  $I$  respectively.

**M6 Calculation of other quantities from raw data [1 mark]**

A satisfactory number of candidates calculated  $\frac{1}{I}$  and  $\frac{V}{I}$  correctly. Some candidates rounded their answers incorrectly, including rounding to only one significant figure.

**1 (c) (i) M1 Graph layout [1 mark]**

Strong candidates were able to produce excellent graphs. The best graphs had labels and sensible scales chosen to give simple intervals (using ratios of 1, 2 or 5 to a 2 cm square) as well as making good use of the available grid area, and each axis was labelled with the plotted quantity.

Candidates could improve by ensuring scales (in either the x or y direction) are chosen to spread out plotted points to occupy the whole of the graph grid, rather than points being squashed into a small part of the grid. Compressed scales (where the plotted points occupy less than half of the grid in both the y and x directions) were often seen and also did not gain credit. This may have arisen because of the candidate's perceived need to start the graph at the true origin. Candidates are encouraged to use the false origin where appropriate.

A few weaker candidates used awkward scales (e.g. based on ratios of 1.5, 3, 6, 8 or 12 to a 2 cm square). These cannot be awarded credit and it was very common for candidates using such scales to make further mistakes with subsequent read-offs. Some candidates used irregular / non-linear / random scales. These could not be given credit, and often the data could not be awarded credit for quality either because the error was often in the region of the plotted points. Candidates should be encouraged to set up their graphs to make them easy to work with in later parts of the question i.e. gradients and y-intercepts.



## M2 Graph plotting of points [1 mark]

Strong candidates were able to plot all their data points on their graph grid to an accuracy of better than 1mm. Their plotted points were often finely drawn crosses or encircled dots, with a sharp pencil and were still visible.

Plotting of points as fine crosses generally produce the clearest plotted points as long as the pencil is sharp. In some instances, the plots were too large (heavy crosses or large dots with diameter greater than 1 mm). These are not awarded credit because the accuracy of their position cannot be judged and so their accuracy could not be checked.

## M3 Graph quality [1 mark]

The majority of the candidates were able to collect a reasonable set of data that was awarded credit for quality. For most candidates the scatter of the points about a linear trend was small enough to gain credit for quality of results.

- 1 (c) (ii) Only the strongest candidates were able to draw carefully considered lines of best fit. When drawing the straight line of best fit, the strongest candidates produced thin lines that had an even distribution of points on either side of the line along the full length to show that the trend of their graph is linear.

Often, candidates' points allowed a good straight line through five points, with one outlier point that was disregarded by the candidate in drawing the line of best fit. Where this outlier point was not indicated by the candidate as being anomalous, the line of best fit mark could not be awarded. Centres should encourage candidates to indicate any one such outlier point as anomalous (e.g. by circling it or labelling it), so that their line of best fit can be marked on the remaining points only.

In many other cases, candidates lost the mark due to various reasons such as drawing wobbly/ wavy/ hairy/ feathery/ broken/ kinky; not balancing the points; joining the points dot-to-dot by free hand; joining the points dot-to-dot with a ruler. Broken or kinked lines are often the result of using short rulers forcing the line to be drawn in two parts. Candidates are encouraged to use 30 cm transparent rulers. Candidates' lines would have been improved by a rotation or sideways movement of their line.

- 1 (c) (iii) Interpretation of graph [2 marks]

### Interpretation of graph – determination of gradient [1 mark]

A satisfactory number of candidates were able to relate their straight line graphs to the equation of the form  $y = mx + c$ , and derived expressions which equate to the gradient of their graphs, to determine the gradient of their straight line graphs. Impressive responses included the use of the method of counting squares  $\times$  scale factor and the use of the expression  $m(x - x_1) = (y - y_1)$ ;  $m = \frac{(y - y_1)}{(x - x_1)}$ .

These candidates used a large triangle to calculate the gradient, used correct read-offs and substituted into a correct expression.

Weaker candidates used too small a triangle (the hypotenuse should be greater than half the length of the line drawn) and there were many instances of incorrect read-offs. Some candidates did not draw a triangle and instead attempted to use points from the table to determine the gradient. In most cases awkward scales often led to errors. Use of values from the table of results was only accepted if they lay on the candidate's line. Occasionally, a candidate showed no working for the gradient. In such cases, it was not possible to award credit for the gradient.

### Interpretation of graph – determination of y-intercept

Some candidates were able to correctly read off the y-intercept at  $x = 0$  directly from the graph. Others incorrectly read off the y-intercept when there was a false origin where  $x$  was not 0 at the origin. There were many instances of incorrect read-offs substituted into  $y = mx + c$  in the attempt to determine  $c$ .

- 1 (d) (i) Drawing conclusions – determining the values of constants

An adequate number of candidates recognised that  $P$  was equal to the gradient and  $Q$  was equal to the y-intercept. Stronger candidates recorded a value with consistent units. Weaker candidates stated incorrect units, omitted units altogether or provided units which were not always dimensionally correct. Some candidates wrote their final answer to one significant figure.

Just like in the 2023 Question Paper (8225/3), the equation was expected to be more accessible to candidates compared to the 2021 and 2022 series since in this case, just like in 2023, both the constants  $P$  and  $Q$  are equal to the gradient and y-intercept respectively. Some candidates who probably revised the 2021 and 2022 papers seemed to have falsely assumed that they had to do some working as it was the case in the similar questions of 2021 and 2022. They ended up unnecessarily halving or doubling the



constants, or tried to do other mathematical manipulations, and thus lost marks. The mark for the unit was rarely scored.

- 1 (d) (ii) This part was well answered. Only a few candidates lost marks due to reversing the values, by calculating  $r = \frac{P}{Q}$  instead of  $r = \frac{Q}{P}$  as given on the question paper. Some candidates completely ignored the given equation  $r = \frac{Q}{P}$  and resorted to far-fetched ideas, such as using the equation which they learnt from theory such as  $E = I(R + r)$  and other similar equations from the topic current of electricity.

#### Answers to Question 1

Question	Answer	Marks
1 (a) (i)	Value of V in the appropriate range of about 1.50 V recorded to the nearest 0.01 V.	1
1 (a) (ii)	Values of V and I in the appropriate range recorded to the nearest 0.01 V and 0.01 A respectively.	1
1 (b)	<b>M1 Table of results: column headings</b> Each column heading must contain a quantity and a unit. The presentation of quantity and unit must conform to accepted scientific convention. e.g. $V / V$ ; $I / A$ , $\frac{1}{I} / A^{-1}$ , $\frac{V}{I} / \Omega$	1
	<b>M2 Successful collection of data and observations</b> Six sets of readings of I and V with correct trend and without help from supervisor scores 4 marks; five sets scores 3 marks; four sets score 2 marks; three sets or two sets scores 1 mark.	4
1 (b)	<b>M3 Range and distribution of values</b> Range: 0.10 A to 0.99 A	1
	<b>M4 Consistency of presentation of raw readings</b> All values of raw V must be given to the same number of decimal places, two decimal places (nearest 0.01 V).  All values of raw I must be given to the same number of decimal places, two decimal places (nearest 0.01 A).	1
	<b>M5 Consistency of presentation of processed / calculated data</b> Significant figures for every value of $\frac{1}{I}$ must be given to the same sf (or one more than) the least sf in I.	1
	<b>M6 Calculations of other quantities from raw data</b> values of $\frac{V}{I}$ calculated correctly.	1
(c) (i)	<u>axes:</u> sensible scales must be used, no awkward scales (e.g. 3:10) scales must be chosen so that the plotted points occupy at least half the graph grid in both x and y directions scales must be labelled with the quantity which is being plotted scale markings should be no more than 1 large squares (2 cm) apart	1
	<u>plotting of points:</u> all observations must be plotted on the grid diameter of plotted points must be $\leq$ half a small square (no blobs) plots must be accurate to within half a small square in both x and y directions	1
	<u>quality:</u> all points in the table must be plotted (at least 5) for this mark to be awarded. Scatter of plots must be no more than 1 cm (5 small squares) from a straight line in the x-direction	1
(c) (ii)	<u>Graph trend line (line of best fit)</u> judged by balance of all points on the grid (at least 5) about the candidate's line. There must be an even distribution of points either side of the line along the full length one anomalous point is allowed only if clearly indicated (i.e. circled or labelled) by the candidate lines must not be kinked or thicker than half a small square	1

Question	Answer	Marks
(c) (iii)	<u>Interpretation of graph – determination of gradient:</u> the hypotenuse of the triangle used must be greater than half the length of the drawn line method of calculation must be correct both read-offs must be accurate to half a small square in both the x and y directions	1
	<u>Interpretation of graph – determination of y-intercept:</u> <b>Either</b> correct read-off from a point on the line substituted into $y = mx + c$ or an equivalent expression, with read-off accurate to half a small square in both x and y directions <b>Or</b> intercept read directly from the graph, with read-off at $x = \text{zero}$ accurate to half a small square in y direction	1
(d) (i)	$P$ equal to candidate's gradient, and $Q$ equal to candidate's intercept, and values are not written as fractions	1
	unit for $P$ is correct and consistent with value e.g. $V^{-1}$ or $A^{-1} \Omega^{-1}$ unit for $Q$ is correct e.g. $A^{-1}$ ;	1
(d) (ii)	Value of $r$ correctly calculated	1

## COMMENTS ON SPECIFIC QUESTIONS:

### Question 2

- 2 (a) (i) The ruler provided to make the measurements had a precision of 1 mm. Many candidates measured values of  $l$  in the correct range, with a consistent unit and to the appropriate degree of precision of either nearest 1 mm, 0.1 cm or 0.001 m consistent with a ruler. A few candidates measured  $l$  on the diagram in the question paper instead of measuring  $l$  of the cup given.
- To improve, some candidates need to record values to the nearest mm (e.g. 40 mm; 4.0 cm, 0.040 m) rather than to the nearest cm and other candidates need to resist the temptation to add extra zeros to their readings (e.g. recording 4.0 cm incorrectly as 4.00 cm or 40 mm as 40.0 mm).
- 2 (a) (ii) The balance provided to make measurements had a precision of 0.1 g or better. Nearly all candidates recorded  $m_1$  in the correct range, with a consistent unit and to the appropriate degree of precision consistent with a balance.
- 2 (b) (i) Many candidates successfully collected that data for  $T_0$  and  $T$  and proceeded to apply the given equation to determine  $\Delta T$ . It was expected that  $T < T_0$ . However, some candidates recorded  $T > T_0$  and thus did not gain credit. Other candidates reversed to given equation and calculated  $\Delta T = T - T_0$  instead of the correct way given in the question as  $\Delta T = T_0 - T$ . This is basic arithmetic as stated in the NSSCAS Physics 8225 syllabus on page 5 that candidates should be able to use an electronic calculator for addition, subtraction, multiplication and division. In some cases, candidates recorded  $T_0$  as the room temperature instead of the maximum temperature of the hot water as specified in the question paper.
- 2 (b) (ii) A good number of candidates was able to measure and record  $h$  and  $L$  in the appropriate range. It was expected that  $L > l$ . In some instances, candidates recorded  $L < l$  and did not gain credit.
- 2 (b) (iii) When asked to determine the percentage uncertainty, the strongest candidates were familiar with the equation for calculating percentage uncertainty. They gave an uncertainty in  $h$  in the range that is deemed reasonable for this experiment, which factored the difficulty in determining  $h$ . Some candidates made too small an estimate of the absolute uncertainty in the value of  $h$  by choosing to use the smallest division on the ruler, typically giving the precision of the ruler, 1 mm, without recognising that the reading is subject to uncertainty and was difficult to take. Other candidates made too large an estimate, typically 2.0 cm. Some candidates repeated their readings and correctly gave the uncertainty in  $h$  as half the range, while other candidates did not halve the range when using this method, they determined the full range instead and were not given credit. Some candidates made mistakes with conversions for example dividing the absolute uncertainty which is in mm by measured values which are in cm and other similar inconsistencies in conversions, which often led to 'power of ten' errors.

- 2 (b) (iv) Many candidates correctly calculated  $V$  to the appropriate number of significant figures, correctly rounded. Some candidates truncated their answers instead. Other candidates made power of ten errors by being inconsistent with the values for  $h$ ,  $L$  and  $l$  in their conversions, for instance working with  $l$  in mm,  $h$  in cm and  $L$  in m.
- 2 (b) (v) The mark for the justification of significant figures was rarely scored. Only the strongest candidates correctly justified the number of significant figures they had given for the value of  $V$  with reference to the number of significant figures used in the raw data:  $L$ ,  $l$  and  $h$ . Many candidates gave reference to 'raw readings', 'previous measurements' or 'values used in calculation' without detailing the individual raw quantities concerned. Some candidates chose to add numerical detail but provided an accompanying argument that was incorrect and so were not awarded credit.
- 2 (c) The majority of candidates were able to score 1 out of 2 marks at this part. Many candidates lost the one mark for  $2^{\text{nd}} \Delta T > 1^{\text{st}} \Delta T$  when it was expected that  $2^{\text{nd}} \Delta T < 1^{\text{st}} \Delta T$ . It is specified in the question that the candidates should ensure that their  $2^{\text{nd}} T_0$  is approximately equal to their  $1^{\text{st}} T_0 \pm 1^\circ\text{C}$ . There was a general impression that when there was a large difference between the candidates'  $T_0$  values, this gave rise to obtaining data which deviated from the expected trend.
- 2 (d) (i) Most candidates were able to calculate  $k$  for the two sets of data, showing their working clearly. A minority of candidates incorrectly rearranged the equation algebraically or inadvertently substituted the wrong values. Other candidates chose to round, giving their final answer to only one significant figure.
- 2 (d) (ii) The stronger candidates calculated the percentage difference between their two values of  $k$ , and then tested it against a specified numerical percentage uncertainty as a criterion, commonly using 10%, 20%. Some candidates omitted a criterion, or gave a general statement such as 'this is valid because the values are close to each other' or 'strongly supported' without any working, which could not be accepted. Occasionally candidates gave a contradictory statement such as 'my results do not support this relationship as my % difference is less than 10%'.
- 2 (e) (i) This experiment provided many limitations for discussion. The investigation found how the volume of hot water affects the cooling from maximum temperature to a lower temperature after two minutes. Many candidates retreated into familiar ideas about cooling and heating such as insulation of the cup.
- Candidates need to identify problems associated with setting up and obtaining readings. They can do this by writing about the different measurements taken or by chronologically going through the experiment systematically and stating clearly each difficulty. Candidates should then try to think of solutions that address each problem identified. Problems that were commonly awarded credit included 'two sets of data were insufficient to draw a valid conclusion' and 'difficult to measure  $h$  as the cup has an irregular shape'. Candidates often mentioned the problems without necessary detail or did not relate the difficulty to the quantity affected. For example, 'difficult to measure  $L$  accurately' without reference to the actual difficulty of the measurement is not sufficient.
- 2 (e) (ii) Improvements that were commonly seen were 'take more readings and plot a graph', Vague statements such as 'use a video' without detailing how this will be used, cannot gain credit. Candidates are encouraged to turn vague statements that have relevance into detailed responses in order to gain credit. Careful consideration is needed. Credit is not given for suggested improvements that could have been carried out in the original experiment e.g. 'repeat readings' or 'get the eye level with the scale of the thermometer'. Some candidates stated 'take more readings' which on its own did not gain credit as it is not sufficiently specific.

## Answers to Question 2

Question	Answer	Marks
2 (a) (i)	<u>Successful collection of data and observations</u> Value of $l$ to the nearest mm with unit	1
2 (a) (ii)	<u>Successful collection of data and observations</u> Value of $m_1$ to the nearest 0.1 g or better, with <b>unit</b>	1
2 (b) (i)	<u>Successful collection of data and observations</u> Value of $T < T_0$ in the appropriate range. correct calculation of $\Delta T$	1 1
2 (b) (ii)	<u>Successful collection of data and observations</u> Value of $h$ AND $L > l$ .	1
2 (b) (iii)	<u>Estimating uncertainties:</u> Percentage uncertainty based on absolute uncertainty $\Delta h$ in the range 2 – 10 mm. If repeat readings have been taken, then the absolute uncertainty can be half the range (but not zero) if the working is clearly shown. Correct method to determine percentage uncertainty, e.g. $\frac{\text{value of uncertainty}}{\text{their actual value}} \times 100$ <b>OR</b> If repeated readings have been done, then the uncertainty can be half the range (but not zero if the values are equal) if the working is clearly shown.	1
2 (b) (iv)	<u>Calculations of other quantities from raw data</u> Value of $V$ calculated correctly.	1
2 (b) (v)	Justification for significant figures in $V$ linked to s.f. in $L$ , $l$ and $h$ .	1
2 (c)	Second values of $T_0$ and $T$ . Second values of $h$ and $L$ . Temperature <u>decreases</u> in both experiments AND second value of $\Delta T < \text{first value of } \Delta T$ .	1 1
2 (d) (i)	<u>Drawing conclusions – determining values of constants:</u> Two values of $k$ calculated correctly. The final $k$ values must not be written as fractions.	1
2 (d) (ii)	Valid comment consistent with the calculated values of $k$ , testing against a criterion stated by the candidate. <b>Example:</b> If the % difference in $k$ values is greater than 10%, the results do not support the suggested relationship. Since the % difference between $k$ values is 17%, the results do not support the suggested relationship. <b>OR</b> The % uncertainty in $k$ values is 20%. Since the % difference between $k$ values is 17%, the results support the suggested relationship.	1

2 (e) (i)	<p><b>A</b> Two readings are not enough to draw a (valid) conclusion (not “not enough for accurate results”, “few readings”).</p> <p><b>B</b> Difficult to measure <math>h</math> with reason, e.g. scale of ruler does not start at the end/opaque cup/ irregular cup/uncalibrated cup/water too hot/rule in water changes water level.</p> <p><b>C</b> Difficult to measure <math>L</math> with reason, e.g. parallax; Or Difficult to measure <math>l</math> with reason, e.g. the cup is spherical/round</p> <p><b>D</b> Large % uncertainty (error) in <math>\Delta T</math> <b>Or</b> thermometer is not precise enough (to measure a small change in temperature).</p> <p><b>E</b> Difficulty with taking temperature at the end of the two-minute period with reason, e.g. cannot look at stop-watch and thermometer simultaneously.</p>	
2 (e) (ii)	<p><b>A</b> Take more readings and plot a graph or take more readings and compare <math>k</math> values (<b>not</b> “repeat readings” on its own).</p> <p><b>B</b> Use a transparent/calibrated/regularly shaped cup; or use ruler without a space at end; measure (empty depth – depth to water surface) with detailed description e.g. use rod at right angles to a rule across top of cup to reach water surface or cup bottom.</p> <p><b>C</b> To measure <math>L</math> or inside of cup, use calipers/dividers/vertical pointers/travelling microscope Or e.g. calipers to measure <math>l</math></p> <p><b>D</b> Improved method to measure <math>\Delta T</math> e.g. more precise thermometer/thermometer reading to <math>0.1\text{ }^{\circ}\text{C}</math>/thinner capillary in thermometer/more sensitive thermometer <b>Or</b> allow experiment to go on for more than two minutes.</p> <p><b>E</b> Method for simultaneous measurement of temperature and time e.g. sound to mark two-minute period/temperature probe linked to data logger system/video with thermometer and timer in view.</p>	

In order to prepare learners well for the 8225 Physics Advanced Practical Skills Paper 3, it is important to bring to the attention of the learners that ANNEXE A: Assessment criteria for Paper 3 (Advance Practical Skills) which is outlined in the NSSCAS 8225 Physics syllabus from page 31 to page 39. This is the ANNEXE in which the assessment skills are specified as to which skills the paper advanced practical skills focus on (i.e. manipulation, measurement and observation; presentation of data and observations; analysis, conclusion and evaluation). This is the case in the NSSCAS Physics course as well as the two other cognate NSSCAS subjects (i.e. Chemistry and Biology). It is exciting to know and to bring to the attention of the learners that the mark scheme for Paper 3 is already included in the syllabus (see page 32). It is also important to expose the learners to the basic practical skills using for example the NSSCAS Physics specimen question paper and materials as specified in ANNEXE A4 (page 37). Once the learners have this exposure, they will be at ease to apply the skills to any advanced practical skill they are faced with and they will have the confidence to tackle the practical. This in turn will also prepare learners to be able to finish the two questions comfortably in the two hours without struggling to use some of the basic apparatus such as stopwatches. Lastly, the Mathematical requirements stated on Page 5 of the syllabus are crucial in preparing candidates for Paper 3.